

Communication Disorder Guidelines

All disability eligibility and accommodation decisions are made on a case-by-case basis.

Communication disorders is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in language, speech, and communication. This includes difficulties in receptive and expressive language, including the production of sounds, articulation and fluency deficits, difficulty in the acquisition and production of language across modalities (i.e., spoken, written), and difficulties in the social use of verbal and nonverbal communication.

Specific documentation guidelines for Communication Disorders include the following:

- General documentation guidelines must be addressed.
- Documentation should reflect data collected to represent current functioning.
- A diagnosis consistent with the most recent DSM/ICD.
- Evaluation/assessment of the following diagnostic criteria is required and evaluation results should include:
 - **Developmental history of the communication difficulties in early childhood, unless** acquired later in life, in which the resulting event and disorder history should be documented.
 - **A summary of present symptoms** which meet the criteria for diagnosis of a communication disorder.
 - Treatments, medications, accommodations/auxiliary aids, services currently prescribed or in use.
- Objective (**quantitative and qualitative**) evidence that symptoms are associated with **significant functional impairment** in the academic setting. Suggested sources for evidence of academic functional impairment include the results of a comprehensive psycho-educational evaluation, speech/language evaluation, neurological report, physical evaluation report, and/or school records.

These criteria are established by the University System of Georgia Board of Regents. If you have any questions, please contact Augusta University's Testing and Disability Services at (706) 737-1469. Thank you.