



Request for ADA Accommodations
Traumatic Brain Injury (TBI)

Section 1: To be completed by Student

Name: _____ Phone #: _____
Address: _____
Email address: _____

Release of information: I grant permission to my healthcare provider (s) to release my education-related records and/or my medical or psychological records to Snead State Community College in connection with my request for accommodations.

Student's Signature Date

Section 2: To be completed by Professional Diagnostician

Name of Professional Making Diagnosis (please print): _____
Phone #: _____ Date of Assessment: _____
Highest Degree & Area of Specialization: _____
License Number: _____ Expiration: _____ State: _____

Professional Diagnostician Signature Date

Section 3: Diagnosis

A SPECIFIC statement that the student is diagnosed with a neurological injury, including the DSM-IV or ICD-10 diagnostic (numerical) code, is required.

DSM-V &/or ICD-10 Code(s) : _____

Professional Diagnostician Signature Date

Section 4:

Recommended Accommodation(s): _____

Rationale for Accommodations (s): _____

Section 7: Supporting Documents - MUST BE NO MORE THAN 3 YEARS OLD

A letter on official letterhead, signed by the professional diagnostician has to include the following:

- History to Support Diagnosis - A description of the duration and severity of the injury must be included. In addition, date of diagnosis, last contact with the individual, approximate date of onset, & symptoms should be included.
- Assessment of Cognitive Abilities & Educational Achievement - The evaluator should provide an assessment of the student's cognitive abilities, including processing speed and memory (post-rehabilitation and within one year). Also, standard scores from individually administered, standardized achievement tests must be reported. The evaluator should assess reading comprehension, written language, spelling, and mathematical abilities. If the student is taking any medication related to the disability, the evaluator should describe the impact of that medication on the student's ability to participate in a college environment.
- Substantial Limitation to Learning – The disability must limit a major life activity, such as learning, sleeping, or working, and there must be a significant limitation relative to what is common to the 'average' person. The evaluator must describe the major life activity affected by the psychiatric disability and describe how the disability presents a substantial limitation to academic performance.