

GRCC Documentation Guidelines for Learning Disabilities

Ideal Documentation: This is the documentation that can provide your Disability Support Advisor/Counselor with the most information and can often allow us to help you best!

- ❖ A psycho-educational or neuropsychological report that provides a diagnosis of a specific learning disability and statements indicating the impact of the learning disability in an academic setting.
- ❖ If a student has specific learning disabilities (ie. written expression, reading, math, etc.), the documentation should outline these distinctions.
- ❖ The evaluation should be performed by a professional who is certified/licensed in the area of learning disabilities (ie. School Psychologist, Educational Psychologist, etc)

If documentation above can't be obtained, please see Minimum Documentation below.

Minimum Documentation:

- ❖ Documentation that provides history of a specific type of learning disability written by a licensed or trained professional. This documentation could include: Individualized educational plans (IEP), a Summary of Performance (SOP), etc. The student also should be able to talk about the accommodations (or services) that are needed.

Next Steps:

- ❖ Either drop off, fax, or mail documentation to:
GRCC Disability Support Services
143 Bostwick Ave. NE
Grand Rapids, MI 49503
Fax: 616.234.3622
Student Center Building, Room 368
- ❖ Set up Intake Appointment by calling: 616.234.4140, stopping by our office at the Student Center Building, Room 368, or emailing at disability@grcc.edu
- ❖ **If you can't obtain documentation of your disability, we still would like to talk to you about your situation! Please contact us!**

If you need this document in an alternate format, please contact the office.

Document prepared 2/10/2014, Disability Support Services, Grand Rapids Community College, 616.234.4140, fax: 616.234.3622, www.grcc.edu/disabilitysupport

GRCC Documentation Guidelines for Mental Health Conditions

Ideal Documentation: This is the documentation that can provide your Disability Support Advisor/Counselor with the most information and can often allow us to help you best!

- ❖ Documentation should include a medical or clinical diagnosis of a psychological or mental health condition, symptoms that are unique to the individual, and treatment plan information, if available.
- ❖ An evaluation performed by an appropriate professional: a psychiatrist, a clinical psychologist, clinical counselor, or a clinical social worker. The evaluator's name, title, and professional credentials should be provided.

If documentation above can't be obtained, please see Minimum Documentation below.

Minimum Documentation:

- ❖ Documentation that provides history of a diagnosed mental health condition written by an appropriate licensed/trained professional. This documentation could include: Individualized educational plans (IEP), a Summary of Performance (SOP), a letter outlining the condition from your medical doctor or mental health provider, etc. The student also should be able to talk about the accommodations (or services) that are needed.

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GRCC Documentation Guidelines for Attention Deficit Disorder (ADD/ADHD)

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- ❖ Documentation should include a diagnosis based on a formal evaluation that assessed an individual's inattentiveness and hyperactivity. This evaluation ideally would be performed by an appropriate professional: a psychiatrist, a clinical psychologist, clinical counselor, or a clinical social worker. The evaluator's name, title, and professional credentials should be provided.

If documentation above can't be obtained, please see Minimum Documentation below.

Minimum Documentation:

- ❖ Documentation that provides history of ADD/ADHD or the current treatment being provided by a medical doctor or mental health provider. This documentation could include: A letter outlining the condition and any treatment recommendations from a medical doctor or mental health provider, Individualized educational plans (IEP), a Summary of Performance (SOP), etc. The student also should be able to talk about the accommodations (or services) that are needed.

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GRCC Documentation Guidelines for Physical, Visual or Hearing Impairments

Ideal Documentation: This is the documentation that can provide your Disability Support Advisor/Counselor with the most information and can often allow us to help you best!

- ❖ Documentation should include a diagnosis or description of any symptoms that are not visible provided by a medical doctor or specialist appropriate to the particular disability. Due to the uniqueness of these types of disabilities, documentation should reflect the array of symptoms, level of functioning, and whether the nature of the disability is changing.
- ❖ The evaluator's name, title, and professional credentials should be provided.

If documentation above can't be obtained, please see Minimum Documentation below.

Minimum Documentation:

- ❖ If a disability is visible by another person, Disability Support doesn't need documentation for registration if the need for an accommodation is visibly obvious. The student should be able to talk about the needs they have.
- ❖ If a disability is not visible or if additional non-visible concerns need accommodations, minimum documentation from a doctor or specialist will be needed that indicate the symptoms or limitations for the student.

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GRCC Documentation Guidelines for Traumatic Brain Injuries (TBI) or Cognitive Disabilities

Ideal Documentation: This is the documentation that can provide your Disability Support Advisor/Counselor with the most information and can often allow us to help you best!

- ❖ A psycho-educational or neurological report that provides a diagnosis of a student's cognitive or learning strengths/challenges and a description of the impact of the cognitive disability on a student's learning.
- ❖ If a student has specific learning disabilities (ie. written expression, reading, math, etc.), the documentation should outline these distinctions.
- ❖ The evaluation should be performed by a professional who is certified/licensed in the area of cognition or learning disabilities (ie. School Psychologist, Educational Psychologist, Neurologist, etc)

If documentation above can't be obtained, please see Minimum Guidelines below.

Minimum Documentation:

- ❖ Documentation that provides history of a TBI or cognitive disability affecting your learning written by a qualified professional. This documentation could include: Individualized educational plans (IEP), a Summary of Performance (SOP), a diagnostic letter from a neurologist, etc. The student also should be able to talk about the accommodations (or services) that are needed.

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GRCC Documentation Guidelines for Autism Spectrum Disorders

Ideal Documentation: This is the documentation that can provide your Disability Support Advisor/Counselor with the most information and can often allow us to help you best!

- ❖ The documentation should demonstrate that a comprehensive assessment was completed in the past outlining the diagnosis and symptoms that this student experiences. If a student has additional diagnoses, documentation should be provided about these co-occurring conditions.
- ❖ The evaluation should be performed by an appropriate professional, a medical doctor, a clinical psychologist, counselor, or social worker who is knowledgeable regarding an Autism Spectrum. The evaluator's name, title, and professional credentials and affiliation should be provided.
- ❖ Additional information from high school teachers or school psychologists should be included to help identify current symptoms and needs.

If documentation above can't be obtained, please see Minimum Documentation below.

Minimum Documentation:

- ❖ Documentation that provides diagnostic information and the needs of this student in an educational setting. This documentation could include: Individualized educational plans (IEP) or a Summary of Performance (SOP), etc. The student also should be able to talk or submit a written request about the accommodations (or services) that are needed.

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