

# Psychiatric Disabilities

## Accessibility & Disability Services at Edgewood College

Psychiatric disabilities refer to a range of syndromes and conditions characterized by different types and degrees of emotional, developmental, cognitive, and/or behavioral manifestations. The terms psychological disabilities and psychiatric disabilities are used interchangeably by professionals in the field and within this document. Individuals with psychiatric disabilities often experience co-occurring disabilities such as Attention-Deficit/Hyperactivity Disorder (ADHD), learning disabilities (LD), and/or physical or chronic health conditions along with the primary diagnosis. Common subtypes of psychiatric disorders include but are not limited to obsessive-compulsive, bipolar, generalized anxiety, mood, and post-traumatic stress disorders.

### Documentation Requirements

- A qualified professional must conduct the evaluation.
- Qualified evaluators are defined as those licensed individuals who are competent to evaluate and diagnose psychiatric disorders or who may serve as members of the diagnostic team. These individuals or team members may include:
  - Licensed psychologists
  - Neuropsychologists
  - Psychiatrists
  - Relevantly trained medical doctors
  - Clinical social workers
  - School psychologists
  - Psychiatric nurse practitioners
  - The name, title and professional credentials of the evaluator (including information about licensure as well as areas of specialization, employment, as well as state in which the person practices should be stated in the documentation.
  - All reports should be on letterhead, typed in English, dated, and signed.

### Documentation to Support Diagnosis and Accommodations

It is recommended that the diagnostic report include the following components:

- Specific diagnosis or diagnoses
- Description of current symptoms in the testing environment as well as across other settings (e.g., college).
- Relevant information regarding psychotropic medications expected to be in use during test.
- Administration and the anticipated impact (side effects) on the individual in this setting.
- Relevant information regarding current treatment.
- Specific recommendations for accommodations with an accompanying rationale.

## Tests for Assessing Adolescents and Adults with Psychiatric Disorders

### Neuropsychological and psychoeducational testing

Cognitive, achievement and personality profiles may uncover attention or information-processing deficits, but no single test or subtest should be used solely to substantiate a diagnosis.

All tests used should be current and have sufficient reliability, validity, and utility for the specific purposes for which they are being employed. Acceptable instruments include but are not limited to:

- Kaufman Adolescent and Adult Intelligence Test
- Stanford-Binet 5 (SB5)
- Wechsler Adult Intelligence Scale – IV (WAIS-IV)
- Woodcock-Johnson® III – Tests of Cognitive Abilities

### Academic Achievement

- Scholastic Abilities Test for Adults (SATA).
- Stanford Test of Academic Skills (TASK).
- Wechsler Individual Achievement Test-III (WIAT-III).
- Woodcock-Johnson® III – Tests of Achievement.

### Subject-specific Measures

- Nelson-Denny Reading Test.
- Stanford Diagnostic Mathematics Test.
- Test of Written Language-4 (TOWL-4).
- Woodcock Reading Mastery Tests – Revised.

### Information Processing

- California Verbal Learning Test-II.
- Comprehensive Test of Phonological Processing (CTOPP).
- Continuous Performance Test.
- Detroit Tests of Learning Aptitude-Adult (DTLA-A).
- Detroit Tests of Learning Aptitude-3 (DTLA-3).
- Halstead-Reitan Neuropsychological Test Battery.
- Rey-Osterrieth Complex Figure Test.
- Test of Memory Malingering (TOMM).
- Trail Making Test.
- Wechsler Memory Scale III (WMS-III).
- Wisconsin Card Sorting Test.

### Personality Tests

Acceptable instruments may include, but are not limited to:

- Millon Adolescent Personality Inventory (MAPI).
- Millon Clinical Multiaxial Personality Inventory-III (MCMI-III).
- Minnesota Multiphasic Personality Inventory-Adolescent (MMPI-A).
- Minnesota Multiphasic Personality Inventory-2 (MMPI-2).
- NEO Personality Inventory-Revised (NEO-PI-R).
- Personality Assessment Inventory (PAI).
- Personality Diagnostic Questionnaire-4 (PDQ).
- Sixteen Personality Factor Questionnaire (16PF).
- Thematic Apperception Test (TAT).

### Anxiety/Depression

Acceptable instruments may include, but are not limited to:

- Anxiety Sensitivity Index (ASI).
- Beck Depression Inventory II (BDI-II).
- Patient Health Questionnaire (PHQ-9).
- Satisfaction with Life Scale (SWLS).
- State-Trait Inventory for Cognitive and Somatic Anxiety (STICSA).
- Perceived Stress Reactivity Scale (PSRS).
- The Yale-Brown Obsessive Compulsive Scale (Y-BOCS).

