

## **Documentation Criteria for Permanent Accommodations Deaf and Hard of Hearing**

In order to establish disability status and eligibility for disability services, institutions of the University System of Georgia require documentation from a qualified evaluator that attests to the presence of a disabling condition as defined by the ADA and demonstrates substantial limitations impacting performance in the academic environment when compared to most people in the general population.

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.

Specific documentation requirements for hearing disorders include the following:

- Evaluators must be licensed qualified professionals whose training and credentials are consistent with expertise in the disability for which they provide documentation.
- Evaluators may not be friends or family members of the student.
- A diagnostic statement based on the most current Diagnostic and Statistical Manual of Mental Disorders (DSM) and/or International Classification of Diseases (ICD) should be included, unless the evaluator is unable to do so due to school system regulations.
- Evaluators should demonstrate how the assessment results meet diagnostic criteria.
- The progression of the condition should be detailed if its impact on the student's functioning is expected to change over time.
- The substantial limitation in a major life activity should be described.
- Quantitative and qualitative information should be used to demonstrate that the difficulties are substantially limiting when compared to most people in the general population.
- Any accommodation recommendations made must be supported by a rationale that explains the necessity based on the student's measured impairments and current substantial limitations.
- Identifying information includes the names, signatures, titles, identifying credentials (e.g., license numbers), and contact information of evaluating professionals.
- Dates of evaluations must be included.
- Documentation should reflect data collected within three years of the request for services unless the condition is of a permanent and non-varying nature. However, if additional accommodations are requested due to changes in functional limitations, updated documentation may be requested.
- Description of the history, current symptoms, and severity of the disorder, (e.g., audiogram and audiological summary).
- Description of the expected progression or stability of the disorder.
- Description of the current functional limitations impacting the student in the academic setting.

Adapted from USG Policy for Disability Documentation:

[https://www.usg.edu/academic\\_affairs\\_handbook/section3/handbook/C793/#pappendix\\_d\\_disability\\_documentation](https://www.usg.edu/academic_affairs_handbook/section3/handbook/C793/#pappendix_d_disability_documentation)