



## DOCUMENTATION OF DISABILITY

*“A student requesting reasonable accommodation(s) is responsible for providing documentation that clearly identifies the disability and provides sufficient information regarding the manifestations of this disability to permit the institution to make a determination as to whether the requested adjustments are appropriate.”*

Heywood, Lawton and Associates, Eds. (1991). Documenting the need for reasonable accommodation. Disability Accommodations Digest 1(3), 3.

Documentation 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

### ***Examples of Acceptable Documentation of Disabilities:***

**Health Disability:** Physician’s Verification and Diagnosis

**Orthopedic Disability:** Physician’s Verification and Diagnosis

**Visual Disability:** Ocular report from Qualified Health Care

**Hearing Disability:** Audiology report from Qualified Health Care Provider

**Psychiatric Disability:** Qualified Mental Health Professional’s certification and diagnosis preferably within the last year

### **Learning Disability:**

1. Diagnosis by a qualified professional typically within the last three (3) years.
2. Assessment information, including:
  - a. **Diagnostic Interview; Intellectual Assessment** (use of adult norms is preferred); **Academic Achievement Levels; Standard Scores or Percentiles** should be reported for all normal measures; Specific Diagnosis; Clinical

Summary indicating substantial limitations to learning or other major life activities; and **Prior Accommodations** used

3. Recommendation and rationale for accommodations

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

**Attention Deficit Disorder:**

1. Provision by a qualified professional, typically 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 (5th Edition) (DSM-V) is first exhibited in childhood and manifests itself in more than one setting; **Diagnostic Interview; Relevant testing** using reliable, valid, standardized, and age-appropriate (usually adult) assessments and norms, number of applicable DSM-V criteria and descriptions of how they impair the individual, specific diagnosis; and **Effect of Medications** on symptoms
4. Clinical summary including how the effects of ADD/ADHD are mediated by the recommended accommodations. IL

**COMMON TYPES OF ACCOMMODATIONS/SERVICES AVAILABLE:**

- Extended time on tests
- Minimal distraction testing environment
- Text books on CD
- 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 FOR TAKING THE ACCUPLACER PLACEMENT TEST**

WNCC uses the ACCUPLACER Placement test.

- Computer test
- All multiple choice
- Calculators are allowed
- Scratch paper and pencils are allowed.
- A practice test is available.
- Test in the Testing Center

If you need additional time it may be granted on case by case basis for extenuating circumstances (i.e. need for a scribe) you must get approved by the Disability Services Office and your documentation must support the need. Extended time is time and a half; or double time; unlimited time is not an option. If you take the ACCUPLACER test and do not score into the level you hoped for you will need to wait 90 days to take the test again. Students will need to make arrangements for the testing location nearest them to take the ACCUPLACER. Call or email the Disabilities Services Officer, Norm Stephenson to make these arrangements at 308.635.6050 or [stephens@wncc.edu](mailto:stephens@wncc.edu).