

Jung Tao School of Classical Chinese Medicine  
Request for Accommodation Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please specify the disability for which you are requesting accommodation:

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What reasonable accommodation are you requesting?

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Are there alternative accommodations that may meet the need as well?

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Please attach medical report, documentation provided by the qualified practitioner to identify the disability and reasonable accommodations. Ensure that the practitioner meets the requirements listed on the following pages and has no personal relationship with the client.

This form and all related documentation should be in a sealed envelope and delivered to the Registrar, Jung Tao School of Classical Chinese Medicine, 207 Dale Adams Road, Sugar Grove, NC 28679.

I attest that I am requesting reasonable accommodation for a documented disability and certify that all information in this request is true and factual to the best of my ability.

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Student Signature

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Date

## Requirements of documentation and evaluator:

**Physical Disability** - Documentation should include, but not be limited to, the following:

1. Name, title, and professional credentials of the evaluator. The evaluator should have training and expertise with the particular medical condition identified. The area of specialization as well as the state in which the individual practices must be included. All reports are requested to be signed and dated.
2. Diagnosis/assessment. A current medical diagnosis including appropriate medical reports, relevant medical history, and a clinical summary should be provided. This assessment should validate the need for services based on the impact of the individual's disability and level of functioning in an educational setting.
3. Evaluation of impact. Documentation should indicate a substantial limitation and should include any prior history of accommodations needed.
4. Recommendations. Documentation should indicate reasonable accommodations specific to the diagnosed disability with an explanation as to why each accommodation is recommended. Accommodations provided for individuals with temporary disabling conditions may be subject to periodic review.

**Psychiatric Disability** - Documentation requirements:

1. Current documentation: Documentation must be current, provided within the past year, by a licensed, doctoral level psychiatrist or psychologist with appropriate competencies related to the diagnosis(es). The name and professional credentials of the evaluator should be indicated including license number.
2. DSM-IV diagnosis. A complete DSM-IV diagnosis must be provided with an accompanying description of the specific symptoms the individual experiences. This diagnosis should be based upon a comprehensive clinical interview and psychological testing (when testing is clinically appropriate). A comprehensive clinical interview meets mental health service provider standards of care in length (50 minutes) and focus (complete developmental, family, psychiatric, medical history, mental status exam).
3. Impact on academic functioning. A complete description of the impact on academic functioning of the individual's psychiatric symptoms must be provided. Descriptions of impact upon study skills, classroom behavior, and test-taking would be examples of academic functioning.
4. Recommendations for accommodations. Recommendations must be based upon #2 and #3 above. Accommodations that are recommended must be related to the diagnostic information and its impact on the individual's functioning.

Accommodations provided for individuals with temporary disabling conditions may be subject to periodic review.

**Attention Deficit Hyperactivity Disorder (ADD/ADHD)** – In order to accurately determine the appropriate accommodations, the documentation should be current, within 3 years. Documentation requirements:

1. Name and professional credentials of the evaluator. The evaluator should be a licensed, doctoral level psychiatrist or psychologist with specific training and experience in the evaluation of adolescent/adult ADD/ADHD.

2. Comprehensive Assessment:

\*Mandatory interview to discuss history of past concerns, review of developmental domains (motor, sensory, language, intellectual, self- help, academic, emotional, and social), review of family relationships, review of family social circumstances, developmental/medical history, prior evaluations, information regarding onset, severity of symptoms, and treatment.

\*Behavior rating scales such as ADHD Rating Scale (DSM-IV \*Behavior rating scales for the student to include self-rating on broad band measures, such as the Wender Utah Rating Scale (WURS) and narrow band measures, such as ADHS (DSM-IV) for current functioning and recall of childhood functioning.

\*Structured psychiatric interview along with objective measures (SCL-90-R, MMPI-II) to rule out schizophrenia, major affective disorder, borderline personality disorders, pervasive developmental disorders (autism, Asperger's) and intellectual disability.

