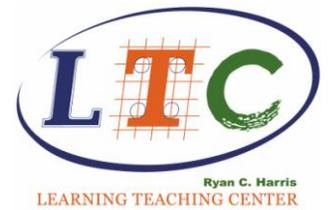




## Verification Guidelines Psychiatric and Psychological Disorders



Documentation should meet criteria outlined in the Diagnostic Statistical Manual IV-TR (DSM IV-TR) and be based on adult norms.

- Evaluated by a qualified diagnostician with comprehensive training and relevant experience in differential diagnosis which may include a licensed psychologist or psychiatrist. Use of diagnostic terminology indicating a diagnosis of a Psychiatric and Psychological Disability by someone whose training and experience is not in these fields is **not acceptable**. It is not appropriate for professionals to evaluate members of their own families or children of close friends.
- Documentation and recommendations must be appropriate to the postsecondary setting.
- Clearly state the diagnosed condition, typically following DSM-IV-TR diagnostic criteria. Alternative diagnoses or explanations should be ruled out.
- Describe the functional impact or limitations of the disorder or disability on learning or other major life activity, and the degree to which it impacts the individual in the learning context for which accommodations are being requested supporting the need for requested accommodations.
- Be current: Although some individuals have long-standing or permanent diagnoses, because of the changing manifestations of a psychiatric and psychological disability, it is essential for those individuals to provide recent and appropriate documentation from a qualified evaluator. Current is defined as generally within the last 6 months, indicate proof of continual treatment (i.e. physicians care, medications, etc.) indicating the impact of the individual's disorder on his or her current academic performance.
- Include diagnostic interview, complete educational, developmental, historical, psychological and medical history relevant to the disability for which adjustments are being requested. Relevant information regarding current treatment and/or medication should be included. A school plan, such as an individualized education program (IEP) or a 504 Plan, is insufficient documentation in and of itself but can be included as part of a more comprehensive assessment battery.
- Include a list of all test or diagnostic instruments used in the evaluation report and relevant scores used to document the stated disorder. Test scores are to be age equivalent.
- Include an interpretative summary.
- Describe specific requests for reasonable accommodation with rationale for each.
- Further assessment by an appropriate professional may be required if other disabling conditions are indicated.
- Be typed or printed in English on official letterhead, dated and signed by an evaluator qualified to make the diagnosis (include license or certification, as well as the area of specialization, employment, and state or province in which the individual practices, should also be clearly stated in the documentation.).

**\*\*\* Note that submission of documentation is not the same as the request for services. Student must meet with Office of Student Learning Services Disability Staff after determination is processed to discuss next steps, if applicable.**

Disability verification should be sent to:

Office of Student Learning Services  
Attn: Disability Services  
University of Dayton  
300 College Park  
Dayton, OH 45469-1302  
Fax Number: (937) 229-3270  
TTY Number: (937) 229-2059

For questions or concerns, please call: (937) 229-2066