

Documentation Guidelines for Communication Disorders

Please provide the following documentation:

- Documentation should be on 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.
- Suggestions of accommodations being recommended (i.e. extra time, frequent breaks)
- Documentation should reflect data collected within the past three years at the time of request for services.
- 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.