

## Documentation of disability should:

- Provide a current understanding of the individual's functioning
- Be descriptive of the extent/severity of the impairment
- Be descriptive of the functional impact of the disability
- Supportive of the need for specific accommodations

## Acceptable Documentation of Disabilities

### ATTENTION DEFICIT DISORDER

1. **Provision by a qualified professional, preferably within the past three (3) years**
2. Historical record
3. Assessment information, including:
  - a. **Evidence of early impairment** which, by definition in the Diagnostic and Statistical Manual of Mental Disorders (DSM - Current Edition), is first exhibited in childhood and manifests itself in more than one setting;
  - b. **Diagnostic interview;**
  - c. **Relevant testing** using reliable, valid, standardized, and age-appropriate (usually adult) assessments and norms, number of applicable DSM criteria and descriptions of how they impair the individual, specific diagnosis; and
  - d. **Effect of medications** on symptoms
4. Clinical summary including how the effects of ADD/ADHD are mediated by the recommended accommodations.

### HEALTH DISABILITY

Physician's verification and diagnosis

### HEARING DISABILITY

Audiology report from qualified health care provider

### LEARNING DISABILITY

1. Diagnosis by a qualified professional preferably within the last three (3) years.
2. Assessment information, including:
  - a. **Diagnostic interview;**
  - b. **Intellectual assessment** (use of adult norms is preferred);
  - c. **Academic achievement levels;**

- d. **Standard scores** or **percentiles** should be reported for all normal measures;
  - e. Specific diagnosis;
  - f. Clinical summary indicating substantial limitations to learning or other major life activities; and
  - g. **Prior accommodations** used
3. Recommendation and rationale for accommodations

#### **ORTHOPEDIC DISABILITY**

Physician's verification and diagnosis

#### **PSYCHIATRIC DISABILITY**

Qualified mental health professional's certification and diagnosis preferably from within the last year

#### **VISUAL DISABILITY**

Ocular report from an optometrist or ophthalmologist

**NOTE:** A school plan such as an Individualized Education Program (IEP) or a 504 plan is insufficient documentation, but it can be included part of a more comprehensive assessment battery. Sufficient documentation is typically included in the Multidisciplinary Team Report (MDT) or a psychological evaluation.

### **Common Types of Accommodations/Services Available at WNCC**

- Extended time on tests
- Minimal distraction testing environment
- Digital downloads of textbooks
- Interpreter
- Scribe
- Reader
- Preferential seating
- Recorded lectures
- Enlarged print
- Strategy development
- Rehabilitation agency liaison
- Individual support
- Handicap parking

### **Examples of Accommodations NOT required of WNCC**

- Provision of attendants for personal care and use
- Provision of individually prescribed devices (eyeglasses, wheelchairs, hearing aids, home computers, guide dogs, etc.)
- Readers for personal use or study
- Transportation services
- Testing to determine a disability
- Accommodations to individuals who miss so much class time or participation in the case of online learning, that they do not meet the essential requirement of attendance or participation
- Accommodations that would fundamentally alter the nature of a program

## **Accommodations for Taking the ACCUPLACER Placement Assessment**

WNCC uses the ACCUPLACER Placement assessment to help determine the correct challenging classes for students to enroll. It is computer based, untimed, and questions are all multiple choice. Calculators, scratch paper, and pencils are allowed. Students are required to take the practice test. More information about ACCUPLACER is available from the Student Success Center.

If additional time is needed, it may be granted on case-by-case basis for extenuating circumstances (e.g., need for a scribe). Additional time must be approved by the Disability Services Office and documentation must support the need. Extended time is time and a half or double time; unlimited time is not an option. Students may retest in 90 days to achieve an ACCUPLACER score at a higher level.

## **Disability Services Officer Contact Information**

All documentation of disability should be sent to the Disability Services Officer. Students requiring additional time to take the ACCUPLACER should contact the Disability Services Officer by phone or email prior to testing for assistance in securing testing accommodations.

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