\*Documentation of impairment where available (school, mental health, other medical, work and driving records). Students are encouraged to pursue and submit the results of psychological/neuropsychological and educational achievement testing since many students with ADHD also have learning disabilities and these test results are useful for academic and program planning.

3. Diagnosis. Based upon the information from the assessment and utilizing DSM-IV criteria, the student has been identified as having ADHD. There must be clear evidence of clinically significant impairment in social, academic, or occupational functioning and symptoms are not better accounted for by another disorder (e.g. Pervasive Developmental Disorder, Schizophrenia, Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder). The diagnosis must indicate level of severity and reasonable accommodations specific to the diagnosed disability. To facilitate the gathering of such critical information, the qualified professional must respond to the following questions:

a. Date of diagnosis and last contact with the student.

b. Current Global Assessment of Functioning (GAF) Scale Score.

c. What instruments/procedures were used to diagnose the ADD/ADHD?

d. Describe symptoms which meet the criteria for this diagnosis with the approximate date of onset.

e. In order for our staff to determine the impact of this student's disorder on academic activities such as exam taking, note taking and concentrating, please describe what major life activities are impacted by this disorder as well as how significant this impact is. Please identify if you've observed this directly or would anticipate it occurring in an educational setting.

f. What measures (formal or informal) were used to assess the educational impact of the ADD/ADHD?

g. Recommendations regarding effective academic accommodations to equalize educational opportunities.

h. Is this student currently taking medication? If so, what? Does this medication need to be monitored locally?

i. With appropriate treatment (e.g. counseling, medication, etc.), does this student continue to need the above services and accommodations? If so, why?

j. In addition to the diagnostic report and educational assessment, please attach any other information relevant to this student's academic needs.

**Learning Disability** - In order to accurately determine the appropriate accommodations, the documentation should be current, within 3 years. Documentation should include, but not be limited to, the following:

1. **Qualifications of the Evaluator.** Professional conducting assessments, rendering diagnosis of learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and direct experience with an adult LD population is essential. The name, title and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment and state in which individual practices should be clearly stated.

2. **Comprehensive Assessment.** The neuropsychological 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. Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery which does not rely on any one test or subtest. This assessment should include a diagnostic interview to determine medical, developmental, psychological, family, academic, and employment histories. It should include assessments of:

\*Cognitive - A complete battery, appropriate for an adult population, with all subtest and standard scores reported. One of the following would be required: Wechsler Adult Intelligence Scale-Revised (WAIS-R), Woodcock-Johnson Psycho-educational Battery-Revised: Tests of Cognitive Ability, Kaufman Adolescent and Adult Intelligence Test.

\*Achievement - A complete battery relevant to the area(s) of suspected disability, often to include a reading assessment, with all subtest and standard scores reported. Examples of commonly used tools are: Woodcock-Johnson Psycho-educational Battery-Revised: Tests of Achievement, Stanford Test of Academic Skills (TASK), Wechsler Individual Achievement Test (WIAT), and Nelson-Denny Reading Skills Test.

\*Information Processing - An examination of the student's processing strengths and weaknesses to include areas such as short and long term memory, processing speed, metacognition, etc. gathered from the comprehensive assessment, diagnostic interview, and examiner's observations of test behavior.

3. **Diagnosis.** Identification of a specific learning disability based upon the information from the comprehensive assessment and a diagnostic interview. The diagnosis must indicate a substantial

limitation, rule out alternatives, and indicate reasonable accommodations specific to the diagnosed disability.

4. Clinical Summary. A diagnostic summary based on a comprehensive evaluation process. The summary should include:

- \*demonstration of having ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional or attentional problems, and cultural language differences;

- \*indication of how patterns in the student's cognitive ability, achievement and information processing reflect the presence of a learning disability;

- \*indication of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested;

- \*indication as to why specific accommodations are needed and how the effects of the specific disability are accommodated;

- \*any record of prior accommodation or auxiliary aids, including information about specific conditions under which the accommodations were used;

- \*specific recommendations for accommodations, as well as an explanation as to why each accommodation is being recommended.