

BERRY COLLEGE ACADEMIC SUCCESS CENTER

DISABILITY SERVICES INFORMATION FOR PARENTS

Contact Information:

Wilma Maynard, Director
Box 5043
706.368.6960
Evans Hall, Room 106
wmaynard@berry.edu
FAX: 706.368.6969

What Is a Disability under the ADA?

Disability is defined as any physical or mental impairment that substantially limits one or more major life activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working. "Substantially limited" generally means that a person is unable to perform a major life activity that the average person in the general population can perform. Mitigating or corrective measures such as medication or corrective lenses may be considered when determining whether a person is substantially limited.

Students with Special Needs

In compliance with the Americans with Disabilities Act and Resolution 504, Berry College accommodates students with documented disabilities. The student seeking accommodations for a disability must provide recent documentation of the disability that will be evaluated by the director to determine the need for accommodations. The student must initiate the action by contacting the ASC. If the student does not provide documentation, no accommodations will be provided. **Parents cannot identify special needs for their child.** Students with the same disability may require different accommodations.

Eligibility Requirements for Services

Students must submit appropriate documentation of disability and meet with Wilma Maynard, Director of the Academic Success Center (ASC), located in Evans Hall, Room 106, to establish eligibility for services.

Although students are not required to identify themselves as having a disability, it is important that they know they are not eligible for support until they have done so. This is referred to as "self-identifying." **Accommodations are not retroactive and a new request must be submitted each semester the student is enrolled if he/she wants accommodations.** Students with learning disabilities are required to submit **current diagnostic testing conducted by a licensed evaluator that meets specific guidelines**

Required Documentation for Specific Learning Disabilities (LD)

The student must submit a current, written diagnostic report of specific learning disabilities that is no more than five years old, if testing is done after age 18. The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuro-psychologist, educational diagnostician) with direct experience with adolescents and adults with learning disabilities.

An appropriate psycho-educational evaluation must include comprehensive measures in each of the following areas:

- **Aptitude** The evaluation must contain a complete intellectual assessment, with all sub-tests and standard scores reported.
- **Academic Achievement** The evaluation must include a comprehensive achievement battery with all sub-tests and standard scores reported. The test battery should include current levels of functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written expression.
- **Information Processing** The evaluation should assess specific information processing areas such as short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive function, and motor ability.

Examples of Acceptable Measures

Aptitude

- Wechsler Adult Intelligence Scale-Revised (WAIS-R)
- Wechsler Adult Intelligence Scale-Third Edition
- Stanford Binet Intelligence Scale-Fourth Edition
- Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test

Achievement

- Wechsler Individual Achievement Tests (WIAT)
- Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Achievement (W-JR)
- Stanford Test of Academic Skills (TASK)
- Scholastic Abilities Test for Adults (SATA)

Information Processing

- Subtests of the WAIS-R or WAIS Third Edition
- Subtests on the Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Cognitive Ability

A Written Diagnostic Report

The diagnostic report must include: relevant historical information, past and current academic achievement, instructional foundation, past performance in areas of difficulty, age at initial diagnosis, and history of accommodations used in past educational settings and their effectiveness.

- A list of all instruments used in the test battery
- A discussion of test behavior and specific test results
- A diagnostic summary statement with the following information:
 1. A clear and direct statement that a learning disability does or does not exist, including the ruling out of alternative explanations for the learning problems.

- Terms such as "appears," "suggests," or "probable" in the diagnostic summary statement do not support a conclusive diagnosis.
2. A clear statement specifying the substantial limitations to one or more major life activities.
 3. A psychometric summary of scores
 4. Recommendations and a rationale for accommodations.

Any diagnosis of specific learning disabilities without psycho-educational measures may not be used for determining eligibility for academic accommodations. For example, school plans such as Individualized Education Plans (IEPS) or 504 Plans are not adequate documentation; however, they may be included with the required evaluation.

Required Documentation for Attention Deficit Hyperactivity Disorder (ADHD)

The student must submit a current (no more than five years old) diagnosis of ADHD based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified or licensed) professionals (e.g., psychiatrists, psychologists, or neuro-psychologists).

