



Disability Access Services

Oregon State University, A200 Kerr Administration Building, Corvallis, Oregon 97331-2133
Phone 541-737-4098 | Fax 541-737-7354 | <http://ds.oregonstate.edu>

Name (Print): _____ Date: _____

Date of Birth _____ OSU Student ID _____

The above named student has requested disability accommodations at Oregon State University. The Disability Access Services Office is attempting to determine whether this student has a condition or combination of conditions that constitute a disability, whether this student has limitations for which the student needs reasonable accommodation(s), and, if so, the suggested accommodation(s). A particular diagnosis or listing in the DSM-IV-TR or ICD-10 does not, in and of itself, meet the definition of a disability requiring reasonable accommodations under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973.

Submitted information must reflect current functional impacts. For sensory impairments documentation should be within one year unless the condition is one that does not change over time. For psychological disabilities, evaluation and documentation should be within the last six months unless the condition is one that does not change over time. For ADD/ADHD and learning disabilities, testing must use adult norms and be done within the past three years. Evaluations must be conducted by the appropriate professional. A doctor's prescription pad note or a school plan such as an Individualized Educational Plan (IEP) or 504 Plan is not sufficient documentation in and of itself but can be included as part of a more comprehensive evaluative report.

The specific questions we need to have addressed are:

What diagnosed condition or conditions impact the student's physical and/or cognitive functioning? You must state the specific diagnosis of the impairment. Terms such as "suggest" or "is indicative of" are not acceptable.

What is the evidence supporting the diagnosis(es)? Please provide a copy of any test results supporting the diagnosis(es) such as audiogram/vision report etc. For ADD/ADHD or LD diagnosis, a copy of the report including the type of tests administered and all scores must be submitted. Please see attached for appropriate assessment instruments.

What is the expected duration of the condition(s)?

What specific physical and/or cognitive functioning are impacted by the condition(s)? If symptoms involve thinking or learning (memory, attention, or concentration) appropriate testing needs to be conducted. Testing for specific learning disabilities may be appropriate. If medications are taken, these should be listed as well as their potential side effects.

Please describe the level of severity of each physical and or cognitive limitation. (With respect to this question we need to know the extent and severity of limitations as ameliorated with treatment.)

How and how severely are major life activities impacted? Again, please consider the impact on major life activities as ameliorated with treatment. Some examples of major life activities include breathing, caring for oneself, hearing, learning, seeing, speaking, walking, working and performing manual tasks. If symptoms involve thinking or learning (memory, attention, or concentration) appropriate testing needs to be conducted. Testing for specific learning disabilities may be appropriate.

Considering the mental and physical requirements of being a college student, what actions might the University take or what assistance might be provided to address any limitations you have specified?

Evaluator Information:

Evaluation cannot be provided by a family member:

Print name

Date

Signature

License or Certification

Phone Number

Specific Learning Disabilities

A comprehensive psycho-educational assessment from a psychologist or learning disabilities specialist that includes the following: **NOTE:** All of these tests must be based on adult norms.

- Clear statement of the specific learning disability with the DSM-IV diagnosis
- A test used to measure intellectual ability, including scores and subtest scores

Acceptable IQ tests:

Kaufman Adolescent and Adult Intelligence Test
Stanford Binet 4th Edition
Wechsler Adult Intelligence Scale – IV (WAIS-IV)
Woodcock-Johnson III General Intellectual Ability (GIA)

Not acceptable:

Kaufman Brief Intelligence Test (KBIT)
Slosson Intelligence Test
Wechsler Abbreviated Scale of Intelligence (WASI)
Wechsler Intelligence Scale for Children – III (WISC-III)

- A test used to measure academic achievement, including scores and subtest scores

Acceptable achievement tests:

Nelson-Denny Reading Test
Scholastic Abilities Test for Adults (SATA)
Wechsler Individual Achievement Test – II (WIAT-II)
Woodcock-Johnson III Tests of Achievement
Woodcock Reading Mastery Tests – Revised

Not acceptable:

Wide Range Achievement Test – 4 (WRAT-4)

- A test used to measure processing ability, including scores and subtest scores

Acceptable processing tests:

Detroit Tests of Learning Aptitude - Adult
Woodcock-Johnson III Tests of Cognitive Abilities

- Profile of academic strengths and weaknesses and how these relate to the academic limitation(s)
- Clinical summary