



Department of Accessibility Services

Documentation Guidelines for Head Injury/Traumatic Brain Injury

Students requesting services from the Department of Accessibility Services at Babson College are required to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended. The following guidelines are provided in the interest of assuring that documentation is complete and accurate. The Department of Accessibility Services reserves the right to determine eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted. All documentation is confidential and will remain in the Department of Accessibility Services.

The following guidelines are provided to assist the Department of Accessibility Services in collaborating with each student to determine appropriate accommodations and services. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations and services. Recommended documentation includes:

1. The evaluation must be performed by a professional who is qualified to render a diagnosis of Head Injury/Traumatic Brain Injury, and who is a practitioner trained in the assessment of such a diagnosis, such as a physician, neurologist, licensed clinical or rehabilitation psychologist, neuropsychologist, or psychiatrist. The diagnostician must be an impartial individual with no relationship to the family. Furthermore, the diagnostician's name, title, and professional credentials and affiliation must be provided.
2. A clear statement of the Head Injury/Traumatic Brain Injury.
3. Documentation for eligibility must reflect the current impact the injury has on the student's functioning. The age of acceptable documentation is dependent upon the disabling condition, the current status of the student, and the student's request for accommodations.
4. A summary of cognitive and achievement measures used and evaluation results, including standardized scores or percentiles used to make the diagnosis.
5. A summary of present residual symptoms which meet the criteria for diagnosis.
6. Medical information relating to student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
7. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

A further assessment by an appropriate professional may be required if co-existing Head Injury/Traumatic Brain Injury and other disabling conditions are indicated. If a diagnosis is provided by an unlicensed individual, documentation from a licensed professional may be required. The student and the Department of Accessibility Services will collaborate regarding accommodations.