

Documentation Guidelines for Disability Services at Indiana University Bloomington

Who Is Eligible for Services

To be eligible for DSS support services, a student must have a disability as it is defined by federal legislation (Section 504 of the 1973 Rehabilitation Act and the reauthorized 1990 Americans with Disabilities Act): a disability is any physical or mental condition that causes substantial limitation to the ability to perform one or more major life activities. Major life activities include, but are not limited to, performing manual tasks, walking, standing, lifting, bending, breathing, seeing, hearing, learning, reading, concentrating, thinking, communicating, and the operation of a major bodily function.

Request for Disability Support Services

Students requesting disability-related assistance must complete a Request for Disability Support Services form. This form must accompany submitted documentation of the student's disability.

General Guidelines Applicable to all Disabilities

Students requesting disability-related assistance must provide documentation establishing the presence of a substantially limiting condition(s) and describing its current impact. Information on how the disabling condition(s) currently impacts the individual is necessary both for establishing eligibility for services and identifying possible accommodations. ***Diagnosis of a condition, in and of itself, does not automatically confer disability status.*** The following criteria apply to documentation in general. For more detailed information, please refer to the documentation guidelines for specific disabilities.

Documentation must provide/satisfy all of the following:

- ❖ Be prepared by a professional (unrelated to the student) who is licensed to practice within a field directly related to, and associated with, the student's condition. (For example, a medical condition requires documentation from a physician.). Additionally it must be printed on either official stationery or the appropriate DSS form and include printed name, contact information, and signature of the provider.
- ❖ A clear statement of diagnosis identifying the disability and describing by what means the condition was diagnosed.
- ❖ **Describe functional limitations caused by the condition, clearly demonstrating severity, frequency, and pervasiveness of each, and, in addition, providing a clear relationship between limitation and specific major life activity(ies).** For conditions subject to fluctuations, documentation must provide information on the nature and frequency of the fluctuations.
- ❖ Reflect **current** impact of the condition. A general rule of thumb is that it be no older than three to five years. Conditions subject to episodes of progression or improvement may require updated documentation every six to twelve months. Conditions unlikely to change significantly over time, provided the documentation adequately establishes the presence of significant limitations may be acceptable if over five years old. For conditions in which diagnosis is dependent on results obtained from standardized testing, the adult versions of all instruments must be used.
- ❖ Contain information supportive of the student's request for specific academic supports, auxiliary aids, and accommodations.
- ❖ Contain a clearly defined logic relating provider recommended accommodations/strategies to specific functional limitations.

Guidelines for Documentation of ADHD

It is important to note that a diagnosis of Attention Deficit/Hyperactivity Disorder (ADHD) does not necessarily constitute a disability. Eligibility for services is dependent upon a degree of impairment significant enough to substantially limit one or more major life activities.

Professionals recommended to provide documentation include: psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors.

Documentation adequate to establish eligibility for services must include:

- ❖ Clearly stated clinical diagnosis of Attention Deficit/Hyperactivity Disorder based on DSM-IV criteria. AD/HD subtype should be specified (Predominantly Inattentive Type, Predominantly Hyperactive-Impulsive Type, or Combined Type).
- ❖ Names of the assessment instrument(s) used and the scores (standard scores with percentiles) obtained.
- ❖ Brief client history, to include evidence of impairment in childhood; a statement describing use and impact of medications and therapies; and a list of academic interventions and/or accommodations used previously/in other academic settings.
- ❖ Description of the student's functional limitations based on the diagnosis, as they occur specifically in a classroom/education setting or otherwise impact academic functioning; to include data substantiating ongoing inattentive and/or impulsive/hyperactive symptoms.
- ❖ Specific recommendations for academic accommodations, to include a rationale for each accommodation based on, and related to, listed functional limitations.
- ❖ Description of both current and past medications, to include effectiveness in ameliorating functional impacts of the disability; a discussion of significant side effects of current medications, particularly those that may affect physical, perceptual, behavioral or cognitive performance.

A current psychoeducational or neuropsychological evaluation report may be submitted.

If no report exists, our Attention Deficit/ Hyperactivity Disorder Documentation Form may be printed from <http://studentaffairs.iub.edu/dss/2010/10/22/documentation-guidelines-and-requirements-for-all-disabilities/> working with the student.

Students who choose to obtain an updated psychoeducational evaluation are advised to contact Disability Services for further information regarding documentation guidelines.