

Section 1: Student information (to be filled out by student)

Name (print): _____ Date: _____

Date of Birth: _____ L#: _____

I hereby authorize the below listed provider to release information to the Center for Accessible Resources (CAR) at Lane Community College (LCC), for the purpose of determining my eligibility for academic accommodation. I understand that information provided on this form or additional documentation submitted will become part of my student record, managed by CAR, and subject to the Federal Family Education Act (FERPA).

Signature: _____ If under 18 years of age:
Signature of Parent/Guardian: _____ Relationship to student: _____

Section 2: Provider information (to be filled out by student)

Provider name: _____ Agency or clinic: _____

Address: _____

Phone number: _____ Fax number: _____

Section 3: Documentation requirements/information

- Documentation should be completed by a qualified professional, such as a treating or diagnosing health or mental health professional.
- Documentation from a family member is NOT accepted.
- All documentation will be evaluated on a case-by-case basis and assist CAR in understanding the impact in an academic setting.
- A school plan such as an IEP or 504 Plan is not sufficient documentation in and of itself but can be included as part of a more comprehensive evaluative report.
- For psychological disabilities, evaluation and documentation should be within the last six months unless the condition is one that has stabilized.

For more information on documentation requirements, visit: <https://www.lanecc.edu/disability/application-process>

Important information for student: 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. For more information on confidentiality and records visit: <https://www.lanecc.edu/disability/student-handbook-chapter-3-confidentiality>

Section 4: Information for the provider

The above named student has requested accommodations for a disability at Lane Community College (LCC). 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 CAR with documentation for academic accommodations:

1. A complete and detailed evaluation or diagnostic report of the condition and impact or limitations caused as a result of the condition(s).
2. For LD or ADD or ADHD diagnosis (assessments normed for adults are preferred), please see page 4 of this document (Specific Learning Disabilities' (LDs) and ADD/ ADHD Guidelines).
3. 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).
4. This completed CAR Disability Verification Form. **All sections/questions must be completed!**

Section 5: Documentation Information (to be filled out by provider)

1. Diagnosis(es) that impacts the student's physical and/or cognitive function:
You must state the specific diagnosis(es), terms such as "suggest" or "is indicative of" are not acceptable

I. _____

II. _____

III. _____

2. What is the evidence supporting the diagnosis(es) that you have or are providing treatment for?
Please provide a copy of any test results which support the diagnosis(es) or other information used to reach the diagnosis(es).

3. What is the date of diagnosis and the expected duration?

4. What is the severity: Mild Moderate Severe Please elaborate:

5. What specific physical and/or cognitive impact is the student experiencing in an academic environment?

6. What specific physical and/or cognitive impact is the student experiencing **outside** of an academic environment?

7. If the student is taking medication, what side effect(s) is the student experiencing?

8. Additional relevant information:

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

Provider Information:

I, the undersigned, certify that a) I am the Qualified Licensed Professional* responsible for determining the diagnosis and/or treating the student for the impairment/condition identified above; b) that the information contained in this form was written by me; and c) the information is an accurate description of their diagnosis and functional limitations.

Print name _____

Date _____

Signature _____

License or Certification _____

Phone # _____

Area of Specialization _____

Section 6: Additional information

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 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

*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.

To request this information in an alternate format please contact the
Center for Accessible Resources at (541) 463-5150 or accessibleresources@lanecc.edu.