



Documentation Guidelines Traumatic Brain Injury (TBI)/Neurological Disorders

Vernon College follows the Americans with Disabilities Act of 1990, the ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973 in developing accommodations with students. Academic accommodations by the Office for Students with Disabilities are there to ensure equal access to educational activities and programs at Vernon College. All documentation is reviewed on a case-by-case basis and is kept confidential. Providing documentation does not automatically qualify an individual for academic accommodations.

Third party documentation will be considered as part of an interactive and individualized process that allows the Office for Students with Disabilities to determine eligibility and understand how a student's disability substantially limits one or more major life activities. Reasonable accommodations are recommended based on an understanding of the student's needs, functional limitations, and proposed academic adjustments.

The term brain injury encompasses a broad range of medical conditions associated with injury to the brain that occurs after birth due to a variety of internal or external causes, and that affects cognitive functioning. Trauma, stroke, and tumors are among the most common. Neurological disorders include seizure disorders, and degenerative conditions, such as Parkinson's disease.

The purpose of this documentation is to understand functional limitations, which support the request for disability accommodations in an academic setting. In providing documentation for individuals with these types of disorders, the following guidelines should be considered:

- **Detailed background information** – including information obtained in diagnostic interviews, relevant hospital and/or rehabilitation records, history of premorbid functioning (including prior academic history and developmental history), any pertinent medical and psychological history, and a discussion of dual diagnosis, if present; this includes a history of any coexisting disorders that could affect functioning.
- **A comprehensive neuropsychological evaluation** that addresses any areas associated with learning including (but not limited to) attention and concentration, learning and memory, language, information processing, visual spatial and visual motor skills; and executive functioning and mood. Evidence of current impairment, including behaviors that significantly affect functioning, and how these relate to academics should be provided. A discussion of estimated premorbid functioning should also be included. Evaluations must address these areas in order to be acceptable.
- The report must be on official letterhead, dated, and signed, and must be current (within the last three (3) years). A letter signed by a qualified professional stating **current functional limitations** and how they relate to the accommodations being requested will be needed.
- **A specific diagnosis** for the disabling condition, its level of severity, and a prognosis indicating whether the condition is stable or progressive in nature; and a description of any known triggers for potential exacerbation of the condition, specifically in a higher education setting.
- Recommendations for academic accommodations based on the impact of the disability.



The diagnostic report must include the name, title, and license number of the evaluator. A verification form is available to assist in the documentation process.