

Center for Students with Disabilities Documentation Guidelines

Overview

The Center for Students with Disabilities (CSD) at the University of Connecticut (UConn) is committed to providing accommodations and services to students with disabilities in order to ensure a comprehensively accessible University experience where individuals with disabilities have the same access to programs, opportunities and activities as all others. We engage in an interactive process with each student and review requests for accommodations on a case-by-case basis. In determining reasonable accommodations, we consider each student's condition(s), history, experience, request, and the unique characteristics of each UConn course and program. While students are a vital source of information, in order to determine reasonable and appropriate accommodations, we may request information from other sources in order to establish a disability and the impact it has on living and/or learning in a postsecondary environment. Please note the following:

- *Students are encouraged to submit any prior assessments and/or evaluative reports conducted by evaluators, physicians, medical professionals, etc., which may assist in determining appropriate accommodations. Documentation should be current and relevant to the requested accommodations.*
- *Professionals (e.g., physicians or other medical professionals) conducting assessment, rendering diagnoses of specific conditions and making recommendations for appropriate accommodations must be qualified to do so.*

Please contact Annie Jednak, Case Services Coordinator, at (860) 486-2020 or myaccess-csd@uconn.edu with questions regarding documentation.

Guidelines

The following guidelines are provided to assist students, family members, physicians or other medical professionals, in identifying the type of information and documentation that will inform the process of determining reasonable and appropriate accommodations. Documentation should include the following information:

Existing Condition(s)

- Information regarding the student's current condition(s) including any relevant history

Presenting Concerns

- Information regarding the student's presenting concerns (ongoing difficulties and behaviors) that substantially impact functioning in a postsecondary setting

Background History

- Information regarding the student's history of any prior accommodations received (e.g., high school, another University setting, etc.) (if applicable)

Medications/Treatment

- Information regarding the student's current medication(s) including dosage(s) and frequency (if applicable)
- Discussion of any known adverse side effects due to medications (if applicable)
- Description of the student's current treatments or other interventions including frequency (e.g., psychotherapy, medication management, allergy injections, chemotherapy, etc.)
- Description of any auxiliary aids used by the student (e.g., hearing aids, assistive listening devices, visual aids, etc.)

Recommendations and Evaluator Qualifications

- Specific recommendations regarding academic and/or residential accommodations, auxiliary aids and/or services based on the impact of the condition(s) in the postsecondary environment
- Name and title, license number with state (if applicable), address, phone number, fax number, e-mail address and signature of evaluator or medical professional

Where to Submit

Documentation may be submitted confidentially to Annie Jednak, Case Services Coordinator via:

Online by the student: MyAccess at <https://myaccess.apps.sa.uconn.edu/> (requires a UConn NetID and password)

E-mail: myaccess-csd@uconn.edu

Fax: (860) 486-4412

Mail: Center for Students with Disabilities

University of Connecticut

233 Glenbrook Rd., Unit 4174

Wilbur Cross 204

Storrs, CT 06269-4174

Additional Information for Specific Conditions

For students with **Asthma and/or Allergies**, documentation should also include the following information:

- Description of the nature of the asthma/allergy symptoms (e.g., frequency of attacks, triggers, etc.)
- Description of the specific allergens (e.g., environmental, food, etc.)
- Discussion of current treatments (e.g., nebulizer treatments, allergy injections, steroid medications, etc.) including a list of all current asthma and/or allergy medication(s) with dosage(s) and frequency (including use of an EpiPen)

Division of Student Affairs

Center for Students with Disabilities

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For students who are **Deaf or Hard of Hearing**, documentation should also include the following information:

- Discussion of type, degree and configuration of hearing loss, including frequency and intensity
- Description of any audiological technologies currently used (e.g., hearing aids, assistive listening devices, cochlear implant, sign language interpreters, real-time captioning (please include specific brand names, model #, etc. if applicable))

For students with **Learning Disabilities and/or Attention Deficit Hyperactivity Disorder (ADHD)**, documentation should also include the following information:

- Information regarding academic achievement including reading, writing, math, oral language and discussion of strengths and impact of condition(s) in the postsecondary environment
- Information regarding information processing/cognitive abilities including speed of processing, cognitive efficiency, visual-auditory processing, perceptual-motor processing, etc. and discussion of strengths and impact of condition(s) in the postsecondary environment
- Information regarding executive functioning including memory, concentration, attention and discussion of strengths and impact of condition(s) in the postsecondary environment
- Information regarding language abilities including expressive-receptive language, speech, and discussion of strengths and impact of condition(s) in the postsecondary environment

For students with **Psychological conditions**, documentation should also include the following information:

- Information regarding the impact of the condition(s) in the postsecondary environment, including academic and/or residential implications
- Discussion of co-morbid conditions and their impact in the postsecondary environment (if applicable)

For students with **Traumatic Brain Injury (TBI)**, documentation should also include the following information:

- Information on the type of acquired/traumatic head injury
- Information on intellectual and cognitive competence including discussion of strengths and impact of condition(s) in the postsecondary environment
- Information on motor, visual, auditory and tactile functioning including discussion of strengths and impact of condition(s) in the postsecondary environment
- Information on speech, language and communication ability including discussion of strengths and weaknesses
- Information on executive functioning including memory, concentration, attention and discussion of strengths and impact of condition(s) in the postsecondary environment
- Information on academic achievement including reading, writing, math, oral language and discussion of strengths and impact of condition(s) in the postsecondary environment

For students with **Visual conditions**, documentation should also include the following information:

- Discussion of visual acuity
- Description of any visual aids currently used (e.g., glasses, large print, etc.) including visual acuity with these aids

Additional General Information

- While a Summary of Performance (SOP), Individualized Education Program (IEP) and/or 504 Plan provide helpful information, these documents alone may not provide sufficient information to determine appropriate accommodations in the postsecondary environment.
- Reasonable accommodations are determined based on the nature of the condition(s) and resulting impact in the postsecondary environment. A student's program of study and the courses a student is enrolled will also inform the types of accommodations that are appropriate.
- Prior receipt of accommodations (e.g., in high school or in another University setting) will inform the process of determining appropriate accommodations at UConn; however, they do not guarantee receipt of the same accommodations.
- While the law requires that priority consideration be given to the specific methods requested, it does not imply that a particular accommodation must be granted if it is deemed not reasonable or other suitable methods are available.

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