The diagnostic report must include:

1. A diagnostic interview addressing relevant historical information, past and current academic achievement, age at initial diagnosis, discussion of medication, and history and effectiveness of accommodations in past educational settings.
2. The procedures used to diagnose the disability including a list of all instruments used in the assessment
3. A discussion of the testing results and the behaviors and symptoms that meet the criteria diagnosis.
4. DSM-IV diagnosis (include all five axis)
5. Diagnostic summary statement that includes the following information:
 - A clear statement that ADHD/ADD does or does not exist and rules out alternative explanations for behaviors. Statements such as "appears," "suggests," or "has problems with" in the diagnostic summary do not support a conclusive diagnosis.
 - A clear statement specifying the degree of severity and the substantial limitations to one or more major life activities. If the limitations are in learning (i.e., reading, mathematics, and/or written expression), an appropriate psycho-educational evaluation must also be administered to substantiate these ability/achievement discrepancies.
 - A recommendation for medications or further medical evaluation.
 - Recommendations and rationale for accommodations.

Students with sensory, physical, psychological or other health impairments are also required to submit written documentation; typically, this will be a medical report or letter from a physician.

The Academic Success Center reserves the right to request reassessment when previous assessment is inadequate and/or out-of-date.

The ASC determines appropriate academic adjustments and arranges to provide needed auxiliary aids. Accommodations are provided at no expense to the student and are based upon each individual's unique needs. The process of requesting and receiving

accommodations is interactive; all people involved—the student, the instructor and the ASC, and sometimes individual departments and programs, work together to make sure the process works. It is the responsibility of the director of the ASC to determine eligibility for services based on documented disability and consultation with others as needed.

Confidentiality of records

The law requires maintaining strict confidentiality of records and of information documenting a disability. However, information may be shared with instructors, work supervisors and/or college officials when knowledge of the student’s condition is necessary for the health and safety of the student and/or others.

Accommodations

The Academic Success Center facilitates Berry College’s compliance with federal laws by providing services and appropriate/reasonable accommodations to students with disabilities. This does not mean excusing a student with a disability from responsibilities or lowering expectation in the classroom, but rather allowing the student to use her or his abilities to assimilate information or perform class work in a manner that allows fair competition with other students.

A reasonable accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified individual with a disability to have an equal opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to an individual without a disability.

The purpose of academic accommodations is to adjust for the effect of the student’s disability, not to dilute academic requirements. **All students at Berry College are evaluated and assigned grades based on the same standards; students with disabilities are held to the same standards and not given easier work or held to a lower standard.**

Educational accommodations are provided at no cost to you, but the college is not obligated to pay for personal devices, accommodations for personal use, or accommodations that fundamentally alter a school program or cost too much money or need too many people to make it work.

Tutorial Support

The ASC offers tutorial support for all Berry College students. Students with disabilities are encouraged to take advantage of existing tutorial support and labs available on campus. Students are also encouraged to meet with their professors for individual help. **We do not have LD trained tutors available.**

FYI

Significant Differences between High School and College Disability Services

High School	College
APPLICABLE LAWS	
IDEA	ADA
Resolution 504	Resolution 504
Rehabilitation Act	Rehabilitation Act
REQUIRED DOCUMENTATION	
I.E.P. (Individual Education Plan) and	Varies depending on the disability; however, must include the testing on which the accommodations are based. I.E.P and

504 Plan	504 are not sufficient.
School provides evaluation at no cost to student	Student must be evaluated at own expense
School conducts evaluations at set intervals	Student generally not required to be re-tested after initial documentation approved.

STUDENT ROLE

Student is identified and supported by parents/teachers.	Student must self-identify to the Disability Services Office or designated office
School bears primary responsibility for accommodations.	The student bears primary responsibility for accommodations.

PARENTAL ROLE

Parents participate in accommodation process and have access to student records.	Parents do not have access to disability-related records unless student provides written consent.
Parents advocate for students.	Students advocate for self.

PROFESSOR/TEACHER ROLE

May modify curriculum and/or alter pace of assignments	Not required to modify curriculum.
Use multi-sensory approach	Tend to rely on lecture; may or may not use multi-sensory approach.
Weekly testing, mid-term, final, and graded assignments.	Frequency of testing and assignments may vary.

GRADES

Grades may be modified based on curriculum.	Grades reflect the quality of work submitted.
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