

**OFFICE OF DISABILITY SERVICES**  
DOCUMENTATION GUIDELINES FOR INDIVIDUALS WHO ARE DEAF OR  
HARD OF HEARING

Students who are requesting support services from the Office of Disability Services at Indiana University Southeast are required to submit documentation indicating that a disability substantially limits some major life activity, such as learning, to verify eligibility under the ADA of 1990. The following guidelines are provided in the interest of ensuring that the documentation is complete and appropriate:

1. Documentation must include clinical observations by an Audiologist. Things to include as documentation of a hearing impairment:

- a) Cause of hearing loss (prenatal influence or congenital, infectious disease, injury, general disease, undetermined); and if it is non-progressive, progressive, or involves secondary complications.
- b) On-set of hearing loss
- c) Clinical diagnosis (deaf or hard of hearing) and/or level of hearing loss (moderate, severe, profound). Be specific.
- d) Audiogram (most recent)

2. Documentation should include functional hearing characteristics, including if the person was prelingually deaf and/or has a secondary disability such as Ushers Syndrome. Clinical terms should be expressed in ways appropriate for the setting of higher education.

3. A summary of the condition and evidence of a substantial limitation to learning or other major life activity must be provided.

4. Specific cognitive processing strengths, weaknesses, and deficits should be discussed. Clear documentation of deficit areas is necessary in order for the college to provide appropriate, reasonable accommodations.

5. A statement of functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

6. Other things that are helpful to include when doing a comprehensive assessment:

- a) Intelligence/Aptitude testing
- b) Sensory/Motor skills
- c) Academic Skills/ Concept Development
- d) Social/ Emotional/ Affective Information
- e) Any assistive listening devices that are used

7. The documentation must include the following information:

- a) Names of the assessment instruments used
- b) Quantitative and qualitative information which supports the diagnosis
- c) The areas of educational impact and the severity of the condition
- d) Recommendations for prescriptive treatments
- e) Notation of medications prescribed, if any, and potential impact on learning
- f) Additional observations or recommendations which could assist us in adequately serving the student
- g) The names, titles, addresses and phone numbers of the evaluator(s), as well as the date(s) of testing.

These guidelines are provided so that the Office of Disability Services can respond appropriately to the individual needs of the student. The office reserves the right to determine eligibility based on the quality of the submitted documentation. If the documentation does not demonstrate the existence of a hearing impairment, its impact on the student's educational performance and the need for accommodations, further documentation will be required for services.

*Please note that in reviewing the specific accommodation requested by the student or recommended by the physician/evaluator, Disability Services may find that while a recommendation is clinically supported, it is not the most appropriate accommodation given the requirements of a particular student's academic program. In addition, Disability Services may also propose clinically supported accommodations that would be appropriate and useful for the student, but which neither the student nor the evaluator have requested.*

All documentation is confidential