

What are the guidelines for documentation of a disability?

Students who are seeking support services from the Disability Resource Center (DRC) at Clackamas Community College (CCC) on the basis of a disability are required, in most cases, to submit documentation to verify eligibility of services.



Authority & Confidentiality

Authority is assigned to the Disability Resource Center for reviewing student documentation and determining what, if any, accommodations will be provided by the college to ensure equal access for all students.

All contact information and documentation received is kept in confidential files within the Disability Resource Center. Information from the file is provided on a “need to know” basis only, at the student’s request, or with a signed consent.

Documentation must have been prepared by a person who is not a family member of the student and who is qualified by professional training and practice to diagnose and treat the impairment leading to the disability. It must also be typed or word processed and printed on the letterhead of either the practitioner or the agency hosting the practice.



DISABILITY RESOURCE CENTER

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Guidelines for Documentation of a Disability



Clackamas Community College

DISABILITY RESOURCE CENTER

UPDATED 07/01/2015

General Guidelines

The provision of all accommodations and auxiliary aids is based upon the indication that the accommodation or aid is appropriate to the needs and capabilities of the student. Therefore it is in the student's best interest to provide current and appropriate documentation relevant to the student's learning environment.

The cost and responsibility for providing this documentation is on the student.

The ideal documentation will:

- Clearly state the names, titles, professional credentials, addresses, and phone numbers of the evaluators, indicate date(s) of testing/examination, and be on official letterhead, typed, dated and signed.
- Include a diagnostic statement identifying the disability, DSM diagnosis if relevant, describing the "nature and extent" of the disability, date of the current diagnostic evaluation, and the date of the original diagnosis.
- Be current, typically within the last three years. The age of acceptable documentation is dependent upon the disabling condition; its interaction with the development across the life span, and the presence or absence of the disability at the time of the request for accommodation.
- Include a summary of the evaluation procedures as well as the name of diagnostic tests and evaluation results used to make the diagnosis. For learning disabilities a grade level equivalency and I.Q. assessment are required.
- Address the anticipated duration of the functional impact or limitations of the disability.

- When appropriate, address the relevance of the accommodation requests to the diagnosed disability.
- When appropriate, include treatment, medication, and assistive devices currently prescribed or in use. Discuss the possible side-effects of medications, if needed for identification of appropriate educational services.



Specific Guidelines

In addition to the requirements noted above, certain disabilities may have additional guidelines below.

Auditory/Hearing Impairment:

- An audiogram and audiology report from a qualified medical professional should include information about the extent of the hearing loss and prescribed adaptive equipment. Audiology report must include the diagnosing professional's interpretation of the audiogram.

Learning Disabilities / Attention Deficit Hyperactivity Disorder (ADHD):

- Documentation should present clear and specific evidence which identifies a history or testing that verifies a pattern of inattention and/or hyperactivity/impulsivity that currently affects learning; identification of DSM-IV criteria for ADHD. For learning disabilities the documentation should identify specific learning disabilities and reflect the individual's present level of functioning in processing and intelligence, as well as achievement in written expression, writing mechanics, vocabulary, grammar and spelling, reading comprehension, fluency and rate.
- Individual "learning styles," "learning differences," "academic problems," and "test difficulty or anxiety," in and of themselves, do not constitute a learning disability.
- The tests used to determine the student's disability should be reliable, valid, and standardized for use with an adolescent/adult population. Documentation must be in a written report from a "qualified medical professional" (i.e., licensed physicians, neuropsychologists, and psychologists).