

General Guidelines for Documenting Disabilities

Documentation is requested in order to provide information regarding accommodations and services that may be appropriate and reasonable in the context of the academic and student service environment. Below are the documentation requirements for the specific areas of disability. All documentation must be current and provided by a licensed professional. Please note that while Individualized Education Plans (IEP) and 504 plans can be helpful in determining accommodations, they cannot be used as primary documentation.

As appropriate to the disability, basic documentation should include but is not limited to:

- 1. Diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis.** The diagnostic systems suggested in the recent editions of either the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD) are the recommended diagnostic taxonomies.
- 2. Diagnostic criteria and/or diagnostic test used.** This description should include the specific results of diagnostic procedures, diagnostic tests utilized, and when it was administered. Diagnostic methods used should be congruent with the disability and current professional practices within the field. Informal or non-standardized evaluations should be described in enough detail that a professional colleague could understand their role and significance in the diagnostic process.
- 3. Description of the current functional impact of the disability.** The current functional impact on physical, perceptual, cognitive, mental, and behavioral abilities should be described either explicitly or through the provision of specific results from the diagnostic procedures. Currency will be evaluated based on the typical progression of the disability, its interaction with development across the life span, the presence or absence of significant events (since the date of the evaluation) that would impact functioning, and how the information apply to the current situation of the request for accommodations.
- 4. Description of current treatments, medications, assistive devices/services.** A history of treatments, medications, assistive devices, accommodations and/or assistive services to include statements about the effectiveness in minimizing the impact of the disability. Significant and potential side effects that may impact physical, perceptual, mental, behavioral or cognitive performance should also be noted.
- 5. Description of the expected progression or stability of the impact of the disability over time.** This description should provide an estimate of the change in the functional limitations of the disability over time and/or recommendations for reevaluation.

6. Recommendations for accommodations. Depending on the impact of the condition on the individual, the statement should include suggestions or recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services that can help to provide full access. As appropriate, recommendations for collateral medical, psychological, and/or educational support services or training that would be beneficial may also be included. Recommendations from professionals with a history of working with the individual provide valuable information for the review process. They will be included in the evaluation of requests for accommodation. When recommendations go beyond services that are or can be provided by the University, they may be used for referrals to services outside of Florida Polytechnic University.

7. Credentials of the diagnosing professional(s). Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be provided. It is important to have the documentation on an official letterhead.

For specific disabilities, documentation should additionally include at least the following information (although more may be requested):

ADD/ADHD

- Diagnosis and criteria/testing materials used to diagnose
- Information on how current symptoms interfere with academic achievement
- Recommendations for accommodations

Blind/Low Vision

- Visual Acuity Report
- Doctor's letter of explanation
- Recommendations for accommodations

Deaf/Hard of Hearing

- Audiogram
- Doctor's letter of explanation
- Recommendations for accommodations

Learning Disability

- Comprehensive Assessment Battery which includes: Aptitude, Achievement, Information of Processing, Social-Emotional, and Clinical Summary
- Recommendations for accommodations

Medical/Physical Disability

- Diagnosis
- Information on how current symptoms interfere with academic achievement
- Documentation of any temporary medical issues must also include expected time frame of needed accommodations
- Recommendations for accommodations

Psychological Disability

- Diagnosis and treatment overview/summary
- Information on how current symptoms interfere with academic achievement
- Recommendations for accommodations