



**Disability Access Services**

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Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth \_\_\_\_\_ OSU Student ID \_\_\_\_\_

*The above named student has requested accommodations for a disability at Oregon State University (OSU). Disability Access Services (DAS) is attempting to determine whether this student has a condition or combination of conditions that constitute a disability, and whether the disability causes limitations for which the student needs reasonable accommodation(s).*

- **Documentation should be completed by a qualified professional, such as a treating or diagnosing health or mental health professional.**
- **Documentation from a family member is NOT accepted.**
- **All documentation will be evaluated on a case-by-case basis and assist DAS in understanding the impact in an academic setting.**
- **A school plan such as an IEP or 504 Plan is not sufficient documentation in and of itself but can be included as part of a more comprehensive evaluative report.**
- **For psychological disabilities, evaluation and documentation should be within the last six months unless the condition is one that has stabilized.**

*Options for providing DAS with documentation for academic accommodations:*

- 1. A complete and detailed evaluation or diagnostic report of the condition and impact or limitations caused as a result of the condition(s).*
- 2. For LD or ADD or ADHD diagnosis (assessments normed for adults are preferred), please see page 4 of this document (Specific Learning Disabilities' (LDs) and ADD/ ADHD Guidelines).*
- 3. A letter from a health or mental health professional on letterhead with the date, signature and credentials and it must address the questions listed on the attached form (a doctor's prescription pad note is not sufficient).*
- 4. This completed DAS Documentation Information Form.*

**DOCUMENTATION INFORMATION FORM**

**1. What is the diagnosis(es) that impact the student’s physical and/or cognitive function? You must state the specific diagnosis, terms such as “suggest” or “is indicative of” are not acceptable.**

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**2. What is the evidence supporting the diagnosis(es) that you have or are providing treatment for? Please provide a copy of any test results supporting the diagnosis(es) (i.e. audiogram/vision report, psycho-educational evaluation, etc.) or other information used to reach the diagnosis.**

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**3. How long has the student experienced this and what is the expected duration?**

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**4. What specific physical and/or cognitive impact is the student experiencing in an academic environment? What is the severity: MILD/MODERATE/SEVERE. Please elaborate.**

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**5. In your professional opinion, what does the student need in an academic environment to address the impact you specified? Please provide us with an indication of the level of need for the accommodation(s) (and the consequences of not receiving it).**

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**6. If the student is taking medication, what side effect(s) is the student experiencing?**

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**7. Is there any other information you would like to add that might be helpful to us in working with this student?**

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***Please attach any other information (evaluations) relevant to the student's current condition.***

Provider Information:

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
License or Certification

\_\_\_\_\_  
Phone #

\_\_\_\_\_  
Area of Specialization

## Specific Learning Disabilities (LDs)

A comprehensive psycho-educational assessment from a psychologist or learning disabilities specialist that includes the following: **(Must be normed for adults)**

- A clear statement of the specific learning disability with the DSM-V 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.

## ADD/ADHD Guidelines

A comprehensive assessment from a qualified professional might include some of the following scales/checklists:

- Clinical Assessment of Attention Deficit Adult (CAT-A)
- Adult ADHD Self-Report Scale (ASRS v1.1)
- Barkley Home and School Situations Questionnaires and Barkley Adult ADHD Rating Scale-IV (BAARS-IV)
- Wender Utah Rating Scale – (for adults)
- PEDS: Parents' Evaluation of Developmental Status
- Vanderbilt Assessment Scales
- AHRQ Technical Review: Diagnosis of AD/HD
- Conners Rating Scales