

LAKE ERIE COLLEGE OF OSTEOPATHIC MEDICINE

Guidelines Regarding Documents To Submit With Request For Special Accommodation Due To Disability

The following are some general guidelines for submitting acceptable documentation for students requesting accommodations due to a disability.

1. Documentation must clearly state the diagnosis.

The documentation submitted must clearly state the student's specific disability as diagnosed by an appropriate clinician; that is, by someone who is not a family member with the appropriate professional credentials to diagnosis such a condition/illness. The diagnosis should be specific and reference the DSM-5, ICD-10 (or whatever edition was current at the time of diagnosis).

2. The information must be current.

Since disabilities and a student's needs for accommodation change over time, the documentation that is submitted must be current. In most cases, the psychological and/or educational assessments/evaluations conducted should be within the past five (5) years. Some cognitive and/or neuropsychological assessments/evaluations may have been conducted more than five (5) years ago, but these assessments must have been conducted after the student's 3rd grade year, as assessments/evaluations prior to that time may not provide a valid or accurate indication of the student's current abilities. Lastly, any medical testing should generally be current, typically within the past year. In addition to assessments and evaluations used for diagnosis, documentation must include the student's abilities and limitations at the time of the request for accommodation.

3. Educational, developmental, and/or medical history is presented.

The student must also provide any relevant educational, developmental, and medical history in support of their diagnosis, along with a statement of the functional limitation related to this diagnosis. This may include documentation of any approved and received accommodations from a previous/current school and/or previous/current use of accommodations from the College Board or other national testing organization. This historical information helps LECOM to understand the nature and severity of the student's needs for accommodations. Any teacher observations/reports in support of the diagnoses are also helpful.

4. The diagnosis(es) must be clearly supported.

The documentation should describe the comprehensive testing and/or techniques used to arrive at the diagnosis and include the evaluator's full report, including at least a summary of the assessment procedures and any evaluation instruments used to make the diagnosis along with the

a narrative summary of the evaluation results and an indication of the limitations that are derived from the diagnosis.

The types of assessments/tests used to diagnose conditions/illnesses depend on the accommodations being requested. For example, requests for extended time should be supported by comprehensive cognitive and academic assessments that are individually administered under standardized conditions and have national norms.

5. The functional limitation must be described.

The documentation submitted must indicate and explain how the diagnosis impacts the student's daily functioning and ability to participate in academic activities. Functional limitation can be documented in a variety of ways such as a psychoeducational evaluation which includes test scores and a narrative, standardized test scores including standard and scaled scores, and/or the use of national norms to support both the diagnosis and functional limitation. In addition, a summary of the student's developmental, educational, and/or medical history should be included.

6. The recommendations for accommodations must be justified by the assessment/evaluation and/or history.

The documentation submitted should describe the specific accommodations being requested and explain why they are needed as the reason for requesting a particular accommodation is not always evident from the diagnosis. The rationale for specific accommodations should focus on the connection between the student's disability/diagnosis and the requested accommodations, the student's current needs, and the reasons accommodations are needed for their respective programs/school.

For example, requests for extended time should document difficulty taking timed tasks, include the amount of extended time required or the maximum amount of time the student can be tested in a day and include how the student's disability creates that need.

7. The evaluator's/clinician's/provider's professional credentials are established.

The documentation submitted must clearly indicate the evaluator's professional credentials as well as note which state they are authorized to practice in and administer such assessments and diagnose the student's disability.