

Consistent with the American with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act, Albright provides impairment related accommodations to ensure equal access to the College's programs and activities. In order to receive accommodations, students must self-identify and provide documentation of their symptoms or conditions, which meet the documentation standards below. Overall, the documentation should "identify how a student's ability to function is limited as result of her or his disability." Detailed documentation will enable the Director of Disability Services to identify appropriate and impairment related accommodations. A diagnosis alone does not provide enough information regarding the student's functional impairments to make an accommodation decision.

Please note that institutions of higher education have the obligation to make informed decisions about accommodations. These decisions may not always agree with recommendations from outside professionals or with prior Individualized Educational Programs (IEPs) and 504 Plans. IEPs and 504 Plans are documents created for the secondary school environment. These documents provide information regarding the student's history. However, while often valuable, they do not always contain all information needed to make an accommodation decision in the college setting. The Director will review IEP and 504 Plans and request additional information if necessary.

For further information on accommodations and post-secondary education, please see the Transition Guide from the U. S. Department of Education at

<http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

## **Documentation for Learning Disorders and Neurodevelopmental Disorders**

*Documentation of a student's impairments and symptoms will be reviewed to determine impairment related accommodations at Albright College. Albright offers accommodations on a course-by-course basis and for each individual student. In order to provide an individualized accommodation decision, the following information is needed and requested:*

- Psycho-educational or neuropsychological assessment and report
  - Including the name, credentials, and contact information of the evaluator
  - A full evaluation is necessary to determine the student's ability to function in the college environment.
- Report assesses the student's current functioning and includes the date of most recent testing
  - Report should be no more than 3-5 years old
  - Student should be assessed as an adult
- Description of symptoms that meet the DSM-5 criteria for Specific Learning Disorders, Communication Disorders, Autism Spectrum Disorders and other Neurodevelopmental Disorders

- Specific Learning Disorders need a clear statement of impairment (e.g. “with impairment in reading” or “with impairment in written expression”) and severity (e.g. “mild” or “moderate”)
- Communication Disorders and Autism Spectrum Disorders need an evaluation of social communication
- Autism Spectrum Disorders should include an explanation of DSM-5 severity level (e.g. “requiring substantial support” or “requiring support”)
- Full results of Cognitive and Academic Achievement assessments based on current versions of assessments
  - Testing must include assessment of **reading, written expression, listening comprehension, oral expression, and mathematics** to allow for a comprehensive accommodation decision
  - Scaled scores and percentiles must be provided
  - Examples: Wechsler Adult Intelligence Scale (WAIS-IV), Woodcock-Johnson Cognitive and/or Achievement assessments (WJ-III), or Stanford-Binet Intelligence Scale (SB5)
- Explanation of how current symptoms cause functional impairments in a college environment
- Rationale for each recommended academic accommodation
  - Establish a link between the accommodation and the student’s ability to function
  - Please note accommodations are not based on a student’s diagnosis but rather the limitations to her/his functioning in the educational environment.

## **Documentation for Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder**

*Documentation of a student’s impairments and symptoms will be reviewed to determine impairment accommodations at Albright College. Albright offers accommodations on a course-by-course basis and for each individual student. Please note that a statement of diagnosis of ADHD or related prescription does not provide enough information to make an accommodation decision. In order to provide an individualized accommodation decision, the following information is needed and requested:*

- Evaluation done by a psychiatrist, licensed psychologist, or neurologist experienced in the area of ADHD
  - Including the name, credentials, and contact information of the evaluator
  - Psycho-educational or neuropsychological assessment and report
  - A full evaluation is necessary to determine the student’s ability to function in the college environment.
- Report assesses the student’s current functioning and includes the date of most recent testing
  - Report should be no more than 3-5 years old
  - Student should be assessed as an adult
- Description of symptoms that meet the DSM-V criteria for ADHD
- A statement of presentation and severity, based on the DSM-5

