

Checklist for Speech Impairments

_____ Documentation should be prepared by a person who is an unrelated, neutral professional qualified, by training and practice, to diagnose and treat the impairment leading to the disability.

_____ For speech impairments, a speech pathologist or an appropriate medical physician should make diagnosis. If students have not secured a professional, they should look in their insurance company's provider directory, the Yellow Pages or should ask a family physician for referrals.

_____ Include name, title, professional credentials, licensure/certificate information, original signature and contact information. Reports should be written in English or translated into English by a qualified translator.

_____ The report must be typed on dated letterhead of either the practitioner or the agency hosting the practice. Access Services will not accept handwritten notes on prescription pads, photocopies of physician's notes or hospital discharge papers.

_____ In most cases, documentation should date within the last three years and be based on an adult scale, if appropriate. The determination of what is current may vary according to the nature of the disability or disorder. Access Services may change this timeframe, as appropriate.

_____ State the diagnosis (with an ICD code) and identify when the diagnosis was first made. Provide a report with a description of the current symptoms meeting the criteria for diagnosis.

_____ Indicate the impact of the impairment: mild, moderate or severe. Indicate whether impairment is temporary or permanent and static or progressive, and discuss any on-going therapy.

_____ Indicate whether assistive devices mitigate the condition.

_____ State the specific functional limitations relating to the academic environment and/or academic performance.

_____ Include information on the current medication(s) used to treat the condition and potential side effects on the student's ability to face college-level academic demands and stressors.

_____ Recommend academic accommodations and services; the goal is to minimize the impact of the functional limitations on the student's academic performance or participation in programs and activities.

Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his or her success.