

Texas Christian University

Documentation Guidelines for TCU Students with Disabilities

Communication Disorder

According to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, (DSM-5) disorders of communication include deficits in language, speech, and communication. *Speech* is the expressive production of sounds and includes an individual's articulation, fluency, voice, and resonance quality. *Language* includes the form, function, and use of a conventional system of symbols (i.e. spoken words, sign language, written words, pictures) in a rule-governed manner for communication. *Communication* includes any verbal or nonverbal behavior (whether intentional or unintentional) that influences the behavior, ideas, or attitudes of another individual.

Individuals who demonstrate a language disorder, an impaired comprehension and/or use of spoken, written and/or other symbol systems, should refer to the University's **Specific Learning Disabilities (SLD) Documentation Guidelines**.

Individuals who demonstrate a central auditory processing disorder should refer to the University's **Auditory/Hearing Impairment Documentation Guidelines**. These additional guidelines are available on the Student Disabilities Services link on the Center for Academic Services website at www.acs.tcu.edu/disability.

Individuals who demonstrate a speech disorder, an impairment of the articulation of speech sounds, fluency and/or voice, and/or a communication disorder are referred to the guidelines given below. Since a communication disorder may be secondary to other disabilities, individuals are referred to the "multiple diagnoses" section on our website at www.acs.tcu.edu/disability when more than one impairment or disability exists.

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 Student Disabilities Services Office. 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. Please address the following points in a narrative statement submitted on professional letterhead. The statement should be in English, typed, dated and with an original signature, with a license number, and with a business card attached. Should accommodations be authorized, they are **NOT** retroactive. Accommodations take effect upon delivering the letter of accommodations to and after conferencing with the student's professor(s).

Documentation Requirements

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

1. **Diagnosis:** A diagnostic statement identifying the disability, including the date of original diagnosis, and the name and credentials of the clinician that first gave this diagnosis. Clinicians are encouraged to cite the specific objective measures used to substantiate the diagnosis.
- **Credentials of diagnosing professional:** 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, relatives, or business partners.) Recommended evaluators are Otolaryngologist, Neurologist and/or

Neuropsychologist, Licensed Speech Language Pathologist, or other medical professionals as appropriate based on functional limitations

2. **Functional impact:** A description of any and all functional limitations caused by the communication disorder and relative to the postsecondary academic course and housing environment, if such accommodations are needed.
3. **A current evaluation (less than 5 years old).** All requests for accommodations are reviewed on a case-by-case basis. The University reserves the right to require an updated evaluation if an update is considered necessary, based on the prognosis and stability of the communication disorder.
4. **A recommendation of appropriate accommodations** based upon (a) diagnosis, (b) the communication disorder's impact on academic functioning, and (c) relevancy to postsecondary setting. If the student is requesting housing accommodations, recommendations for the postsecondary living environment should be directly related to functional limitations.
5. **Interventions:** Treatments, medications, accommodations/auxiliary aids, services currently prescribed or in use. Please include any side effects of medications that may have impact on the student's academic progress.
6. **Progression:** The expected progression or stability of disability over time. Please include expected impact of progression or stability on the student's academic program.
7. **The evaluative report:**
Notes to medical specialist: The information must be in a typewritten report, on professional letterhead that bears your name, license number, professional credentials, and your original signature. Additionally, as the evaluator, your business card should be included/attached. Your medical office should send the documentation letter by mail directly to Center for Academic Services—Texas Christian University—Student Disabilities Services; TCU Box 297710, Fort Worth, TX 76129.

Types of Documentation

- Speech Language Pathologist evaluation
- Otolaryngology evaluation
- Neurological and/or neuropsychological evaluation
- Supporting documentation such as high school IEP or 504 accommodations plan

Notes to student:

- The Miller Speech & Hearing Clinic (MSHC) provides a variety of evaluation and therapy services for clients with Communication disorders. Contact 817.257.7620 for more information.
- MSHC does not file insurance but will give you documentation to submit to your insurance company.
- If you received communication related accommodations during high school based on a 504 plan or other accommodations document, we recommend that you contact your high school and request the accommodation records be sent to our office.
- If you attended another college or university and received communication related accommodations, please contact that school's office for student disabilities and request that a copy of your records be sent by mail to our office.