



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 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 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