



## Disability Documentation Guidelines

Formal documentation is required for consideration of accommodations at Dillard University. However, Dillard's Office of Disability Services (ODS) recognizes that each individual may experience barriers to access differently. We encourage students requesting accommodations to share their unique situation. Dillard ODS will use that information, along with all documents submitted, to make the following determinations regarding each request for accommodation:

- 1) Is there a diagnosed condition that qualifies or rises to the level of a disability?
- 2) Is there an impact to one or more major life functions?
- 3) If so, is the requested accommodation necessary for the student to access to the academic environment?

In addition to the student sharing their unique situation, ODS requests students provide documentation that meets the following criteria:

Documentation must be from a Qualified Evaluator.

Professionals conducting assessments and making recommendations for appropriate accommodations must be qualified to do so (e.g., physician, psychiatrist, licensed psychologist, or neuropsychologist). The name, title, and professional credentials of the evaluator, including license or certification number, should be clearly stated on the documentation. All documentation must be presented on the evaluator's letterhead, typed, dated, and signed. The evaluator may not be a member of the student's family.

Documentation must be Current.

Documentation should be current and related to the individual's disability. While there should be current documentation, outdated documentation may provide additional information and may be considered.

- a. Physical/Medical disabilities – within the past 12 months.
- b. Psychiatric disabilities – within the past 12 months.
- c. Learning Disabilities – within the past 3-4 years.
- d. ADHD – within the past 3-4 years.

Documentation must be Comprehensive.

Documentation should be thorough and give a full picture of the individual, not simply a diagnosis. Things to include are:

- a. A diagnostic interview including historical information that details the evolution of the disorder/disability, all relevant psychosocial, medical, and medication history, academic history, history of accommodation, and evidence of current impairment.
- b. Diagnostic instruments appropriate to the diagnosis are recommended. For learning disabilities and ADHD, these could include measures of aptitude, achievement, memory, processing speed, continuous performance, and attention or tracking tests.
- c. A clear diagnosis must be rendered. Diagnostic codes from the DSM 5 or the ICD-10 should be utilized.
- d. Describe current treatments, therapeutic techniques, assistive devices, medications (including dosage and side effects), etc.
- e. Explain the current functional limitations because of the diagnosis and the barrier that creates.
- f. The evaluator should make specific recommendations for accommodations that relate directly to the barrier the student faces that denies access to their education.

Provide Additional Supporting Documentation.

Other documents which contribute to consideration are high school plans or such as a 504 or IEP, accommodation record for standardized tests (SAT or ACT) any older documentation, psycho-educational evaluations, older reports that describe a diagnosis and accommodations, and teacher, tutor or employer reports.

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Student's Signature

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Date