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 ***The Office of Disability Services***

**Confidentiality**

The Office of Disability Services at Stonehill College is responsible for collecting and holding disability documentation. The office is committed to ensuring that information regarding a student remains confidential as required or permitted by law. Information will be shared with others in the College community on a need-to-know basis only. Students will be asked to sign a release form, to give the office permission to discuss the disability with faculty, staff, parents, coaches, and/or advisors who require further information. Information will not be released without consent unless the federal or state law requires it.

**Disability Documentation Guidelines**

1. ***Learning Disabilities***
2. *The student’s documentation should include the following information:*
* A detailed diagnosis from a licensed diagnostic provider of the learning disability(ies)
* Developmental history with an in-depth summary of the student’s educational, medical, and family history, including a report of any behavioral, neurological, and personality disorders related to the learning disability(ies)
* Qualitative and quantitative information supporting the diagnosis
* Recommendations from a licensed diagnostic provider for accommodations on the postsecondary level
* Assessment tools used in the evaluation assessing: aptitude, achievement, and cognitive processing abilities
* For housing accommodation requests: Rationale explaining the therapeutic benefit of the requested accommodation for the specific diagnosis
1. *Accepted examples of* ***aptitude testing*** *include but are not limited to:*
* Kaufman Adolescent and Adult Intelligence Test
* Wechsler Adult Intelligence Scale (WAIS-III)
* Woodcock-Johnson-III Psychoeducational Battery-Revised: Tests of Cognitive Ability
* Stanford-Benet-IV
* The Slosson Intelligence Test-Revised
* Kaufman Brief Intelligence Test
1. *Accepted Examples of* ***achievement testing*** *include but are not limited to:*
* Woodcock-Johnson Psycho-Educational Battery-Revised: Test of Achievement
* Stanford Diagnostic Mathematics Test
* Woodcock Reading Mastery Tests-Revised
* Nelson-Denny Reading Test
* Stanford Diagnostic Mathematics Test
* Test of Written Language-3 (TOWL-3)
* Scholastic Abilities Test for Adults (SATA)
* Stanford Test of Academic Skills (TASK)
1. Accepted examples of ***cognitive processing abilities*** testing include but are not limited to:
* WAIS-III
* Woodcock –Johnson Psycho-Educational Battery Revised: Test of Cognitive Ability
* Wechsler Memory Scales-Revised
1. **Criteria for Diagnostic Evaluations:**
2. Documentation *must* speak to the above criteria.
3. Documentation will only be accepted by licensed professionals such as: educational psychologists, psychiatrists, psychologists, and medical doctors with diagnostic evaluation experience and training.
4. The age of documentation must be current, within the past 3 years.
5. Diagnoses must be specific. Vague or indirect diagnoses by themselves are not acceptable without additional testing documenting a disability. This specific language includes: learning styles, learning differences, academic problems, computer phobias, slow reader, and testing difficulty. The diagnostician must be precise in determining the diagnosis of a documented learning disability.
6. All costs associated with diagnostic evaluations are incurred by the student. If a student desires further information on the diagnostic evaluation referral process, they may contact the Associate Director of Disability Services.
7. The documentation should be printed on professional letterhead and signed by the evaluator. Additionally, the license number of the diagnostic provider is requested.
8. The diagnostic provider must *not* be a family member or relative of the student.
9. It may be helpful to provide the diagnostic provider with a copy of these documentation guidelines.
10. ***Attention Deficit Hyperactivity Disorder (Combined Type, Predominantly Inattentive Type, and Predominantly Hyperactive-Impulsive Type)***
11. *The student’s documentation should include the following information:*
* A specific diagnosis
* Developmental history
* Assessment tools used in the evaluation
* Learning areas impacted by ADHD
* Symptoms associated with the diagnosis of ADHD
* A clear statement of ADHD including the reason for diagnosis
* Qualitative and quantitative information supporting the diagnosis
* Relevance of recommended accommodation(s) in relation to the student’s disability(ies)
* Medical prescriptions, if any, including its effects and side effects
* Recommendation for accommodations at the postsecondary level
* For housing accommodation requests: Rationale explaining the therapeutic benefit of the requested accommodation for the specific diagnosis
1. **Criteria for Documentation**
2. Documentation *must* speak to the above criteria of information.
3. Documentation will only be accepted by licensed professionals such as: educational psychologists, psychiatrists, psychologists, and medical doctors with diagnostic evaluation experience and training.
4. Documentation for students must be current, within 3 years.
5. All costs associated with diagnostic evaluations are incurred by the student. If a student desires further information on the diagnostic evaluation referral process, they may contact the Associate Director of Disability Services.
6. The documentation should be printed on professional letterhead and signed by the evaluator. Additionally, the license number of the clinician is requested.
7. The clinician providing documentation must not be a family member or relative of the student.
8. The documentation should be printed on professional letterhead and signed by the evaluator. Additionally, the license number of the clinician is requested.
9. The clinician providing documentation must not be a family member or relative of the student.
