

Verification of PSYCHOLOGICAL DISABILITIES

For all disabilities, the following information should be included:

- Student's full name and date of birth
- Evaluating clinician's name, title, license/certification # and state, address, and phone number
- Date of document, date of evaluation/assessment, first and latest dates of contact with student
- Diagnosis(es) and date(s) of same
- Statement, does the established and ongoing treatment provider believe the diagnosis(es) rise to the level of a disability or no?
- Description of how each diagnosis was made (list assessments, tests, and measures used)
- Expected duration of impairment(s)
- **Symptoms or functional limitations associated with the impairment(s), and severity of each with and without mitigating measures, if applicable (e.g., medication, other treatment)**
- Current medications and possible side effects, if applicable
- Recommended academic adjustments (accommodations), based on functional limitations, and rationale as to why each is necessary

Psychological Disabilities

Truman State counselors cannot provide primary documentation for verifying disability, but can (with a student's written authorization) provide secondary opinion on a student's functional limitations due to mental impairment.

A qualified professional must conduct the evaluation.

A licensed/certified professional trained specifically in mental health care should conduct the evaluation and write the report. Professionals conducting evaluations and rendering diagnoses of psychological disorders must have training in, and experience with, the differential diagnosis of psychological disorders in adolescents and/or adults. The following professionals are generally considered qualified: clinical psychologists, psychiatrists, psychiatric nurse practitioners, licensed clinical social workers, and licensed professional counselors.

Documentation must be current.

Documentation needs to describe the current impact of the student's impairment(s) in the educational setting. Evaluations should be dated within 6 months of the request for academic adjustments. Older evaluations will be considered if submitted with more recent supplemental documentation. In addition, documentation will need to be

updated yearly in order to assess current impact. The Office of Student Access and Disability Services reserves the right to set the documentation recency requirement based on the nature of the student's disorder and requested academic adjustments.

Documentation must be comprehensive.

Documentation should include a specific diagnosis(es), with identification of the diagnostic criteria met. A clinical summary should include a history of presenting symptoms, the current severity and expected duration of symptoms, a description of the student's functional limitations in the educational environment and across other domains.

Documentation should indicate any treatments/medications and their side effects that would compromise academic functioning, as well as the ameliorative effects of such treatments/medications. Documentation should relate recommended academic adjustments directly to the student's functional limitations, and rationale (explaining why each academic adjustment is necessary) should be given.

Incomplete documentation could delay approval of eligibility for services. All required documentation should be submitted to the address listed above or Jsneddon@truman.edu