



AUBURN

Office of the Provost

Accessibility

The Office of Accessibility (OA) provides academic services and accommodations for students with diagnosed disabilities. The Americans with Disabilities Act (ADA) defines a disability as a physical or mental impairment that substantially limits one or more major life activities. In order to receive academic accommodations, the student must submit comprehensive documentation describing the current functional limitations that impact the student in an academic setting. Documentation serves as the basis for decision-making about a student's needs for accommodations in a challenging and competitive academic environment.

Documentation of a high quality is relevant, useful, and thorough. The outline below has been developed to assist the student in working with the treating or diagnosing healthcare professional(s) in obtaining the specific information necessary to evaluate eligibility for academic accommodations.

GENERAL GUIDELINES FOR PROVIDING DOCUMENTATION

- Documentation is provided by a licensed or otherwise properly credentialed professional who has appropriate and comprehensive training, relevant experience, and no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).
- Documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. The documentation should include the diagnostic criteria, evaluation methods, procedures, tests dates of administration, as well as a clinical narrative, observation, and specific results. Diagnostic tests should be based on adult norms.
- Documentation should be relatively recent in order to provide an accurate description of current functioning. Because some conditions are permanent or non-varying, guidelines will differ from case to case. Contact the Office of Accessibility at 334-844-2096 to speak with a Disability Specialist to determine how current the documentation should be for your particular situation.
- Documentation should address the major life activities (i.e., caring for oneself, performing manual tasks, seeing, hearing, learning, walking, reading, concentrating, thinking etc.) affected by the disability and how those functional limitations impact the student in an academic setting. Documentation that does not address an individual's current level of functioning or need for accommodation(s) may warrant the need for a new evaluation.

To ensure a comprehensive assessment, please share this document with your clinician before testing. Failure to provide quality documentation could delay the accommodation process.

Specific Guidelines for Learning Disabilities

A Psycho-Educational Assessment should include the following:

1. DSM-IV diagnosis, date of diagnosis, and last contact with student
2. A diagnostic interview including, but not limited to, the following:
 - Presenting problem
 - Developmental history
 - Relevant medical history
 - Thorough educational history
 - History of academic strengths/weaknesses
 - Previous accommodations or any additional academic resources
 - Relevant grades, standardized test performance etc.
 - Family history
 - Relevant psychological history
 - Relevant employment history
3. At least one aptitude and achievement test
(Submit all standard and subtest scores)

Preferred Aptitude Test:

- Wechsler Adult Intelligence Scale (WAIS-III or WAIS-IV)
- Woodcock Johnson - Tests of Cognitive Ability - Revision 3 (WJ-III)
- Kaufman Adult Intelligence Test (KAIT)
- Stanford-Binet Intelligence Scale- 5th Edition (SB-V)
- TONI-3

Preferred Achievement Test:

- Woodcock Johnson - Tests of Achievement (WJ-III)
- Woodcock Reading Mastery Tests - Revised: Forms G or H
- Wechsler Individual Achievement Test - Revision 2 (WIAT-II)
- Stanford Test of Academic Skills (TASK)

If a student's educational history points to other difficulties (information processing, executive functioning, fine motor skills, etc.) that have resulted in academic functional limitations, students are encouraged to submit additional testing. Use of selected subtests from the WAIS-III or WAIS-IV and/or the Woodcock-Johnson Cognitive Abilities Assessment (WJ III Cognitive) may point to limitations in these areas. Additional testing such as the Wechsler Memory Scale (WMS-III or WMS-IV), Delis-Kaplan Executive Function System (D-KEFS) or Test of Information Processing Skills (TIPS) may be used to assist in corroborating the existence of other difficulties as identified by the WAIS-III or WAIS IV or the WJ-III Tests of Cognitive Abilities. Additional testing may lead to more complete and accurate recommendations for academic accommodations.

4. Description of functional limitations and how they affect the student in an academic setting
5. If accommodations are recommended, provide a rationale as to why these accommodations are warranted based upon the student's functional limitations. For example, if a note taker is suggested, state the reasons for this request related to the student's functional limitation(s).

Submitted documentation may be released to the student at his or her request.

Please mail or fax documentation to:

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