10. It may be helpful to offer the diagnostic provider with a copy of these documentation guidelines.
11. ***Mobility/Orthopedic Disability and Systemic Disorders***
12. *The student’s documentation should include the following information:*
* A concise statement of the medical diagnoses of the orthopedic/mobility disability or systemic illness
* Explain how the student’s physical disability or systemic illness impacts the student’s daily functioning in a postsecondary environment
* Outline the assessment procedures utilized to diagnose the student and standard scores if applicable
* Provide a summary of present symptoms that meet the criteria for the diagnosis.
* What impact does medication have on the student’s ability to meet the postsecondary demands? (If applicable)
* List the recommended accommodations at the postsecondary level
* For housing accommodation requests: Rationale explaining the therapeutic benefit of the requested accommodation for the specific diagnosis
1. **Criteria for Documentation**
2. Documentation *must* speak to the above criteria of information.
3. Documentation will only be accepted by licensed professionals such as: educational psychologists, psychiatrists, psychologists, and medical doctors with diagnostic evaluation experience and training.
4. Documentation for students must be current.
5. If a student has a progressive condition, current evaluations and documentation may also be requested.
6. The documentation should be printed on professional letterhead and signed by the evaluator. Additionally, the license number of the clinician is requested.
7. The diagnostic provider must *not* be a family member or relative of the student.
8. It may be helpful to provide the diagnostic provider with a copy of these documentation guidelines.
9. ***Psychiatric Disabilities***
10. *The student’s documentation should include the following information:*
* A specific diagnosis
* Summary of treatment and medication recommendations
* If applicable, the side effects of medication
* Learning areas impaired by the psychiatric disorder
* Evaluation of the student’s ability to function in a postsecondary environment
* Recommendations for continued treatment
* Recommendations for accommodations at the postsecondary level
* Recommended assistive technology
* For housing accommodation requests: Rationale explaining the therapeutic benefit of the requested accommodation for the specific diagnosis
1. Acceptable **diagnostic instruments** include, but are not limited to:
* Beck Anxiety Inventory
* Beck Depression Inventory – II
* Brief Psychiatric Rating Scale
* Burns Anxiety Inventory
* Children’s Depression Inventory
* Hamilton Anxiety Rating Scale
* Hamilton Depression Rating Scale
* Multidimensional Anxiety Scale for Children (MASC)
* Profile of Mood States (POMS)
* State-Trait Anxiety Inventory
* Taylor Manifest Anxiety Scale
* Yale Brown Obsessive-Compulsive Scale
1. **Criteria for Documentation**
2. Documentation *must* speak to the above criteria of information
3. Documentation will only be accepted by licensed professionals such as: psychiatrists, psychologists, therapists, and medical doctors with diagnostic evaluation experience and training
4. Documentation for students must be current.
5. The documentation should be printed on professional letterhead and signed by the evaluator. Additionally, the license number of the clinician is requested.
6. The clinician providing documentation must not be a family member or relative of the student.
7. It may be helpful to provide the diagnostic provider with a copy of these documentation guidelines.
8. **Deafness and Hearing Impairments**
9. *The student’s documentation should include the following information:*
* A concise diagnosis of deafness or hearing loss
* A synopsis of assessment procedures and evaluation instruments used to make the diagnosis
* Medical information relating to the student’s needs, the status of the individual’s hearing (static or changing), and its impact on the demands of the academic program
* If applicable, a statement regarding use of hearing aids
* Provide recommendations for assistive technology
* Provide recommendations for accommodations at the postsecondary level
* For housing accommodation requests: Rationale explaining the therapeutic benefit of the requested accommodation for the specific diagnosis
1. **Criteria for Documentation**
2. Documentation *must* speak to the above criteria of information
3. Documentation will only be accepted by licensed medical providers
4. Documentation for students must be current.
5. If a student has a progressive condition, current evaluations and documentation may be requested
6. The documentation should be printed on professional letterhead and signed by the evaluator. Additionally, the license number of the clinician is requested.
7. The clinician providing documentation must not be a family member or relative of the student.
8. It may be helpful to provide the diagnostic provider with a copy of these documentation guidelines.
9. ***Blindness and Vision Impairments***
10. *The student’s documentation should include the following information:*
* A concise diagnosis of a vision-related disability with supporting numerical description that reflects the current impact of the blindness or vision impairment on the student’s functioning in a postsecondary environment
* A synopsis of assessment procedures and evaluation instruments utilized in making the student’s diagnosis
* A summary of evaluation results, including standardized scores
* Current symptoms that meet the criteria of the diagnosis
* Treatment relating to the student’s profile including both strengths and weaknesses, and the use of corrective lenses, and ongoing visual therapy (if applicable)
* Provide recommendations for assistive technology
* Provide recommendations for accommodations at the postsecondary level
* For housing accommodation requests: Rationale explaining the therapeutic benefit of the requested accommodation for the specific diagnosis

