

Documentation Guidelines

To ensure the provision of reasonable and appropriate accommodations for students with disabilities, Disability Services requires documentation from a qualified physician, counselor, or other licensed professional. Please contact Disability Services at 406-496-4428 with questions.

Qualifications

To qualify for Disability Services, students must have documentation attesting to their condition or impairment that meets the definition of disability as defined by the Americans with Disabilities Act (ADA). The student must have:

1. Have a physical or mental condition that substantially limits one or more major life activities
2. Have a history of such a physical or mental condition
3. Be regarded as having such an impairment

Major life activities include, but is not limited to, to caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Documentation

If you acknowledge that a student is in fact a person with a disability, please provide the following information on her or his documentation:

1. A diagnostic statement identifying the disability or disabilities for which accommodations are sought. This would be a mental health

diagnosis per DSM-5 criteria and/or a medical diagnosis. If the condition is temporary, please provide prognosis.

2. A brief summary of the information gathered from the clinical interview, rating scales, test instruments, and/or diagnostics tests used to assess/diagnose and rule out other explanations.
3. A description of the current severity of the condition and the student's limitations in an academic setting.
4. A list of any medications or other treatments the student is currently utilizing, including any possible medication/treatment side effects that specifically relate to the identified clinical condition/disability.
5. Suggestions for accommodations that relate specifically to the identified disability. Disability Services will assess these recommendations and ensure they are appropriate and reasonableness to the academic setting.
6. Attach any additional information you feel is relevant in determining accommodations.

Note: Test anxiety on its own is not a diagnosis per the DSM-5. Test anxiety may manifest as a symptom of a disability, but on its own does not fall under the Disability Services umbrella. Those that experience the following would not qualify for disability accommodations:

- The student becomes anxious on an exam, but performance is not significantly below what would be expected based on the student's knowledge or skill, then the anxiety is not clinically significant on this dimension.
- The student may become anxious during an exam, but the degree of distress may be well within the range experienced by most students in a testing situation and therefore not clinically significant.

If a diagnosis cannot be determined (e.g. Generalized Anxiety Disorder, Social Phobia, Panic Disorder), the severity of the testing anxiety must be assessed. To assess the degree of distress, a Test Attitude Inventory or Reaction to Tests can be administered.

Formats

Montana Tech Disability Services prefers documentation that is:

- Written on letterhead.
- Typed, dated, and bears the signature of the provider.
- Includes the name, title, and professional credentials of the provider.