

Documentation Guidelines for TCU Students with Disabilities

Communication Disorders

The University requires comprehensive documentation of the student's disability in order to fully evaluate requests for accommodations and to determine eligibility for services. Documentation should be presented to the Coordinator of Services for Students with Disabilities. Information concerning a student's disability is treated in a confidential manner in accordance with University policies as well as applicable state and federal laws. Appropriate University professional(s) shall review documentation to verify the existence of a disability and to determine appropriate accommodations.

Communication Disorders

Speech and language disorders refer to problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. Some causes of speech and language disorders include hearing loss, neurological disorders, brain injury, mental retardation, drug abuse, physical impairments such as cleft lip or palate, and vocal abuse or misuse. Frequently, however, the cause is unknown. (*The National Information Center for Children and Youth with Disabilities – NICHCY*)

Documentation Requirements

Documentation should include, but is not limited to the following:

1. A diagnostic statement identifying the disability.
2. An evaluation by an appropriate professional that makes evident the current impact of the disability; professionals conducting assessments and rendering diagnoses must be qualified to do so. (Note: It is not appropriate for professionals to evaluate members of their own families.)
3. A description of any and all functional limitations.
4. A current evaluation (less than 5 years).

5. A recommendation of appropriate accommodations based upon a) diagnosis and b) the communication disorder's impact on academic functioning.
6. Treatments, medications, accommodations/auxiliary aids, services currently prescribed or in use.
7. The expected progression or stability of disability over time.
8. The professional's signature and license number on letterhead.

Types of Documentation

- Audiogram
- Speech Language Pathologist Evaluation

Recommended Evaluators

- Licensed Audiologist
- Licensed Speech Language Pathologist

Available Community Resources

- Miller Speech and Hearing Clinic – Texas Christian University
http://www.harriscollege.tcu.edu/ctr_miller.asp
- Callier Center – University of Texas at Dallas
<http://www.callier.utdallas.edu/>
- American Speech-Language-Hearing Association (ASHA)
<http://www.asha.org/>
- National Information Center for Children and Youth with Disabilities
<http://www.nichcy.org/>
- United Way
<http://www.unitedway.org/>
- Easter Seals
<http://www.easterseals.com/>