

## DOCUMENTATION GUIDELINES

Students who seek accommodations at Haverford College need to provide documentation from appropriate licensed professionals to the Office of Access and Disability Services (ADS). This information assists ADS in determining if the student has a disability, and is therefore eligible to receive reasonable accommodations. The Americans with Disabilities Act of 1990 (amended in 2008) describes an individual with a disability as “someone who has a physical or mental impairment that substantially limits one or more major life activities of such individual, a record of such impairment, or is regarded as having such an impairment.”

Each student's situation is unique, so decisions regarding eligibility and accommodations are made after reviewing the documentation and speaking with the student about the specific ways in which his/her disability affects daily functioning. If needed, Access and Disability Services may contact the evaluator (with the student's permission) to gather more information.

Please send documentation as an electronic PDF to ADS at [hc-ads@haverford.edu](mailto:hc-ads@haverford.edu) (preferred), Fax to 1-833-243-2760 or mail to:

Access and Disability Services, Stokes 111  
Haverford College  
370 Lancaster Ave  
Haverford, PA 19041

### GENERAL CRITERIA FOR DOCUMENTATION PREPARED BY THIRD PARTIES

The following is a list of general criteria required in the documentation of a disability, adapted from the Association of Higher Education and Disability (AHEAD). It is provided for evaluators, medical professionals, students and family members to guide the process of preparing documentation. Complete documentation establishes the student as a person with a disability and provides a rationale for reasonable accommodations. *Criteria vary slightly depending on the nature of the disability, so please continue reading for more detailed criteria for specific disabilities.*

- 1. Credentials of the evaluator:** Documentation must come from a qualified practitioner who is not a family member of the student (i.e., medical doctor, psychologist, physical or occupational therapist, audiologist). Documentation must be printed on official letterhead and signed by the credentialed professional. Please include date, name, credentials, licensing, area of specialization, address, and contact information.
- 2. Clear statement of diagnosis:** If applicable, include current DSM-V or ICD-10 diagnosis.
- 3. History of the disability:** Summary of thorough diagnostic interview with relevant

information about the individual's developmental, medical, psychological, family, and academic histories (as relevant).

**4. Description of diagnostic methodology:** Dates, descriptions and analyses of the methods, tests, and criteria used to make the diagnosis. Adult-normed testing instruments are preferred.

**5. Description of current symptoms and functional limitations:** Describe the condition's current functional impact, including severity, frequency and pervasiveness. Discuss the ways in which the condition limits a major life activity and may affect the individual's functioning in a post-secondary institution.

**6. Description of the expected progression or stability of the disability:** Include information about expected changes in the functional impact of the disability over time and context (if applicable). Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers are recommended.

**7. Description of current and past treatments and accommodations:** Describe current and past auxiliary aids, assistive devices, support services and accommodations and the ways in which they have (or have not) been effective in ameliorating functional impacts of the disability. Include an overview of the current treatment plan and timeframe, including any prescribed medication and its effect on the student's current functioning. Note: Accommodations provided in another setting are not binding on the current institution, but they can provide insight in making current decisions.

**8. Recommendations for accommodations, assistive devices and/or support services:** Recommendations should logically relate to functional limitations. Please include a clear explanation for the rationale for a particular accommodation. Note: Post-secondary institutions are not obligated to adopt recommendations made by outside entities, but recommendations are helpful in determining appropriate accommodations.

## RECOMMENDED DOCUMENTATION FOR SPECIFIC CONDITIONS

## **Documentation of a Learning Disability**

To document a learning disability (LD), a student must submit a current report no more than four years old based on the results of a comprehensive psychoeducational or neuropsychological evaluation performed by a licensed psychologist or certified school psychologist experienced in evaluating learning disabilities in young adults and adults. Test instruments must be well recognized and age appropriate, and the most recent edition should be used. At a minimum, the following areas should be evaluated:

**1. Cognitive Functioning** - Include scores from standardized instruments such as Wechsler Adult Intelligence Scale - III (WAIS-III), Woodcock-Johnson III (WJ3), Tests of Cognitive Ability, The Stanford-Binet V, Kaufman Adolescent and Adult Intelligence Scale.

**2. Academic Achievement** - Including measures of reading, mathematics, and writing ability, with assessment of performance under timed and untimed conditions. Include scores from standardized instruments such as Wechsler Individual Achievement Test (WIAT), Woodcock-Johnson III, Tests of Achievement; Stanford Test of Academic Skills (TASK), Scholastic Abilities Test for Adults (SATA).

**3. Information Processing Ability** - Including visual, auditory, and spatial perception; processing speed and fluency; short and long term memory; executive functioning. Include performance under timed conditions, from measures such as WAIS III, WJ3, Tests of Cognitive Ability and Tests of Achievement, Detroit Tests of Learning Aptitude (DTLA-4 or DTLA-Adult), Nelson-Denny Reading Test.

## **Documentation for Attention Deficit / Hyperactivity Disorder (ADHD)**

To document an attention deficit hyperactivity disorder (ADHD), a student must submit a current report no more than three years old based on the results of a comprehensive evaluation by a psychiatrist or licensed psychologist experienced in diagnosing ADHD in young adults and adults.

## **Documentation of Psychiatric/Psychological Disability**

To document a psychological disability, a student must submit a current report no more than one year old based on a comprehensive evaluation performed by an appropriate professional (i.e., psychiatrist, licensed psychologist or clinical social worker) relating the current impact of the condition to the requested accommodations.

## **Documentation of a Physical Disability or Chronic Medical Condition**

A student with a physical disability or chronic medical condition may be required to provide documentation to support a request for an academic or non-academic accommodation, or to help identify possible appropriate accommodations. The documentation must be a written

report of an evaluation by an appropriate professional (e.g., medical doctor, physical or occupational therapist, audiologist) relating the current impact of the condition to the requested accommodations.

Haverford College also requires all incoming students to complete the Physical Examination (PE) Form. This form is particularly important for the College to be able to provide the best support for students with physical/medical disabilities. Please access and see the due date and instructions for the form online at <http://www.haverford.edu/healthservices/>. Your healthcare provider can document your chronic health condition or disability and note your request for accommodations and/or services here. Please note that students with chronic health conditions or other disabilities are not required to request or use accommodations or services.