

Guidelines for Documenting Speech Impairment

- 1.) **Qualified Evaluator:** A licensed audiologist or licensed speech-language pathologist would be considered qualified to diagnose a communication disorder and make recommendations for appropriate accommodations. The evaluator may not be family member. Documentation must:
 - include the evaluator's name, title, and professional credentials,
 - be presented in English on the professional's letterhead, typed, dated, signed, and legible.
- 2.) **Current Documentation:** The currency of documentation is dependent upon the nature of the communication disorder. Thus, if the condition that leads to the communication impairment is progressive, DASS will request documentation that is within the last two years. Documentation for non-progressive communication disorders should be five years or less. However, each request will be evaluated on a case-by-case basis.
- 3.) **Comprehensive Documentation** of a Communication Disorder should include, but is not limited to:
 - A clear statement of the communication disorder with supporting data. A summary of present symptoms which meet the criteria for diagnosis of a communication disorder.
 - Medical information relating to the student's needs
 - The status of the student's current impairment (static, improving or degrading)
 - Its impact on the demands of the academic program
 - Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities which might be helpful in understanding the student's profile, including the use of auxiliary aids, hearing aids (if appropriate), etc.
 - Recommendations for accommodations in a post-secondary academic environment can be helpful if they include a clear rationale. Each recommendation should be based on interview, observation, and/or testing and correlated with both the diagnosis and the student's functional limitations.
- 4.) **Supporting Documentation.** The qualified evaluator's report, while necessary, is by no means the only documentation we can use to better understand and accommodate the student. Other helpful documents include records of previous accommodation, high school 504 plans or IEP's, previous medical evaluations, report cards, transcripts, and parent, teacher, tutor, therapist or employer reports. DASS reserves the right to access student transcripts (e.g., classes taken and grades earned at SMU) for evaluation purposes.