



CONNECTICUT COLLEGE

Student Accessibility Services Medical or Psychiatric Disability Verification

Completing this form will help in determining disability eligibility and appropriate, reasonable accommodations for the student listed below. Thank you for your assistance in this matter. Please contact this office at (860) 439-5428 if you have any questions.

To be eligible for services your client must have a disability as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act (ADA). These laws define a person with a disability as one who (1) has a physical or mental impairment which substantially limits one or more major life activities, or (2) has a record of such an impairment, or (3) is regarded as having such an impairment.

Missing information may cause a delay in our ability to evaluate the student's request for accommodations.

To Be Completed by the Student

Student's name: _____

Student's e-mail: _____ Student's phone: _____

To Be Completed by the Student's Provider or Clinician (may not be related to the student)

- 1) Please state diagnosis (a psychiatric disability must meet criteria for a DSM-V diagnosis):

- 2) How was the diagnosis arrived at? Please check all that apply below:
 Structured or unstructured interviews Medical tests Behavioral observations
 Interviews with other person(s) Medical history Developmental history
- 3) Date of diagnosis: _____
- 4) This student has been under a provider's care for this issue since: _____
- 5) Date the student was last seen by you: _____
- 6) Expected duration of impairment/disability: _____
- 7) How often is the student required to check-in with you? _____

8) What is the severity of the condition (mild, moderate, severe, etc.)? _____

Check all relevant functional limitations AND explain how each will affect your patient/client in the academic environment:

FUNCTIONAL LIMITATIONS	Mild	Moderate	Substantial	Comments
Caring for oneself				
Performing manual tasks				
Seeing				
Hearing				
Breathing				
Sleeping				
Eating				
Standing				
Lifting				
Bending				
Walking				
Speaking				
Learning				
Reading				
Concentrating				
Thinking				
Communicating				
Working				
Operation of a major bodily function				
Other				

9) Please provide your recommendation for reasonable accommodation(s) for this student and how these accommodations will address specific functional limitations :

10) Anticipated duration of need for accommodation:

11) Please state alternatives to meet the documented need if the request cannot met:

12) Describe the current treatment plan, medications, devices or services prescribed or used to minimize the impact of the condition:

13) How might side effects of medications, if any, affect the student's academic performance?

14) Please discuss the impact on your client's disability if the accommodation cannot be granted:

15) Additional comments:

Hearing Impairments-Please attach most recent audiogram
Visual Impairments-Please attach acuity information

Provider's Signature: _____ **Date** _____

Provider's Name (please print) /Academic Credentials _____

License/Certification # _____ **State** _____

Address _____

City, State, Zip code _____

Phone _____ **Fax** _____

Please send all documentation to:

Office of Student Accessibility Services
Connecticut College
Campus Box 5264
270 Mohegan Avenue
New London, CT 06320
Fax to: (860) 439-2003

General Documentation Guidelines

- Documentation must be typewritten on business letterhead from a licensed professional not related to the student who is qualified to give a psychological and/or medical diagnosis. The name, credentials and signature of the licensed professional must appear on the documentation.
- The documentation must include all pertinent diagnoses, clearly stated and explained.
- Information outlining testing/assessment tools must be included. Learning disability testing must include the actual standard test scores; student must be tested using measures normed on adult populations.
- Documentation must include information on how the disability currently impacts the individual and document “how a major life activity is limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s)”.
- All pertinent positive and negative effects of mitigating measures must be addressed. This could include a description of treatment, medications (and potential side effects) and assistive devices with estimated effectiveness of their impact on the disability.
- Documentation should provide recommendations for accommodations for the individual and include the rationale for the recommended accommodations.

Disability	Currency of Documentation	Accepted Evaluator	Elements of Documentation
ADD/ADHD	Within 3 years	Psychologist, psychiatrist, neuropsychologist, and other relevantly trained medical doctor* *Requires same level of documentation as psychologist, psychiatrist and neuropsychologist.	Evidence of early impairment from more than one setting; evidence of current impairment; summary of neuropsychological or psychoeducational assessments to determine the current functional limitation pertaining to an educational setting; prescribed medications, dosages and schedules; suggestions of accommodations.
Autism spectrum disorder/Asperger's syndrome	Within 3 years	Developmental pediatrician, neurologist, psychiatrist, psychologist, neuropsychologist	Academic testing — standardized achievement tests, including standard scores; impact of symptoms on learning; ability to function in a residential college community; prescribed medications, dosages and schedules that may influence the learning environment.
Chronic illness and physical impairment	Depends on condition	Licensed medical professional	Documentation will vary based on the diagnosis, which would include conditions such as asthma, allergies, arthritis, diabetes, fibromyalgia, migraine and multiple sclerosis.
Hearing impairment	Depends on whether condition is static or changing	Otorhinolaryngologist, otologist, licensed audiologist	Audiological evaluation or audiogram administered by a licensed audiologist; interpretation of the functional implications; suggestions of accommodations.
Learning disability	Within 3 years	Clinical or educational psychologist, school psychologist, neuropsychologist, learning disabilities specialist	Assessment must be comprehensive (more than one test) <u>based on adult measures</u> and address intellectual functioning/aptitude, preferably the Wechsler Adult Intelligence Scale-III with standard scores; achievement — current levels in reading, math and written language (acceptable instruments include the Woodcock Johnson Psychoeducational Battery III, Wechsler Individual Achievement Test or others); and information processing utilizing subtests from the WAIS-III, WJ III or others. Individual “learning styles,” “learning differences,” “academic problems” and “test difficulty or anxiety” do not constitute a learning disability. Please refer to General Documentation Guidelines above.
Psychiatric disorder	Within 6 months	Licensed clinical psychologist, psychiatrist, psychiatric advanced practice registered nurse (APRN), licensed clinical social worker	Family history; discussion of dual diagnosis; current diagnosis (DSM-5) indicates the nature, frequency, severity of symptoms — diagnosis without an explicit listing of current symptoms is not sufficient; prescribed medications, dosages and schedules that may influence the learning environment; types of accommodations, including any possible side effects.
Visual impairment	Depends on condition	Ophthalmologist	Ocular assessment/evaluation; suggestions on how the condition may be accommodated.

Acknowledgement: This information is based on the Disability Documentation Guidelines to Determine Eligibility for Accommodations at the Postsecondary Level developed by the Connecticut Association on Higher Education and Accessibility.

It is important to have recent and appropriate documentation because accommodations are determined based on the current impact of the condition(s) and how it affects access to academics and educational activities.

Any questions about appropriate documentation should be directed to the Director of Student Accessibility Services who can be contacted at (860) 439-5240