

## Documentation Guidelines for TCU Students with Disabilities

### Head Injury/Traumatic Brain Injury

Head injury or traumatic brain injury is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of head injury or traumatic brain injury. Recommended practitioners include: physicians, psychiatrists, neurologists, psychologists, and neuropsychologists. The diagnostician must be an impartial individual who is not related to the student.

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.

#### **Documentation must include, but is not limited to, the following:**

Note: The age of acceptable documentation is dependent upon the disabling condition, the student's request for accommodations, and the current status of the student.

1. A clear statement of the head injury or traumatic brain injury and the probable site of lesion
2. A description of the current impact the head injury has on the student's functioning
3. A summary of cognitive and achievement measures used. The evaluation results should include standardized scores or percentiles.
4. A summary of present residual symptoms that meet the diagnosis criteria
5. A description of the medication's impact on the student's ability to meet the demands of the postsecondary environment
6. A statement of how the disability impacts the student's major life activities, including his/her learning. Provide detail regarding the degree to which the disability impacts the student in a learning environment.

Further assessment by an appropriate professional may be required if learning disabilities and/or other disabling conditions coexist.

The above information should be provided in a typewritten report on professional letterhead and should bear the evaluator's name, license number, professional credentials, and signature. Additionally, the evaluator's business card should be included.