



## Disability Determination Form

Accessibility and Disability Resources  
Wellesley College  
3rd floor, Clapp Library, 106 Central Street  
Wellesley, MA 02481  
(781) 283-1300  
accessibility@wellesley.edu  
<http://www.wellesley.edu/adr>

Dear Healthcare<sup>1</sup> Professional:

Your patient/client, \_\_\_\_\_, wishes to register with Accessibility and Disability Resources (ADR) at Wellesley College. The ADR office provides services and accommodations for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and with the Americans with Disabilities Act (ADA) of 1990 as amended in 2008. Section 504 and the ADA similarly state that a person may qualify to receive services and accommodations if they have “a physical or mental impairment which substantially limits one or more major life activities” or a record of such impairment.

A.

In order for a student to be considered eligible to receive academic, housing<sup>2</sup>, meal plan<sup>3</sup> and other accommodations, the student must disclose the nature of their impairment and provide recent documentation that verifies their condition. Documentation must reflect the nature of the disability and the individual's need for the requested modification, accommodation, or auxiliary aid or service. When providing information necessary to evaluate eligibility for accommodations, please adhere to the following:

- **The healthcare professional(s) conducting the assessment and/or making the diagnosis must be qualified to do so.** These professionals are generally trained, certified, or licensed psychologists or members of a medical specialty.
- **Complete the following form as thoroughly as possible.** This form should be completed by typing information or if needed printing as clearly as possible.
- **The healthcare professional is encouraged to attach any reports that provide related information (e.g. psycho-educational testing, neuropsychological test results, medical evaluation results, etc.).** If a comprehensive diagnostic report is available that provides the requested information, copies of the report(s) can be submitted for documentation in lieu of comparable sections. Documentation guidelines can be found at <https://www.wellesley.edu/adr/General-Info/Wellesley.edu-adr-documentation>. Do not provide case notes or rating scales without a narrative that explains the results.
- **After completing the form, electronically sign it and complete the Healthcare Provider Information section on the last page. The completed form can be mailed or emailed to accessibility@wellesley.edu.** Information provided will not become part of a student’s educational records, but it will be kept in the student’s file within the ADR office where it will be held strictly confidential. This form may be released to the student upon request. In addition to the requested information, please include any additional information that would be relevant to the student’s access needs.

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1 Healthcare provider can be any professional certified or properly credentialed to provide first-hand information on the disability(s) documented and may include medical doctors, psychiatrists, therapists, audiologists, allergists, ophthalmologists, etc.

2 On-campus housing has primarily residence halls with shared group bathroom facilities. Most rooms also require one or more roommate which is part of the residential experience.

3 Students living on campus are expected to be part of the meal plan system since the residence halls are not equipped for living off the plan. Dining services staff including a registered dietitian work with students regarding food allergies and celiac. Please review <http://www.wellesleyfresh.com/health-and-wellness.html>



DISABILITY DETERMINATION FORM

Student Information
(Please Print Legibly or Type)

Student Name (Last, First, Middle):

Date of Birth: ID#:

Status: Current Student Transfer Student

Phone: Cell Phone:

Address (Street, City, State, Zip Code):

Wellesley Email Address: @wellesley.edu

Personal Email Address:

To Be Completed by Healthcare Professional

Date first seen, last seen, frequency:

Impairment/Diagnosis (If applicable, include date of diagnosis and DSM-5/ICD-10 codes):

Relevant patient/client history:

Additional psychosocial and contextual factors:

How was the impairment/diagnosis determined?

- Structured or unstructured interviews with the student
Interviews with other persons
Behavioral observations
Developmental History
Educational History
Medical History
Neuropsychological testing (dates of testing)
Psycho-educational testing (dates of testing)
Standardized or non-standardized rating scales
Other (please specify)

How would you categorize this condition in terms of severity? Please check only one and explain below.

Minimal       Moderate       Severe       Residual/Remission       Other:

The condition is:       Stable       Prone to exacerbation       Other: \_\_\_\_\_

Duration of impairment/diagnosis is:       Permanent       Temporary

Note Duration: \_\_\_\_\_ **or** Re-Evaluation Date: \_\_\_\_\_

Please use an "X" to indicate major life activities that are affected because of the impairment and the severity of those limitations. This list is not exhaustive & additional life activities can be added at the bottom of this chart.

Life Activity	Negligible	Moderate	Substantial	Don't Know	N/A
Breathing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentrating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating <sup>4</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeping Appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing External Distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Internal Distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sleeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stamina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Please provide food allergy test results and what can and cannot be eaten for meal plan accommodation requests. Please review <http://www.wellesleyfresh.com/health-and-wellness.html>.

Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specifically describe to what extent the impairment impacts the student's ability to function in a college environment addressing any items endorsed on the previous page:

If applicable, list any medications or treatments currently prescribed and how they have an impact on the student's learning or other activities. Please include any side effects and impact on academic performance.

.....

Please indicate specific recommendations regarding accommodations for this student and a rationale as to why these accommodations/auxiliary aids/adjustments/services are warranted based on the nature of the student's disability. Indicate why the accommodations are necessary.

.....

If current treatments (e.g., medication, therapy) are successful, please state the reason that the above accommodations/auxiliary aids/adjustments/services are necessary.

.....

Is the student able, with reasonable accommodations, to take a full course load (minimum of 3 courses per semester)?

- Yes    No (Please explain below)

.....

This student's diagnosis is significant enough to substantially limit the student's ability to learn, live in residence hall, and eat without reasonable accommodations and auxiliary aids and services within a college environment.

Learn	<input type="checkbox"/> I Agree with this statement	<input type="checkbox"/> I Disagree with this statement
Live in residence hall	<input type="checkbox"/> I Agree with this statement	<input type="checkbox"/> I Disagree with this statement
Eat in dining hall	<input type="checkbox"/> I Agree with this statement	<input type="checkbox"/> I Disagree with this statement

I understand that the information provided will become part of the student record subject to the Federal Family Education Rights and Privacy Act of 1974 and may be released to the student on their written request.

Healthcare Professional Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Healthcare Professional Name (Print): \_\_\_\_\_

Title: \_\_\_\_\_

License or Certification #: \_\_\_\_\_

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

Phone: (    )    -                      Fax Number: (    )    -                      \_\_\_\_\_

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

\*\*\*\*\*

Name of Person Completing Form: \_\_\_\_\_ Date: \_\_\_\_\_

Professional Affiliation/Title: \_\_\_\_\_

### Reports Needed in Determining Accommodations

The healthcare professional is encouraged to attach any reports that provide related information (e.g. psycho-educational testing, neuropsychological test results, medical evaluation results, etc.). For example:

**Neuropsychological test results:** such tests help determine academic accommodations for those with learning disabilities and attention deficit disorders. These results can also be helpful in determining accommodations for those with mental health related disabilities when available.

**Food allergy test results:** such tests help determine meal plan accommodations and exemptions.

**Eye exam results:** such tests help determine academic accommodations in conjunction with this report form.

**Audiology exam reports:** such tests help determine communication needs in conjunction with this report form.

**Important:** After the student has completed the online intake (<https://shasta.accessiblelearning.com/wellesley>), uploaded documentation and met with an ADR staff person, the student will be notified regarding eligibility. Housing and meal plan accommodations are reviewed by committee.