

# Documentation Guidelines for Disability Services at IPFW

## Who Is Eligible for Services

To be eligible for SSD support services, a student must have a disability as it is defined by federal legislation (Section 504 of the 1973 Rehabilitation Act and the reauthorized 1990 Americans with Disabilities Act): a disability is any physical or mental condition that causes substantial limitation to the ability to perform one or more major life activities. Major life activities include, but are not limited to, performing manual tasks, walking, standing, lifting, bending, breathing, seeing, hearing, learning, reading, concentrating, thinking, communicating, and the operation of a major bodily function.

## Request for Disability Support Services

Students requesting disability-related assistance must complete a Request for Accommodation form. This form must accompany submitted documentation of the student's disability.

## General Guidelines Applicable to all Disabilities

Students requesting disability-related assistance must provide documentation establishing the presence of a substantially limiting condition(s) and describing its current impact. Information on how the disabling condition(s) currently impacts the individual is necessary both for establishing eligibility for services and identifying possible accommodations. ***Diagnosis of a condition, in and of itself, does not automatically confer disability status.*** The following criteria apply to documentation in general. For more detailed information, please refer to the documentation guidelines for specific disabilities.

Documentation ***must*** provide/satisfy all of the following:

- ❖ Be prepared by a professional (unrelated to the student) who is licensed to practice within a field directly related to, and associated with, the student's condition. (For example, a medical condition requires documentation from a physician.). Additionally it must be printed on official stationery and include printed name, contact information, and signature of the provider.
- ❖ A clear statement of diagnosis identifying the disability and describing by what means the condition was diagnosed.
- ❖ Describe functional limitations caused by the condition, clearly demonstrating severity, frequency, and pervasiveness of each, and, in addition, providing a clear relationship between limitation and specific major life activity(ies)
- ❖ Reflect ***current*** impact of the condition. A general rule of thumb is that it be no older than three years. Conditions subject to episodes of progression or improvement may require updated documentation every six to twelve months. Conditions unlikely to change significantly over time, provided the documentation adequately establishes the presence of significant limitations may be acceptable if over five years old. For conditions in which diagnosis is dependent on results obtained from standardized testing, ***the adult versions of all instruments must be used.***
- ❖ Contain information supportive of the student's request for specific academic supports, auxiliary aids, and accommodations.
- ❖ Contain a clearly defined logic relating provider recommended accommodations/strategies to specific functional limitations.