



Documentation Guidelines for Deaf/Hard of Hearing

1. **History should be presented:**

Information about the onset and etiology of the hearing impairment, the student's history of receiving school accommodations, and the student's current use of accommodations helps Disability Support Services (DSS) understand the nature and severity of the student's disability and the need for accommodations.

2. **Diagnosis should be supported with documentation:**

A note from your treatment provider is often not sufficient to support the need for accommodations. Documentation should demonstrate that a comprehensive assessment was conducted and include information such as:

- Current audiogram (within two years) and audiological status (static or changing) and its functional impact on the student's academic learning
- A comprehensive speech/language evaluation, including standard scores for all administered subtests and a narrative summary of the evaluation results
- A statement regarding the use of hearing aids or cochlear implants (if applicable)
- Oftentimes, evidence of the impact on academic functioning is helpful, such as a comprehensive psychoeducational evaluation