



The student listed on this form has requested accommodation for a disability at Lane Community College. The Center for Accessible Resources (CAR) is attempting to determine whether this student has a condition or combination of conditions that constitute a disability, and whether the disability causes limitations for which the student needs reasonable accommodation(s).

Options for providing supporting documentation for academic accommodations for CAR may include:

- A letter from a health or mental health professional on letterhead with the date, signature and credentials and it must address the questions listed on the attached form (a doctor's prescription pad note is not sufficient). See page 3 of this document (Supporting Documentation Guidelines).
- For learning disabilities (LD) or ADD/ADHD diagnosis (assessments normed for adults are preferred). Please see page 4 of this document (Specific Learning Disabilities' (LDs) and ADD/ADHD Guidelines).
- A complete and detailed evaluation or diagnostic report of the condition and impact or limitations caused as a result of the condition(s).
- This completed CAR Disability Verification Form. All sections/questions must be completed!

Section I: Student Information (to be completed by student)

Last Name	First Name	Middle Initial	Date of Birth
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I hereby authorized the listed provided to release information to Lane Community College - Center for Accessible Resources for the purpose of determining my eligibility for academic accommodations.

Student Signature	L#	Date
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If student is under 18 years of age:

Print Parent/Guardian Name	Parent/Guardian Signature	Date
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Section II: Provider Information (to be filled out by student)

Last Name	First Name	Agency/Organization/Clinic/Office
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Business Address	Phone Number	Fax Number
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Section III: Documentation Information (to be completed by provider)

Diagnosis	Date of Diagnosis
Diagnosis	Date of Diagnosis
Diagnosis	Date of Diagnosis
Diagnosis	Date of Diagnosis

How does the diagnosis, experiences impact the student in a college setting - what barriers do they present? This may include physical and/or cognitive impact.

Please indicate any functional limitations related to physical or mental health.

Include possible recommendations/considerations in CAR's determination of eligibility for accommodations.

Please attach/include any other information (evaluations) relevant to the student's current condition.

I understand and certify I am the Qualified Licensed Professional* responsible for determining the diagnosis and/or treatment of the student listed on this form and/or treating the student for the impairment/condition identified above; accurate description of their diagnosis and functional limitations have been provided.

Print Name	Date
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Signature	License Number or Certification
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SUPPORTING DOCUMENTATION GUIDELINES

INFORMATION FOR STUDENT

Please be sure to make copies of all forms submitted to the Center for Accessible Resources for your records. Documents submitted to the Center for Accessible Resources will not be re-released.

Appropriate supporting documentation of disability should establish:

- a) any diagnoses, functional limitations, experiences, etc. related to your physical and mental health;
- b) how these diagnoses, experiences, etc. may be expected to impact you in a college setting (i.e. what barriers do they present?);
- c) any recommendations or additional information your provider believes we should take into consideration in determination of eligibility for accommodations.

INFORMATION FOR QUALIFIED LICENSED PROFESSIONAL

Supporting documentation must be from a qualified professional who is licensed or certified to diagnose the disability. All documentation should be recent enough to reflect the student's current level of functioning. The documentation must be presented on office letterhead with the following:

- Qualified Licensed Professional's Name
- License Number or Certification
- Address and Telephone Number
- Signed and Dated

*Qualified Licensed Professionals must have expertise in the differential diagnosis of the documented impairment(s) or condition(s) and follow established practices in the field.

Additional Supporting Documentation Guidelines

- Documentation must be completed by a qualified professional who is licensed or certified to diagnose the disability.
- Documentation should be recent enough to reflect the student's current level of functioning.
- A school plan, such as an Individualized Education Plan (IEP) or a 504 Plan may be accepted as supporting documentation and may be included as part of an additional comprehensive evaluation report.
- For psychological disabilities, evaluation and supporting documentation should be within the last six months, unless the condition is one that has stabilized.

SUPPORTING DOCUMENTATION GUIDELINES

INFORMATION FOR QUALIFIED LICENSED PROFESSIONAL (cont)

Specific Learning Disabilities' (LDs) Guidelines

A comprehensive psycho-educational assessment from a psychologist or learning disabilities specialist that includes the following:

- A clear statement of the specific learning disability with the DSM-V diagnosis.
- A test used to measure intellectual ability, including scores and subtest scores
- Acceptable IQ tests: Kaufman Adolescent and Adult Intelligence Test, Stanford Binet 4th Edition, Wechsler Adult Intelligence Scale – IV (WAIS-IV), Woodcock-Johnson III General Intellectual Ability (GIA).
- Not acceptable: Kaufman Brief Intelligence Test (KBIT), Slosson Intelligence Test, Wechsler Abbreviated Scale of Intelligence (WASI), Wechsler Intelligence Scale for Children – III (WISC-III).
- A test used to measure academic achievement, including scores and subtest scores.
- Acceptable achievement tests: Nelson-Denny Reading Test, Scholastic Abilities Test for Adults (SATA), Wechsler Individual Achievement Test – II (WIAT-II), Woodcock-Johnson III Tests of Achievement, Woodcock Reading Mastery Tests – Revised.
- Not acceptable: Wide Range Achievement Test – 4 (WRAT-4).
- A test used to measure processing ability, including scores and subtest scores.
- Acceptable processing tests: Detroit Tests of Learning Aptitude – Adult, Woodcock- Johnson III Tests of Cognitive Abilities
- Profile of academic strengths and weaknesses and how these relate to the academic limitation(s).
- Clinical summary.

Note: All of these tests must be normed for adults

ADD/ ADHD Guidelines

A comprehensive assessment from a qualified licensed professional might include some of the following scales/checklists:

- Clinical Assessment of Attention Deficit Adult (CAT-A)
- Adult ADHD Self-Report Scale (ASRS v1.1)
- Barkley Home and School Situations Questionnaires and Barkley Adult ADHD Rating Scale-IV (BAARS-IV)
- Wender Utah Rating Scale – (for adults)
- PEDS: Parents' Evaluation of Developmental Status
- Vanderbilt Assessment Scales
- AHRQ Technical Review: Diagnosis of AD/HD • Conners Rating Scales