

**Documentation Guidelines
Brain Injury/Neurological Disorders**

Collin 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 ACCESS Office are there to ensure **equal access** to educational activities and programs at Collin College.

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

Students are encouraged to upload any third-party documentation when they complete the Student Disclosure and Accommodations Request Form. However, having this documentation on file is *not* a requirement to schedule a meeting.

If you do not have documentation supporting a diagnosed disability, the attached form can be completed by an Educational Diagnostician, Medical Professional, Psychologist, and/or School Psychologist, Speech or Language Therapist, Psychiatrist, Licensed Professional Counselor, etc. to support a diagnosed disability.

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:

- Neuropsychological evaluation reports are the most relevant documents in defining disabilities in this category as they typically address many areas associated with learning including attention and concentration, learning and memory, language, information processing, visual spatial and visual motor skills; and executive functioning and mood. Evaluations must address these areas in order to be acceptable.
- The report must be on official letterhead, dated, and signed and must be current. A letter signed by a qualified professional stating current functional limitations and how they relate to the accommodations being requested will be needed.

Accommodations at Collin College for Equal Support Services

Please provide any additional information pertaining to this individual’s diagnosis including any information you feel will assist ACCESS in determining the appropriate academic accommodations or services for this individual: _____

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Student: _____

Please indicate the level of the impact the disabling condition has for this individual in the following areas in an educational setting:

| Major Life Activity- Learning | No Impact | Mild Impact | Moderate Impact | Severe Impact | Unknown |
|---|--------------|----------------|--------------------|------------------|---------|
| General intellectual functioning | | | | | |
| Attention | | | | | |
| Concentration/Sustaining focus | | | | | |
| Acquiring new information (learning) | | | | | |
| Retaining information (memory) | | | | | |
| Information processing | | | | | |
| Visual spatial skills | | | | | |
| Visual motor skills | | | | | |
| Organizing information, tasks, and materials | | | | | |
| Managing internal distractions | | | | | |
| Managing external distractions | | | | | |
| Language (receptive and expressive) | | | | | |
| Planning, initiating, and self-directing | | | | | |
| Executive functioning (impulsivity/inhibition, etc) | | | | | |
| Managing stressful situations | | | | | |
| Emotional lability | | | | | |



Accommodations at Collin College for Equal Support Services

Please list any additional functional limitations for this student in a post-secondary educational setting:

Please list any recommendations for academic accommodations based on functional limitations you listed above:

Professional's Name (print)

Signature

Date

Professional's Title (print)

License Number

Address

Phone Number

Please mail or fax completed form with supporting documents to address below: