

- duration and severity of the disorder.
- if applicable, documentation of assistive devices and technology used, with estimated effectiveness; this would include a history of any disability-related accommodation(s)
- status of the individual's condition - static, improving, or degrading. Expected progression of the condition over time is useful.

A **clear diagnosis** of medical disability must be rendered, preferably in ICD-10 format. A specific diagnosis does not use wording such as "seems to indicate" or "suggests." The diagnosis must clearly state the disorder and the subtype if applicable. •

The current **functional limitations** of the individual in an academic environment must be addressed. Functional limitations are the ways that the diagnosed disability would currently substantially limit the student in a major life activity. This should include a thorough description of the degree of impact to the individual and reference to allowable activities.

Based on the knowledge of the individual and the diagnosed disorder, the evaluator should make appropriate and specific recommendations for accommodation in an academic environment. Each recommendation should be accompanied by clear and convincing rationale supported by interview, observation, and/or testing.

4.) Supporting Documentation. While required, the report of the qualified evaluator is by no means the only documentation we can use to better understand and accommodate the student