**Criteria for Documentation:**

1. Documentation *must* speak to the above criteria of information
2. Documentation will only be accepted by licensed medical providers
3. Documentation for students must be current.
4. If a student has a progressive condition, current evaluations and documentation may be requested
5. The documentation should be printed on professional letterhead and signed by the evaluator. Additionally, the license number of the clinician is requested.
6. The clinician providing documentation must not be a family member or relative of the student.
7. It may be helpful to provide the diagnostic provider with a copy of these documentation guidelines.
8. ***Medical Conditions***
9. *The student’s documentation should include the following information:*
* A concise statement of the medical diagnosis or condition
* An explanation of the current impact of the medical diagnosis or condition has on the student’s functioning
* A current assessment of the condition
* A summary of present symptoms that meet the criteria for the diagnosis
* Medical information pertaining to the student’s needs including the impact of medication on the student’s ability to meet the demands in a postsecondary environment
* If applicable, provide a description of treatment medication, and side effects that the student may experience
* Recommendations for accommodations at the postsecondary level
* For housing accommodation requests: Rationale explaining the therapeutic benefit of the requested accommodation for the specific diagnosis
1. **Criteria for Documentation:**
2. Documentation *must* speak to the above criteria of information
3. Documentation will only be accepted by licensed medical providers

for students must be current

1. If a student has a progressive condition, current evaluations and documentation may be requested
2. The documentation should be printed on professional letterhead and signed by the evaluator. Additionally, the license number of the clinician is requested.
3. The clinician providing documentation must not be a family member or relative of the student.
4. It may be helpful to provide the diagnostic provider with a copy of these documentation guidelines.
5. ***Asperger’s and Autism Spectrum Disorders***
6. *The student’s documentation should include the following information:*
* A specific diagnosis; the evaluator should use definitive language of the diagnosis, avoiding wording such as “suggests or has problems with”
* Relevant social, behavioral, sensory, and communication information
* Results of aptitude and achievement testing standardized tests
* Standardized tests of language skills, and standardized scales of symptoms related to autism; as well as clinical observation including level of severity
* Current substantial limitations
* Severity of the disorder
* Assessment of functional limitations
* If necessary, data from past evaluations
* Detailed description of communication/language skills, ability to interact socially, repetitive and/or stereotyped patterns of behavior, activities and sensory functioning to environmental conditions
* Relevant information regarding current treatment.
* Medical information relating to the description and impact of prescribed medications or side effects impacting the student’s ability to meet the demands of a postsecondary environment.
* Recommendations for accommodations at the postsecondary level
* Recommendations for auxiliary aids, assistive technology, and/or services including a rationale for each accommodations recommended based on the individual’s identified functional limitations
* For housing accommodation requests: Rationale explaining the therapeutic benefit of the requested accommodation for the specific diagnosis
1. Documentation Criteria:
2. Documentation for students must be current.
3. Documentation *must* speak to the above criteria of information
4. Documentation will only be accepted by licensed medical providers
5. The documentation should be printed on professional letterhead and signed by the evaluator. Additionally, the license number of the clinician is requested.
6. The clinician providing documentation must not be a family member or relative of the student.
7. It may be helpful to provide the diagnostic provider with a copy of these documentation guidelines.