

**HARFORD COMMUNITY COLLEGE  
CERTIFICATION OF COGNITIVE DISABILITIES/INTELLECTUAL DISABILITIES**

The student named below has applied for services from Harford Community College's Disability Support Services Office. In order to be able to determine eligibility and what, if any accommodations are warranted, documentation or additional documentation is needed.

Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations. To establish that an individual is covered under the law, documentation must indicate that a specific disability exists and that the identified disability limits one or more major life activities (e.g. learning). *A diagnosis of a disorder in and of itself does not automatically qualify an individual for accommodations.* The documentation must also support the request for accommodations and explain how the disability impacts learning.

Please complete the form and return by mail or fax to:

Harford Community College  
Disability Support Services  
401 Thomas Run Road  
Bel Air, Maryland 21015  
Attn: \_\_\_\_\_  
Fax: 443.412.2200

Date: \_\_\_\_\_

Clinician's Name: \_\_\_\_\_ Credentials: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

Signature: \_\_\_\_\_

***Professionals conducting the assessment and rendering a diagnosis must be qualified to do so (e.g. a licensed physician).***

***Please note: it is NOT appropriate for professionals to evaluate members of their family or others with whom they have personal or business relationships.***

Name of Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

I, \_\_\_\_\_, authorize a release of information, allowing the Disability Support Services Office at Harford Community College to contact the physician completing this form to obtain additional information or clarification in order to determine reasonable accommodations.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

***Please complete this form and attach it to documentation that follows the subsequent guidelines.***

The below guidelines have been prepared to assist you in completing documentation of Cognitive Disabilities/Intellectual Disabilities. Please follow them carefully. Documentation that does not include the below listed elements will not be accepted.

#### **REQUIREMENTS FOR DOCUMENTATION OF COGNITIVE DISABILITIES**

- 1) The evaluation must be performed by a professional who is certified or licensed in the area of adults with learning disabilities (e.g., School Psychologist, Educational Diagnostician or Psychologist). In addition, the report must be printed on professional stationery and a signature from the professional must be included at the end of the documentation.
- 2) A clinical diagnosis is not synonymous with a disability. The documentation must include the student's specific current functional impairment(s) and describe how the condition substantially limits a major life activity in order for Harford Community College to fully evaluate the necessity for any of the following: academic adjustments, auxiliary aids, and/or auxiliary services.
- 3) Information from diagnostic interview: history of presenting symptoms, developmental history, family history, psychosocial history, academic history, prior psycho-educational test reports and history of academic adjustments.
- 4) Individuals who are 17 years of age or older must be tested with diagnostic instruments normed for adults.

***The evaluation must include the test scores from at least one test from EACH of the following categories:***

- I. **APTITUDE:** Assessment of the capacity to learn is needed.
  - The Wechsler Adult Intelligence Scale-Revised (WAIS-III or WAIS-IV) with subtest scores; or
  - The Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Cognitive Ability; or
  - Stanford-Binet Intelligence Scale: Fourth Edition; or
  - Kaufman Adolescent and Adult Intelligence Test; or
  - The Differential Ability Scales (DAS); or
  - The WISC-III or IV may be acceptable if recently administered.
- II. **INFORMATION PROCESSING:** Specific areas of information processing (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed; processing auditory and phonological information, executive functioning, motor ability) must be assessed.
  - The Wechsler Adult Intelligence Scale-Revised (WAIS-III or WAIS IV) with subtest scores; or
  - The Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Cognitive Ability; or
  - Test of Adolescent Language (TOAL); or
  - Detroit Tests of Learning Aptitude-4 (if recently administered)
- III. **ACHIEVEMENT:** Current levels of functioning in reading, mathematics and written language are required.
  - Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Achievement; or

- Stanford Test of Academic Skills (TASK) Scholastic Abilities Test for Adults; or
  - Wechsler Individual Achievement Test (WIAT); or
  - Specific achievement tests such as the Test of Written Language – 2 (TOWL – 2), Woodcock Reading Mastery Tests-Revised, or the Stanford Diagnostic Mathematics Test.
  - The Wide Range Achievement Test-Revised is not a comprehensive measure of achievement and therefore is not suitable for this category
- IV. ADAPTIVE BEHAVIOR:** If the student is mentally retarded or is suspected to be mentally retarded, then adaptive behavior must be assessed.
- Vineland Adaptive Behavior (VABS); or
  - Adaptive Behavior Assessment System-Second Edition (ABAS-II); or
  - AAMD Adaptive Behavior Scales; or
  - Vineland Social Maturity Scale; or
  - Fairview Developmental Scale; or
  - Callier-Azusa Scale; or
  - Alpern Bolls Assessment Scale; or
  - Other standardized test that assesses the following areas: Communication, Daily Living Skills, Socialization, and Motor Skills

***The Test Report must include:***

- I. **A written narrative of test results.** Please state specific cognitive processing strengths, weaknesses, and deficits. Please discuss the following processing areas:
  - a. Visual spatial abilities
  - b. Memory (auditory and visual; short-term and long-term)
  - c. Fine motor/dexterity (speed/sequence of motor patterns)
  - d. Executive functions (verbal and nonverbal reasoning)
  - e. Selective attention/perception (auditory and visual)
  - f. A well-written interpretative summary based on a comprehensive evaluative process is required.
  
- II. **If oral language skills are assessed please discuss formal instruments or informal analysis of a language sample used.**
  
- III. **Social-emotional assessment is required.** Formal assessment instruments and/or clinical interview are appropriate. If applicable, a mental health diagnosis should be clearly stated.
  
- IV. **Conclusion** –includes a brief summary of test results, background history and test observations. The conclusion should clearly explain how the condition causes significant impairment in one or more major life activity. It should also include a detailed explanation of how the disorder limits the student’s functioning in an educational setting for learning or taking tests.
  
- V. **The recommendation section** should include recommendations for accommodations in an educational setting (e.g., extended time because of focusing difficulties, etc.) and indicate the reason these accommodations are warranted if the current treatments are successful. It is helpful if accommodations and strategies are logically related to functional limitations. If connections are not obvious, a clear explanation of their relationship would be helpful.