

## **Disability Documentation Guidelines**

Comprehensive documentation will assist the Center for Students with Disabilities (CSD) in determining academic accommodations and services that are reasonable, appropriate and beneficial for the student.\* Appropriate documentation will vary depending on the nature of a student's disability. Not all documentation will contain all of the guidelines listed below.

For convenience, the CSD provides a [Disability Information & Verification](#) documentation form for medical, educational, sensory and mental health providers.

### **Documentation Guidelines Include:**

1. **A diagnostic statement identifying the condition:** As appropriate, include ICD or DSM diagnostic codes, the date of the most recent evaluation, or the dates of evaluations performed by referring professionals. If the most recent evaluation was not a full evaluation indicate when the last full evaluation conducted.
2. **Current functional impact of the condition:** Describe the current functional impact on physical (including mobility, dexterity, and endurance), perceptual, cognitive (including attention, distractibility and communication), and behavioral abilities. Include severity, information on variability over time and potential environmental or circumstantial triggers.
3. **Treatments, medications, accommodations, assistive devices currently prescribed or in use:** Describe treatments, medications, assistive devices, and/or accommodations currently used. Include their estimated effectiveness in ameliorating the impact of the disability. Include any significant side effects that may impact physical, perceptual, behavioral or cognitive performance.
4. **The expected progression or stability of the described diagnosis over time:** Provide an estimate of the impact of the disability over time. Include the predicted need for reevaluation.
5. **Recommend academic accommodations and services:** Connect recommendations logically to the impact of the condition. When connections are not obvious they should be explained.
6. **Emergency Protocols:** Provide succinct emergency directives if the student is known to have life-threatening allergies or neurological anomalies. Specify all allergens and environmental triggers.

\* The student is a vital source of information. A student's experience regarding their disability, barriers, and experience with effective and ineffective accommodations is an important tool which, when combined with CSD staff consultation may be sufficient for establishing an otherwise qualified disability and the need for reasonable academic and/or campus life accommodations or auxiliary aids.