

Traumatic Brain Injury Documentation Guidelines for Service Eligibility

In order to establish eligibility for support services and/or reasonable accommodations, students must provide comprehensive disability documentation from a professional licensed or certified to diagnose and treat their disability(ies).

Disability documentation related to the need for cognitively based accommodations (e.g., testing modifications, note takers) must be completed by a licensed psychologist or neuropsychologist and include the following items completed no earlier than a student's 10th grade year of high school.

- Diagnosis and DSM code
- History and Current Observations
- Reports of either psychological or neuropsychological testing in the form of either:
 - A **complete** neuropsychological report OR
 - A comprehensive standardized adult IQ test (we recommend the WAIS-IV) and a comprehensive test of achievement (we recommend the Woodcock-Johnson). The results and interpretation of all subtests must be included.
- Students with a co-existing diagnosis of ADHD must also provide results of a comprehensive attentional assessment. We recommend the Halstead-Reitan Trail Making Tests (parts A and B), the Paced Auditory Serial Test (PASAT), or the Test of Variabilities of Attention (TOVA).
- Conclusions and Summary
- Recommendations of accommodations based on supporting documentation

Disability documentation related to a physical disability requires comprehensive disability documentation from a medical professional licensed or certified to diagnose and treat the disability(ies). Physical disabilities include, but are not limited to: Mobility impairment; impaired manual dexterity and/or upper limb strength, stamina, or function; chronic medical condition; visual impairment; or hearing impairment. Documentation should be submitted on official letterhead signed by the health care professional and include:

Diagnosis, including clear statement of existence of medically determinable physical disability.
Description of disability's current functional impact on activities relevant to university experience.

Written report including results of relevant and current assessments related to age/date of onset, progression, severity and scope of functional limitation, situational factors, prognosis, etc.

Statement regarding the current or planned use of medication, assistive devices, or other rehabilitative measures that may or may not mitigate the disability, symptoms, or functional limitations associated with the disability.

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