

Documentation Guidelines  
for  
Students with Psychiatric Disorders

The following guidelines are provided in order to describe the necessary components of acceptable documentation for students with Psychiatric Disorders at Incarnate Word Academy.

I. Qualifications of the Evaluator

- a. The name, title, and professional credentials of the evaluator, including information about license and/or certification must appear on the report.
- b. The following professionals would generally be considered qualified to evaluate and diagnose a psychiatric disorder, provided they have appropriate training and experience in evaluating adolescent psychiatric disorders: licensed psychologists, neuropsychologists, psychiatrists, licensed clinical social workers, licensed professional counselors, and licensed marriage and family therapists.
- c. It is not appropriate for professionals to evaluate members of their families.
- d. All reports should be on letterhead, typed, dated, and signed.

II. Testing Must Be Current and Age-Appropriate

- a. Reports must include the date of testing.
- b. Due to the variable nature of these conditions, documentation of a psychiatric disorder must be current within the past year.

III. Necessary Components of Documentation

- a. The diagnostician should provide a clinical summary of the following:
  - i. A review of the family history.
  - ii. Age of onset and the course of the illness, including the major symptoms of the disorder currently manifested by the student and their severity.
  - iii. Psychological tests used (if any).
  - iv. The history of treatment for the disorder. Note: If the treatment includes medication, please provide evidence of continuing problems that, despite the benefits of medication, make accommodations necessary.
- b. Completed Functional Limitations form.
- c. Specific Diagnosis – The report should include a multiaxial diagnosis of a psychiatric disorder based on the DSM-IV-TR or DSM-V diagnostic criteria and should include diagnosis codes.
- d. Functional Limitations – The report should explain how the disability impacts the student's daily functioning and ability to participate in academics. Please be specific as to how the disorder interferes with the student's ability to engage in the normal classroom and the learning areas impaired by the disorder.

- e. Specific Recommendations for Modifications in the Normal Classroom – The report must include specific accommodations recommended, including the amount of extended time required.
- IV. Confidentiality – All information obtained in diagnostic reports will be maintained and used in accordance with applicable confidentiality requirements.