**Documentation Guidelines for Communication Disorders**

Please provide the following documentation:

- Documentation should be on letterhead, dated and signed by a qualified professional or evaluator, e.g. identifying credentials with license number(s).

- The substantial limitation in a major life activity should be described.

- Suggestions of accommodations being recommended (i.e. extra time, frequent breaks)

- Documentation should reflect data collected within the past three years at the time of request for services.

- A diagnosis consistent with the most recent DSM/ICD.

- Evaluation/Assessment of the following diagnostic criteria is required and evaluation results should include:
  - Developmental history of the communication difficulties in early childhood, unless acquired later in life, in which the resulting event and disorder history should be documented.
  - A summary of present symptoms which meet the criteria for diagnosis of a communication disorder.
  - Treatments, medications, accommodations/auxiliary aids, services currently prescribed or in use.

- Objective (quantitative and qualitative) evidence that symptoms are associated with significant functional impairment in the academic setting. Suggested sources for evidence of academic functional impairment include the results of a comprehensive psycho-educational evaluation, speech/language evaluation, neurological report, physical evaluation report, and/or school records.