

# Deaf and Hard of Hearing

## DISABILITY DOCUMENTATION

### Definition of Disability

- An individual must demonstrate that his/her condition meets the definition of a disability under the **Rehabilitation Act, 1973** and/or the **Americans with Disability Act (ADA), 1990**. The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities.
- **Substantially limits** under ADA refer to significant restrictions as to the **condition, manner, or duration** under which an individual can perform a particular major life activity as compared to most people.
- **Whether a condition is substantially limiting** to support an accommodation request is a decision made by qualified professional(s) based upon multiple sources of information.
- A clinical diagnosis is not synonymous with a disability. The specific symptoms that are present should be stated in the documentation. Evidence that these symptoms are associated with substantial impairment in a major life activity is required for provision of accommodations. A detailed description of current substantial limitation in the academic environment is essential to identify appropriate academic accommodations, auxiliary aids, and services. Specific requests for accommodations need to be linked to the student's current functional limitations, and the rationale for each recommendation clearly stated.

### General Documentation Guidelines

- All institutions are required to have written policies and procedures for review of documentation submitted by students with disabilities. Decision-making for the provision of institutional-level accommodation is provided by the Office of Disability Services (ODS) or a designated office at an individual college or university.
- Secondary education eligibility reports, Individualized Educational Plans, Summary of Progress reports, or previous provision of special education services may not be sufficient documentation for college-level accommodations.
- Documentation should provide a diagnostic statement identifying the disability, describe the diagnostic criteria and methodology used to diagnose the condition, and detail the progression of the condition if its impact on the student's functioning is expected to change over time.

- Documentation should provide an adequate representation of the student's current functional abilities. In most situations, documentation should be within three years of the student's application for services. Professional judgment, however, must be used in accepting older documentation of conditions that are permanent or non-varying, or in requiring more recent documentation for conditions for which the functional impact may change over time.
- Documentation must include the names, signatures, titles, and license numbers of the appropriate evaluators, as well as the dates of testing and contact information. Evaluators must be licensed professionals whose training and licensure status is consistent with expertise in the disability for which they provide documentation.

### **Deaf and Hard of Hearing**

Individuals who are deaf or hard of hearing experience a reduction in sensitivity to sound. Amplification may not assist the individual in interpreting auditory stimuli. Individuals who are deaf or hard of hearing from birth may experience lags in the development of speech and most often have language-based deficiencies.

- General documentation guidelines (see above).
- Description of the history, current symptoms, and severity of the disorder.
- Description of the expected progression or stability of the disorder.
- Description of the current functional limitations impacting academic performance resulting from the disorder.

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