



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/mental health provider who has an established therapeutic relationship with the student.**
- **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 doctor's prescription pad note is not sufficient documentation.**
- **For psychological disabilities, evaluation and documentation should be within the last six months unless the condition is one that has stabilized.**
- **The following is NOT sufficient documentation in and of itself, however, can be included as part of a more comprehensive report:**
  - **A school plan such as an IEP/504 Plan**
  - **A profile of academic strengths and weaknesses and how these relate to the academic limitation(s)**
  - **Information about accommodations at a previous postsecondary institution**
  - **Medical records only identifying the medical condition with no information about the impacts in the postsecondary environment**

*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.*
4. *This completed DAS Documentation Information Form with accompanying assessments or test results.*

**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.***

---

---

---

**2. Date of diagnosis:** \_\_\_\_\_  
**Date first seen:** \_\_\_\_\_  
**Number of visits:** \_\_\_\_\_  
**Date of most recent visit:** \_\_\_\_\_

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

---

---

---

**4. 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.***

---

---

---

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

---

---

---

6. a. What specific physical and/or cognitive functional impact is the student experiencing in an academic environment? Please elaborate.

---

---

---

- b. What is the severity of the impacts: MILD/MODERATE/SEVERE?

7. Based on the information that you provided in Question 6, in your professional opinion, what does the student require in an academic environment to address the impact(s) you specified? *Please provide us with an indication of the level of need for the accommodation(s).*

---

---

---

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

---

---

---

***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 IV 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 IV 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 IV Tests of Cognitive Abilities
- Clinical summary

### **ADD/ADHD Guidelines**

- A comprehensive assessment from a qualified professional should include the following:
- 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 IV 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 IV 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 IV Tests of Cognitive Abilities
- Clinical summary
- It might also include some of the following checklists:
  - Clinical Assessment of Attention Deficit Adult (CAT-A)
  - Barkley Home and School Situations Questionnaires and Barkley Adult ADHD Rating Scale-IV (BAARS-IV)
  - Vanderbilt Assessment Scales
  - AHRQ Technical Review: Diagnosis of AD/HD
  - Conners Rating Scales