COMMUNICATION DISABILITY
Documentation Guidelines

The following guidelines are provided in the interest of assuring that the documentation is appropriate to establish the student as an individual with a disability and to provide a rationale for reasonable accommodations. These guidelines are consistent with the CSU Policy on Provision of Services to Students with Disabilities.

Verification of Communication Disability:
Documentation shall be provided by a verifying professional qualified to assess the nature and extent of communication impairment, such as a speech pathologist.

Testing must be current. Since assessment constitutes the basis for determining reasonable accommodations, it is in a student's best interest to provide verification that reflects current level of functioning.

Type of Documentation:

Documentation should be in the form of a narrative report which includes a description of the specific deficits found during a comprehensive assessment of language functioning. This report must include standard scores for appropriately age normed tests used in the assessment. The narrative should include a statement of what impact the deficits have on learning or other activities. In the case of a language fluency issue such as a stammer or stutter, a letter on the practitioner’s letterhead describing the nature and severity of the dysfluency and it's possible impact on functioning in the educational setting may take the place of a full report.