

## Checklist for Speech Impairments

\_\_\_\_\_ Documentation should be prepared by a person who is an unrelated, neutral professional qualified, by training and practice, to diagnose and treat the impairment leading to the disability.

\_\_\_\_\_ For speech impairments, a speech pathologist or an appropriate medical physician should make diagnosis. If students have not secured a professional, they should look in their insurance company's provider directory, the Yellow Pages or should ask a family physician for referrals.

\_\_\_\_\_ Include name, title, professional credentials, licensure/certificate information, original signature and contact information. Reports should be written in English or translated into English by a qualified translator.

\_\_\_\_\_ The report must be typed on dated letterhead of either the practitioner or the agency hosting the practice. Access Services will not accept handwritten notes on prescription pads, photocopies of physician's notes or hospital discharge papers.

\_\_\_\_\_ In most cases, documentation should date within the last three years and be based on an adult scale, if appropriate. The determination of what is current may vary according to the nature of the disability or disorder. Access Services may change this timeframe, as appropriate.

\_\_\_\_\_ State the diagnosis (with an ICD code) and identify when the diagnosis was first made. Provide a report with a description of the current symptoms meeting the criteria for diagnosis.

\_\_\_\_\_ Indicate the impact of the impairment: mild, moderate or severe. Indicate whether impairment is temporary or permanent and static or progressive, and discuss any on-going therapy.

\_\_\_\_\_ Indicate whether assistive devices mitigate the condition.

\_\_\_\_\_ State the specific functional limitations relating to the academic environment and/or academic performance.

\_\_\_\_\_ Include information on the current medication(s) used to treat the condition and potential side effects on the student's ability to face college-level academic demands and stressors.

\_\_\_\_\_ Recommend academic accommodations and services; the goal is to minimize the impact of the functional limitations on the student's academic performance or participation in programs and activities.

Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his or her success.