



DOCUMENTATION GUIDELINES FOR STUDENTS WITH TIC DISORDERS INCLUDING TOURETTE'S DISORDER

University of Vermont students who seek accommodations based on their disability are responsible for completing an online [Getting Started with SAS Form](https://myaccess.uvm.edu/ClockWork/user/intake/default.aspx) (<https://myaccess.uvm.edu/ClockWork/user/intake/default.aspx>) and for providing appropriate supporting documentation. A student who seeks academic accommodations on the basis of a disability is responsible for obtaining the needed evaluation and resulting documentation, and for initiating contact with the Student of Accessibility Services (SAS). University of Vermont's Student Accessibility Services approaches requests for accommodations with the belief that each student's circumstance is unique and that a flexible approach is the right way to determine appropriate accommodations.

By itself, a medical diagnosis does not establish a need or an entitlement to accommodations under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act as Amended (ADA-AA). Another way of saying this is that having any disorder or condition does not, by itself, lead to any conclusion under Section 504 or the ADA. Therefore, the documentation required by Student Accessibility Services ~~University of Vermont~~ extends beyond the medical diagnosis and encompasses the four key elements of a person's disability status under Section 504 and the ADA. Those key elements are that:

- the student has a physical or mental impairment
- the impairment limits the student's participation in a major life activity*
- the degree of limitation is substantial ~~and~~
- there is something that the college can do that would be reasonable, needed, and predictably effective in responding to the impairment.

Documentation that substantiates each of these four areas serves as a foundation that legitimizes a student's request for appropriate accommodations. If a student seeks accommodations on the basis of more than one disability, then more than one professional may need to be involved in developing the diagnoses and other documentation.

SAS will review the documentation and collaborate with the student to determine reasonable and appropriate academic accommodations. Students will be contacted and encouraged to schedule a conversation with the SAS as soon as possible after submitting documentation.

The accommodations afforded to each student will be determined on an individual basis and will be based on the documentation provided.

Please see the next page for our disability documentation requirements.

*The Disability Documentation Form, list examples of a "major life activity" as defined under the ADA Amendments Act of 2008. According to the ADA, "A major life activity also includes the operating of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions."

Acceptable documentation of a learning disability must meet the following requirements:

- **The diagnosis must substantiate a disability and must be made by a qualified professional.**

The report should include the corresponding diagnostic code in the Diagnostic and Statistical Manual of Mental Disorders, Fourth or Fifth Edition (DSM-IV-TR or DSM-V) or the International Classification of Diseases Manual, Ninth or Tenth Revision (ICD-9 or 10).

The diagnostician must be an impartial individual who is not a family member of the student.

- **Include relevant educational, developmental, historical, and familial data.**
- **Reflect and describe the current functional limitation the disability has on the student's learning or other major life activity and the degree to which it impacts the individual in the academic context.**

The age of acceptable documentation is dependent upon the disabling condition, the current status of the student, and the student's request for accommodations.

If the tics are the result of a mental health diagnosis, then documentation should include results of an evaluation conducted within the last three (3) months.

- **The diagnosis must be supported by appropriate assessments.**

Assessments should include a summary of assessment procedures and evaluation instruments used to make the diagnosis. It should also include qualitative and quantitative information about the student's abilities and the impact of the student's functional limitations in the educational environment.

An IEP or Section 504 Plan from a student's high school years—including rationale for supports and evidence of any accommodations implemented—may be useful information, but it is not a substitute for the documentation described above.

- **Include specific recommendations for accommodations with accompanying rationale.**

A connection must be established regarding how the requested accommodations will mediate the functional limitations on the student in the academic environment. Recommendations should also include prescribed medications and side effects that may influence the need for accommodations.

- **Documentation is to be type-written on official letterhead, and signed and dated by the evaluator.**

SAS uses the Disability Documentation Guidelines recommended by AHEAD (the Association of Higher Education and Disability): https://edgecastcdn.net/006FDC/AU/PDF/AHEAD_Supporting-Accommodation-Requests%5B2%5D.pdf

Disability documentation should be sent to Student Accessibility Services in one of the following ways:

Email: access@uvm.edu

Fax: 802-656-0739

Mail: Student Accessibility Services, UVM, 633 Main Street, A170 Living/Learning, Burlington VT 05405

Questions? Call (802) 656-7753. Our office hours are Monday-Friday 8:30am - 4:30pm