



If you have a disability, you have the option of completing this form in order to receive accommodations. Please See Below!

**Kutztown University of Pennsylvania
DSO (Disability Services Office)
VOICE: (610) 683.4108
TDD: (610) 683.4499
FAX: (610) 683.1520**

Kutztown University is committed to provide access to its programs and services for all qualified individuals. The University encourages academically qualified students with disabilities to participate in its educational programs. Identification enables the University to provide reasonable accommodations and to give individualized attention to disabled students. Federal regulations define a disabled person as anyone with a physical or mental impairment that substantially limits or restricts one or more major life activities. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, performing manual tasks, and caring for oneself.

NOTE: *This information will be kept strictly confidential. The information you provide will enable us to plan for classroom and testing accommodations and to advise you of academic and other support services that are available.*

PLEASE PRINT

Name _____ KU ID # _____
 Home Address _____ City _____ State _____
 Zip _____ KU Email Address _____
 Semester and Year entered KU _____ Semester and Year registered with DSO _____
 Cell Phone Number _____ Home Phone Number _____

My disability can be categorized as: (Check as many as apply.) If disability is temporary, please indicate.

<input type="checkbox"/> Visual impairment/blindness	<input type="checkbox"/> Psychological/Emotional
<input type="checkbox"/> Motor impairment (ambulatory)	<input type="checkbox"/> Motor impairment (wheelchair)
<input type="checkbox"/> Hearing impairment/deafness	<input type="checkbox"/> Speech impairment
<input type="checkbox"/> Learning disability	<input type="checkbox"/> Attention Deficit Disorder/ADHD
<input type="checkbox"/> Autism/Asperger's	<input type="checkbox"/> Are you a veteran or serve in the military?
<input type="checkbox"/> Other Specify _____	<i>(Such as diabetes, epilepsy, heart disease, etc.)</i>

Current - 3 to 5 years old documentation(s)

Accommodations that would benefit me include:

I will need accommodations for students with disabilities in the following areas:

<input type="checkbox"/> Parking accommodations	<input type="checkbox"/> ASL Interpreter
<input type="checkbox"/> Adaptive physical education	<input type="checkbox"/> Record Lectures
<input type="checkbox"/> Testing accommodations (extended time, oral)	<input type="checkbox"/> Assistance ordering alternate texts
<input type="checkbox"/> Note takers	<input type="checkbox"/> Computer/Spell Check
<input type="checkbox"/> On-campus housing accommodations due to physical or medical disability (<i>housing deposit must be submitted on time</i>)	<input type="checkbox"/> University access - elevators, curb cuts, avoiding architectural barriers
<input type="checkbox"/> Scribe	<input type="checkbox"/> Course substitutions
	<input type="checkbox"/> Early course selection
	<input type="checkbox"/> Other

**RETURN THIS FORM WITH THE APPROPRIATE DOCUMENTATION (over) TO:
 The Disability Services Office, 215 Stratton Administration Center, Kutztown University, Kutztown, PA 19530.
 Or fax to 610.683.1520 or email to mclaughl@kutztown.edu.**

Signature _____ **Date** _____

GUIDELINES FOR DOCUMENTING DISABILITIES

Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with documented disabilities are guaranteed certain protections and rights of equal access to programs and services. The documentation should indicate that the disability substantially limits some major life activity.

Professionals conducting assessments and making recommendations must be qualified to do so. The name, title and professional credentials of the evaluator should be clearly stated in the documentation.

It is in the student's best interest to provide recent and appropriate documentation. If documentation does not address the student's current level of functioning or need for accommodations, it may be appropriate to update the evaluation report.

If the student was diagnosed earlier in his/her educational career, the student may have been recently tested as part of a transition plan. In that case, the tests used, scores, interpretation and rationale for accommodations would then be reported in the Comprehensive Evaluation Report (CER). The updated CER may be considered substantial documentation. In any case, the Individualized Education Plan (IEP) and CER will constitute useful information for the student's file, but may not be determined to be sufficient documentation in and of themselves. Documentation should validate the need for services based on the individual's current level of functioning in the educational setting. It should include a comprehensive assessment battery and the resulting diagnostic interview, assessment of aptitude, academic achievement, information processing, and a diagnosis.

The neuro-psychological or psycho-educational evaluation for the **diagnosis of a specific learning disability** must provide clear and specific evidence that a learning disability does or does not exist. Evidence of a substantial limitation to learning or other major life activity must be provided. The domains to be addressed must include the following:

1. **Aptitude** — A complete intellectual assessment with all subtests and standard scores reported.
2. **Academic Achievement**— A comprehensive academic achievement battery with all subtests and standard scores reported.
3. **Information Processing** — Short and long-term memory, sequential memory, auditory and visual processing, processing speed, executive functioning and motor ability should be assessed. A diagnostic summary based on a comprehensive evaluation process is a necessary component of the report. It should include an indication of the substantial limitation to learning caused by the learning disability, an indication of why specific accommodations are needed, and how the effects of the specific disability are accommodated.

Attention Deficit/Hyperactivity Disorder Documentation:

1. Documentation must be current, comprehensive, and include quantitative and qualitative information that supports the diagnosis. There should be evidence of (a) early impairment and (b) current impairment.
2. The following areas must be included: (a) statement of presenting problem (b) diagnostic interview with third party input (c) rule out alternative explanations.
3. The diagnosis must include a specific diagnosis based on DSM-IV diagnostic criteria.
4. Recommendations for prescriptive treatments, environmental management, and reasonable accommodations should be included.
5. An interpretive summary: (a) ruling out alternative explanations (b) whether or not prescribed treatment produced a positive response (c) indication of how the disability is a substantial limitation to learning (d) why specific accommodations are needed and how the effects of ADD/ADHD are mediated by the accommodation.

Medical, Health, Mobility, Sensory and Psychological Impairments require documentation dated within 1-3 years, (psychological disorders documentation must be dated within one (1) year) from a physician certified in the diagnosis and treatment of the condition. Documentation should clearly state the extent of the disability, include supporting test results, and explain how the disability affects the ability to learn or perform job functions. It should include a rationale for recommended accommodations.