

In determining eligibility for accommodations under Section 504 of the Rehabilitation Act of 1973 and the American's With Disabilities Act (ADA) the student must demonstrate that a **qualified professional** has established a formal diagnosis of a disability. A qualified professional must not be a relative or a family friend.

The diagnosis alone is not enough to establish eligibility for accommodations under the ADA. There must also be evidence of a **“substantial limitation”** in one or more major life activities, such as walking, seeing, hearing, speaking, caring for self, performing manual tasks, working or learning. These guidelines are provided to help the evaluating professional document his/her findings in a manner that meets requirements of the ADA and supports the request for accommodations.

The **professional** conducting the evaluation and making the diagnosis must be qualified to make the diagnosis and to recommend appropriate academic accommodations. Professionals typically qualified to make a diagnoses include;

Clinical Psychologists	Educational Specialists	Speech and Hearing Specialists
Neuro-Psychologists	Learning Disabilities Specialists	Visions Specialists
Psychiatrists	Licensed Professional Counselors	
Relevantly Trained MDs	Licensed Clinical Social Workers	

The documentation must include **the name, title, and professional credentials of the evaluator, licensure number and specialization**. All evaluations reports must be **typed on letterhead, signed, and dated by the diagnostician**.

A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of a like accommodation. If no prior accommodation has been provided, the evaluator must include an explanation about why no accommodations were used in the past, and why accommodations are needed at this time.

It is the student's responsibility to:

- Obtain current and appropriate documentation (the age of acceptable documentation is on Page 2)
- Present a copy of disability documentation from a qualified professional to the Disability Resource Office **upon acceptance of admission and decision to attend RU**.
- Obtain additional information or testing when requested

It is the Disability Resource Office's responsibility to:

- Review documentation in a timely manner
- Notify student of documentation status
- Provide services/accommodations for students with disabilities

Submit all documentation to:

Disability Resource Office
Radford University
PO Box 6902
Radford, VA 24142

540-831-6350 (VOICE/ TTY)
540-831-6525 (FAX)
E-Mail: dro@radford.edu
Website: www.radford.edu/~dro

If a requested accommodation is denied, a written grievance/appeal procedure is in place and may be obtained from the DRO.

For further details regarding documentation guidelines that are accepted as best practice by most postsecondary institutions refer to: www.ets.org/disability/html

Confidentiality: The Disability Resource Office (DRO) adheres to the laws governing confidentiality. Once registered, all documentation and information becomes confidential, and is maintained in a secure location. Documentation of a disability is never part of a student's academic record.

Radford University provides equal access to education without regard to disability.

Current and appropriate documentation for psychiatric disabilities must be completed within the last six months.

1. A comprehensive **medical, developmental and psycho-social evaluation** will include:
 - Developmental, historical and family data
 - Historical information relevant to the psychiatric disability, including a history of symptoms, duration and severity
 - A current diagnostic statement based on DSM-IV criteria as well as the date of original diagnoses.
 - The treatment history and treatment plan
 - The age of the student at the onset of the impairment and how it impacted learning and the educational environment

2. A comprehensive summary must be typed on official letterhead and include:
 - Names of assessment instruments used, if any, and recommendations based on such results
 - Quantitative and qualitative information which supports the diagnoses
 - Previous history of the disability and prognosis
 - Identify the names and dosage of medication(s) the student is currently taking, the potential impact on learning, as well as a history of this students' medications and compliance with medications.
 - Description of current functional limitations. Description must include an explanation of how the diagnoses substantially limits a major life activity.
 - Address the severity of the condition and the impact it has in the learning environment where accommodations are being requested
 - Rationale when recommendations are made for specific accommodations
 - **Recommendations.** Specific recommendations for accommodations as well as rationale for why each accommodation is recommended. However, the final determination of appropriate accommodations lies with Radford University's Disability Resource Office.

Recommendations from professionals with a history of working with the individual provide valuable information for the review process. Professional recommendations congruent with the mission and services offered by RU will be given serious consideration. When recommendations go beyond services provided by the university, referrals to local area services providers outside of the university will be recommended.

Please complete and submit this form with your Documentation for Psychiatric Disabilities.

FUNCTIONAL LIMITATIONS

Psychiatric symptomatology may lead to a variety of functional limitations that impair one's ability to perform optimally in an educational setting. In your accompanying psychological report you will specify which psychiatric symptoms this student exhibits.

On this form, please specify which educationally relevant functional limitations emerge from this particular student's symptomatic expression.

Please use this list to provide the information about this student that will assist us in making appropriate educational accommodations for this student. Feel free to add any other limitations that may substantially limit the student's ability to function in an educational environment.

Cognitive Limitations

- Long term memory
- Short term memory
- Effect of anxiety on cognitive functioning
- Concentration problems
- Distractibility
- Difficulty in adapting to a new learning situation
- Other

Perceptual Limitations

- Visual hallucinations
- Auditory hallucinations

Behavioral/Interpersonal Limitations

- Time management problems
- Restricted or labile affect in daily social activity
- Impulsivity

- Excessive activity level
- Fatigue or low energy
- Frequent emotional outburst
- Irritability
- Restlessness
- Interpersonal fears or suspiciousness
- Preoccupations with self (i.e. overly concerned with one's health or well being)
- Rambling, halting, weak, or pressured speech
- Self talk
- Difficulty initiating interpersonal contact
- Difficulty in adapting to new learning situations
- Other

Medication Side Effects

- Drowsiness
- Fatigue
- Thirst

- Blurred vision
- Hand tremors
- Other (specify)

Return this form with appropriate documentation to:

**Radford University
Disability Resource Office
PO Box 6902
Radford, VA 24142**