

# Sensory Disabilities Documentation Guidelines

The following guidelines describe the necessary components of acceptable documentation for students requesting accommodations for sensory disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

## Hearing

Students requesting accommodations due to deafness or hard-of-hearing must provide documentation with all of the following elements:

- An audiological evaluation and/or audiogram **dated within six (6) months**, particularly if the condition is subject to change. *Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is important to provide recent documentation.*
- A clinical summary of the functional implications of the diagnostic data.
- A **history** of accommodations received in the past.
- **Recommendations** for reasonable accommodations that address the student's functional impairments, with particular regard to communication devices and methods (e.g. sign-language interpreting services, assisted listening devices, C-Print, or CART services) and a rationale in support of each recommendation.

## Visual

Students requesting accommodations on the basis of low-vision or blindness must provide documentation with all of the following elements:

- An ocular assessment or evaluation from an ophthalmologist, or a low vision evaluation of residual visual function, where appropriate, **dated within six (6) months**, particularly if the condition is subject to change. *Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is important to provide recent documentation.*
- An assessment of functionally limiting manifestations of the vision disability.
- A **history** of accommodations received in the past.
- **Recommendations** for reasonable accommodations that address the student's functional impairments, with particular regard to assistive technology and alternate formats for print materials and a rationale in support of each recommendation.