

Texas Christian University



Center for Academic Services

~Services for Students with Disabilities~

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http://www.acs.tcu.edu/disability_services.asp

www.acs.tcu.edu



Current & Comprehensive Documentation Fact Sheet

How current should documentation be?

- Because the provision of accommodations and services is based upon assessment of the current impact of the condition(s) on academic performance and access to educational activities, it is in an individual's best interest to provide recent and appropriate documentation.
- For students with learning disabilities, documentation should be **no more than five years old**. Request for updated documentation will be made on a case-by-case basis.
- For students with ADHD, documentation should be **no more than three years old**.
- For students with mental health disabilities, cognitive disabilities (such as traumatic brain injury) and other disabilities that are subject to frequent change or are impacted by medication or other treatments, documentation should be **no more than one year old**.

How comprehensive should documentation be?

- Disability documentation must verify the nature and extent of the impairment in accordance with professional standards and techniques and it must clearly address the need for all of the student's specific accommodation requests.
- Information regarding the student's current level of functioning in an educational setting is required.
- Comprehensive documentation should include the following seven components:
 - evidence of existing impairment;
 - background information (i.e., current and previous history, interview, review of records)
 - relevant testing;
 - specific diagnosis;
 - rule-out of alternative diagnoses or explanations;
 - integrated summary.
 - Rationale for accommodations request that are appropriate to postsecondary settings.
- School plans, such as an Individualized Education Plan (IEP), A Summary of Performance (SOP) or a Section 504 Plan are useful but may not, in and of themselves, be sufficient documentation to establish the rationale for accommodations.