



DISABILITY SERVICES

ANNORAH S. MOORMAN, PH.D.

COORDINATOR OF DISABILITY SERVICES



PROCESS

1. Submit required paperwork to the Dean of Students Office/
Coordinator of Disability Services for review,
Annorah S. Moorman, Coordinator of Disability Services,
103 Holmes Hall, 309-556-3111.
2. The student then must have meeting with the Coordinator of
Disability Services in the Dean of Students Office (103 Holmes
Hall, 309-556-3111) to review paperwork and
accommodations request.
3. After meeting with the Coordinator of Disability Services, she
will make recommendations for academic accommodations to
the Director of Academic Advising, Chandra Shipley.



PROCESS

4. The student must then make an appointment with the Director of Academic Advising, Chandra Shipley, in the Academic Advising Center (110 Holmes Hall, 309-556-3231) to sign a release form in order to receive accommodation letters to hand-out to faculty members.
5. A release form **MUST** be signed in the Academic Advising Center each semester the student requests academic accommodations.
6. If issues arise with faculty members or students not adhering to the accommodation letters, please contact Chandra Shipley, Director of Academic Advising at 309-556-3231.



GUIDELINES FOR DOCUMENTATION

- Eligibility for Disability Services at the university level is dependent upon the nature of the disability and its impact on learning. The following guidelines are provided in the interest of assuring that documentation is complete and accurate. Disability Services reserves the right to determine eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted.
- These guidelines are based upon the standards set forth by the Association on Higher Education and Disabilities (AHEAD).



GUIDELINES

- AHEAD is an international, multicultural organization of professionals that was organized in 1977 to act as a resource to postsecondary institution's disability service providers. Its membership is approximately 2100 individuals representing 1400 institutions of higher learning.
- Learning Disabilities
- Psychological Disabilities
- ADD/ADHD



LEARNING DISABILITIES

The following guidelines are provided in the interest of assuring that documentation will adequately verify eligibility and support requests for accommodations, academic adjustments, and/or auxiliary aids and services.

- A qualified professional must conduct the evaluation: licensed psychologist, learning specialist or clinical psychologist.
- Testing must be current (within the past 3 years).



LEARNING DISABILITIES

Documentation necessary to substantiate the LD must be comprehensive and include the following:

1. Diagnostic interview, with relevant history

2. Assessment

- Cognitive ability/aptitude
- Academic achievement (reading, oral and written language, math)
- Information processing



LEARNING DISABILITIES

3. Specific Diagnosis must be included.
4. Actual test scores from standardized instruments must be provided.
5. Rationale for each recommended accommodation must be included.
6. Interpretive summary must be provided and:
 - Indicate the evaluator ruled out alternative explanations
 - Indicate how patterns in test results are used to determine the presence of a learning disability
 - Indicate how the learning disability limits learning and/or affects test performance



LEARNING DISABILITIES

Offer rationale as to:

- Why specific accommodations are needed.
- How the effects of the specific disability are mediated by the accommodations.



PSYCHOLOGICAL DISABILITIES

The following guidelines are provided in the interest of assuring that documentation will adequately verify eligibility and support requests for accommodations, academic adjustments, and/or auxiliary aids and services.

- Documentation must include a medical or clinical diagnosis of a psychological disability based on DSM-IV-TR criteria and a rationale for the diagnosis.
- The evaluation must be performed by an appropriate professional: a psychiatrist, a clinical psychologist, or a clinical social worker. The evaluator's name, title and professional credentials and affiliation must be provided.



PSYCHOLOGICAL DISABILITIES

Documentation necessary to substantiate a psychological disability must include the following:

1. Information regarding the severity of the disability and the specific academic functions affected by the disability and/or medication (e.g. ability to concentrate, ability to attend class regularly, ability to interact in small/large groups):
2. Recommendations for and compliance to a prescriptive treatment, including medication:
3. Recommendations for academic accommodations based on specific features/symptoms of the disability.

Documentation must reflect the current (within the past year) array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit up-dated information and/or documentation.



ADD/ADHD

The following guidelines are provided in the interest of assuring that documentation will adequately verify eligibility and support requests for accommodations, academic adjustments, and/or auxiliary aids and services.

- Documentation must include a medical or clinical diagnosis of ADD/ADHD based on DSM-IV-TR criteria and rationale for the diagnosis.
- The evaluation must be performed by an appropriate professional, a medical doctor or a clinical psychologist, who is knowledgeable regarding ADD/ADHD. The evaluator's name, title and professional credentials and affiliations must be provided.



ADD/ADHD

The documentation should include the following:

- Quantitative and qualitative information that supports the diagnosis;
- Summary and interpretation of assessment instruments (formal assessment instruments and clinical interview);
- Information regarding the specific academic functions affected by the disability and the severity of the limitations (e.g. ability to sustain attention, distraction index);
- Recommendations for and compliance prescriptive treatment, including medication;
- Recommendations for academic accommodations based on specific features/symptoms of the disability;
- Investigation/evaluation of dual and/or confounding diagnosis (e.g. mood, behavioral, neurological, learning and personality disorders).



ADD/ADHD

- Documentation must reflect the current (within the past year) array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit up-dated information and/or documentation.
- Neither a 504 plan nor an individualized education plan (IEP) constitute sufficient documentation but may be submitted along with a medical or clinical evaluation.



MEDICAL/CHRONIC CONDITION

Documentation must include:

1. Disability or Medical Diagnosis, date of diagnosis, and last contact with student.
2. The diagnostic criteria or tests used
3. The current impact of (or limitations imposed by) the condition
4. Treatments, medications, devices or services currently prescribed or used to minimize the impact of the condition
5. The expected duration, stability or progression of condition
6. List of current medication(s), dosage, frequency, and adverse side effects.
7. A clear description of recommended accommodation



MEDICAL/CHRONIC CONDITION

8. Connection of the recommended accommodation to the impact of the condition
9. Possible alternatives to the recommended accommodation
10. A statement of the level of need for (or the consequences of not receiving) the recommended accommodation.



PAPERWORK

Forms to complete or have completed by professional:

- Verification form (ADD/ADHD, LD, Psychological/Psychiatric, Medical or Chronic Illness)
- Self Disclosure form
- Request for accommodation and faculty notification form



QUESTIONS?

Please call:

Annorah S. Moorman, 309-556-3111

Coordinator of Disability Services

Chandra Shipley, 309-556-3231

Director, Academic Advising Office