- Presentation: “combined presentation,” “predominantly inattentive presentation,” or “predominately hyperactive/impulsive presentation”
- Severity: mild, moderate, or severe
- A statement regarding the student’s medication and if the student was medicated during the assessments, if relevant and appropriate
- Full results of Cognitive and Academic Achievement assessments based on current versions of assessments
  - Testing must include assessment of **reading, written expression, listening comprehension, oral expression, and mathematics** to allow for a comprehensive accommodation decision
  - Scaled scores and percentiles must be provided
  - Examples: Wechsler Adult Intelligence Scale (WAIS-IV), Woodcock-Johnson Cognitive and/or Achievement assessments (WJ-III), or Stanford-Binet Intelligence Scale (SB5)
- Assessment of attention and distractibility (subjective and/or objective assessments)
  - Examples: Wisconsin Card Sort, Connors 3, Barkley Adult ADHD Rating Scale-IV, Continuous Performance Test, Trail Making Tests Part A and B, and Connor Adult ADHD Rating Scales
- Explanation of how current symptoms cause functional impairments in a college environment
- Rationale for each recommended academic accommodation
  - Establish a link between the accommodation and the student’s ability to function
  - Please note accommodations are not based on a student’s diagnosis or medication but rather the limitations to her/his functioning in the educational environment.

## **Documentation for Mental Health Disorders or Psychological Disabilities**

*Documentation of a student’s impairments and symptoms will be reviewed to determine impairment related accommodations at Albright College. Albright offers accommodations on a course-by-course basis and for each individual student. In order to provide an individualized accommodation decision, the following information is needed and requested:*

- Comprehensive evaluation done by a psychiatrist, licensed psychologist, or licensed clinical social worker, neurologist, etc.
- Description of current symptoms that meet the DSM-5 criteria for the specified disorder and severity of condition
  - Include statement regarding frequency and duration of symptoms
  - Symptoms should be current, occurring in the past 1 – 6 months
- Statement of method for evaluating diagnosis
  - For example a diagnostic interview or psychological assessment (e.g. MMPI-2 or BDI-II)
- Description of treatment plan currently in use
- Explanation of how current symptoms cause functional impairments in a college environment
- Rationale for academic accommodations based on the student’s functional impairment

- Please note accommodations are not based on a student's diagnosis or medication but rather the limitations to her/his functioning in the educational environment.

## Documentation for Medical Conditions or Physical Disabilities

*Documentation of a student's impairments and symptoms will be reviewed to determine impairment related accommodations at Albright College. Albright offers accommodations on a course-by-course basis and for each individual student. In order to provide an individualized accommodation decision, the following information is needed and requested:*

- Comprehensive evaluation done by appropriate professional, such as medical doctor, gastroenterologist, audiologist, radiologist, neurologist, etc.
- Description of symptoms and statement of diagnosis or diagnostic category
  - As individual symptoms can vary, the specific symptoms of the student requesting accommodations are needed to determine reasonable accommodations
- Description of treatments, medications, devices, or services currently prescribed or in use
  - This information is used to determine accommodations or modifications which might be necessary due to side effects or the use of devices/treatments
- Frequency and duration of symptoms which cause impairment
- Statement of the student's ability to attend class, as it relates to the student's symptoms/condition
  - E.g. the student is unable to attend class three hours after a migraine due to symptoms of pain and dizziness
- Explanation of how current symptoms cause functional impairments in a college environment
- Rationale for academic accommodations based on the student's functional impairment
  - Please note accommodations are not based on a student's diagnosis or medication but rather the limitations to her/his functioning in the educational environment.

In addition to the information above, the following information is needed and requested for hearing and visual impairments.

### Hearing Impairments

- Audiological evaluation done by appropriate professional, such as audiologist
- Interpretation of the diagnostic data

### Visual Impairments

- Ocular assessment done by appropriate professional
- Interpretation of the diagnostic data

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