



DOCUMENTATION OF A MEDICAL DISABILITY

****Note:** Documentation for medical disabilities may require periodic updates.

A letter or formal report, on **letterhead stationery**, containing all of the following information, from the medical or health care provider, **is required (please type)**.

Please provide the following information as completely as possible

Provider Name and Credentials

Student's Name and Date of Birth

1. Are you the primary care physician or a specialist for this patient?
2. Dates of service for this patient.
3. Date of most recent visit.
4. Frequency of visits in the last year.
5. Medical diagnosis **including** label/description **with** ICD-9-CM or ICD-10-CM **and/or** DSM-5 Axis codes.
 - a. Date of onset or initial diagnosis.
 - b. Expected duration (permanent, temporary, remitting/relapsing).
 - c. Prognosis (progressive, stable, guarded). Please use descriptive qualifiers in your assessment of prognosis if appropriate.
6. Number of hospitalizations for the above condition(s) within the past year, **including** the length of stay.
7. Current Prescriptions
 - a. If generic, please then include *brand name* equivalents.
 - b. Dosage instructions.
 - c. Patient's compliance issues, if applicable.
 - d. Side effects experienced by this patient, if applicable.
8. What other medical treatment, therapies, devices, or regimens have been prescribed for this patient?

Services for Students with Disabilities (MC 0185)

Lavery Hall, Suite 310
430 Old Turner Street
Blacksburg, Virginia 24061
(540) 231-3788 Fax: (540) 231-3232
E-mail: ssd@vt.edu

9. Please provide a complete written narrative describing the **current functional limitations** of the patient. Information about using functional limitations in documentation of a medical disability can be found on pages 3 and 4 of this document.
 - a. Describe the functional limitation.
 - b. State the degree of limitation (mild, moderate, severe).
 - c. Explain its effect on functioning/learning ***in an academic setting***.

10. Describe any recommendations for specific academic accommodations or other services to address the specific functional limitations identified above.

11. If you have specialty evaluations or reports (e.g. neuropsychological, psychiatric, visual, hearing, speech, physical therapy, occupational therapy, etc.), ***pertinent to learning issues***, for this patient, then:
 - a. Include a copy if possible, or identify the service provider so we can discuss it with the student.
 - b. A current psycho-educational report may be required. Contact Services for Students with Disabilities if you have questions (540-231-3788).

12. Is there any other information that you believe will be helpful to us in assisting your patient in his/her academic endeavors at Virginia Tech?

Medical or Health Care Provider Signature and Date are required at the end of the report.

Please note that the student/patient is responsible for any costs related to release of records.

The SSD Office will accept documentation by facsimile, or paper copy via mail.

Please send the letter or report to:

Services for Students with Disabilities (MC 0185)
Lavery Hall, Suite 310, Virginia Tech
430 Old Turner Street
Blacksburg, VA 24061

FAX: (540) 231-3232

Documentation of a Disability Using Functional Limitations

Documentation should address functional limitations (how the student's disability will affect his/her living and learning in an academic environment).

Any recommendations for accommodations should refer specifically to the functional limitation for which the accommodation is needed. For example, a functional limitation in the area of fine motor skills might have the description, "difficulty writing due to spasms from cerebral palsy." A recommendation for the student to use an audio recorder in class or receive a peer volunteer's class notes would be reasonable. The description clearly delineates the impact of the disability on academic functioning.

Please note: While your input is very helpful, Services for Students with Disabilities will make the final determination in providing appropriate and reasonable accommodations in the academic setting.

*******Possible areas of functioning to consider:** hearing, vision, speech, manual dexterity, general motor coordination, ambulation, activities of daily living, endurance, strength, respiration, concentration, memory, sleep quality, eating habits, social interaction, environmental sensitivities, etc.

Examples include (*this is not a complete list*):

Fine motor skills:

Can the student write with a pen, pencil on his/her own or with a writing device (if a device is used, what is it and can student use it on his/her own)? Can the student type without an aid or does he/she use an appliance (e.g. mouth stick, special keyboard—what kind? etc.). Will the student need someone to write for him/her on a quiz or test in the classroom? Will he/she need to tape record class lectures or need copies of another student's notes?

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Gross motor skills:

Does he/she use a wheelchair, walker, or other device? Can he/she walk or transfer from the wheelchair without assistance? Can he/she get things out of a backpack, open books, turn pages without assistance, or take care of bathroom needs? Does he/she need to arrange for a personal attendant? (Note: the university does not provide personal attendants).

Physical endurance:

How many clock hours can he/she reasonably be expected to “keep going” without a rest period? How many course hours can he/she reasonably expect to take in a semester? Will the student have enough stamina to go to class, do homework, and seek help if necessary?

Vision and hearing:

Does he/she wear hearing aids or use other devices? Does he/she use a sign language interpreter?

Memory - long term and short term:

Does he/she have the memory skills to take several classes, or should the number of classes be limited? Will the student have difficulty listening to a lecture, identifying the essential elements and getting their notes written simultaneously?

Verbal communication skills:

Does he/she use a speech device? Use a sign language interpreter, etc? Can the student write notes quickly in a lecture class?

Concentration:

Does he/she need to take tests in a less distracting environment? Does he/she need more time for tests?