

## **Documentation Guidelines Communication Disorders**

Please provide the following documentation:

- Disability documentation\* should reflect a student's current functional limitations; the determination of recency (how current the documentation is) is based on the professional judgment of the Disability Service Provider (DSP). Disability documentation will be approved/denied after careful review by the DSP. Appropriate accommodations will be determined after the student participates in an interactive interview with the DSP. Accommodations requested may differ from what is recommended in a student's documentation and/or what was provided in High School or at other institutions.
  - \*If student already has disability documentation and is unsure if it meets the guidelines set forth, please submit it for review so the DRC can determine if additional documentation may/may not be needed.
- Documentation should be on a letterhead, dated and signed by a qualified professional or evaluator, e.g. identifying credentials with license number(s).
- The substantial limitation in a major life activity should be described.
- Recommendations of appropriate accommodations (e.g. extra time, frequent breaks).
- A diagnosis consistent with the most recent DSM/ICD.
- Evaluation/Assessment of the following diagnostic criteria is required and evaluation results should include:
  - Developmental history of the communication difficulties in early childhood, unless acquired later in life, in which the resulting event and disorder history should be documented.
  - A summary of present symptoms which meet the criteria for diagnosis of a communication disorder.
  - Treatments, medications, accommodations/auxiliary aids, services currently prescribed or in use.
- Objective (quantitative and qualitative) evidence that symptoms are associated with significant functional impairment in the academic setting. Suggested sources for evidence of academic functional impairment include the results of a comprehensive psycho-educational evaluation, speech/language evaluation, neurological report, physical evaluation report, and/or school records.