

Hardin-Simmons University
Office of Disability Services
Sandefer Memorial, Room
HSU Box 16158
Abilene, TX 79698
325-670-5842
Fax: 325670-5862
disabilityservices@hsutx.edu



APPLICATION FOR DISABILITY SUPPORT SERVICES Clinician Verification Form-Learning Disability

TO THE STUDENT: This form must be completed by a qualified and licensed clinician. The HSU Office of Disability Services reserves the right to request additional documentation or contact your clinician for addition information.

I, _____, authorize my health-care provider to release the medical information requested on this form for the purpose of determining appropriate accommodations for my disability while at Hardin-Simmons University

Signature of patient: _____

Date: _____

TO THE EVALUATOR: The student whose name appears above has applied for academic accommodations with the Office of Disability Services at Hardin Simmons University in Abilene, Texas. In order for eligibility to be determined, we need your clinical assessment/diagnosis of this student. Please carefully complete this form and answer all questions. Copies of reports or assessments may be faxed, but our records must include an original of this sheet which includes your signature and business card. We cannot accept substitutions for this form, however, you may provide supplemental information on official letterhead. Feel free to contact us with any questions or concerns. All information provided to us is confidential. Thank you for your assistance!

7 R G D \ ¶ V ' D W H _____

Physician/Licensed Clinical Provider Name & Title: _____

State License # _____ Phone: _____ Fax: _____

Address: _____
City State Zip Code

Physician/Licensed Clinical Provider Signature: _____

The HSU Office of Disability Services provides academic accommodations to students with disabilities that constitute a substantial limitation to a major life activity as it relates to higher education. To insure the provision of reasonable and appropriate accommodations for our students, this office requires current and comprehensive documentation of the disorder from a current treatment/assessment professional who is legally qualified to make the diagnosis.

The diagnosis of a learning disability should be evidenced by a psychological/educational evaluation performed by a qualified and licensed professional such as a clinical or educational psychologist, school psychologist, neuropsychologist, medical doctor, educational diagnostician, or other qualified professional. The provision of reasonable accommodations is based upon documentation of the disorder either within the last 3 calendar years or during adulthood (after 18 years of age).

Documentation of Learning Disabilities should include:

A. Comprehensive testing which addresses the following domains:

APTITUDE : A complete intellectual assessment with all subtests and standard scores reported. The Weschler Adult Intelligence Scale - IV (WAIS-IV) and the Stanford-Binet Intelligence Scale (5th ed.) should be reported and interpreted.

ACHIEVEMENT: A comprehensive academic achievement battery is essential with all subtests and standard scores reported for those subtests administered. Preferred instruments include the Woodcock-Johnson Tests of Achievement; Weschler Individual Achievement Test-II (WIAT-II, 9); Stanford Test of Academic Skills (STAT); Scholastic Abilities for Adults (SATA); or specific achievement tests such as the Test of Written Language (TOWL-2), Woodcock Reading Mastery Test - 3, 9, or the Comprehensive Test of Phonological Processing (CTOPP-2) should be reported and interpreted.

INFORMATION PROCESSING : Specific areas of information processing (i.e. short and long term memory, sequential memory, auditory and visual perception processing, processing speed, executive functioning and motor ability) should be addressed. Preferred instruments include the Wechsler Memory Scale (WMS-IV) and the Wechsler Adult Intelligence Scale (WAIS-IV) should be reported and interpreted.

Standard scores and/or percentiles should be provided and interpreted for all normed measures. Grade equivalents are not useful unless standard scores and/or percentiles are also included.

B. The thorough completion of the following questions:

DSM V Diagnosis _____

Achievement:

- _____ Woodcock-Johnson⁹ Tests of Achievement
- _____ Weschler Individual Achievement Test (WIAT)
- _____ Stanford Test of Academic Skills W K H G L W L R Q
- _____ Scholastic Abilities for Adults (SATA)

* NOTE : The WRAT is NOT accepted by this office as adequate measures of

