



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](#).

Communication disability: Limitations in the speech and/or hearing processes that impede the educational process and may necessitate accommodations, support services, or programs.

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 its possible impact on functioning in the educational setting may take the place of a full report.