



Documentation Guidelines for Acquired Brain Injury (ABI)

It is the responsibility of the student to notify the University of your disability. Accommodations are provided in accordance with the ADA. When you register for services, **please upload a current psychological evaluation and/or any testing that was done, an IEP/504, a final high school transcript and a copy of any accommodations on the SAT/ACT to determine a diagnosis that supports the functional impact of the disorder.**

Please provide your physician/psychiatrist with the documentation guidelines below.

A patient of yours is enrolled at Georgia College & State University and has requested accommodations due to a disability. The Student Disability Resource Center establishes academic and/or housing accommodations for students with a documented disability. The Americans with Disabilities Act (ADA) defines a disability as a physical or mental impairment that substantially limits one or more major life activities.

The University System of Georgia Board of Regents (USGBOR) requires current and comprehensive documentation for any diagnosis of a disability in order for disability services providers to determine appropriate accommodations and services.

Please write your supporting letter on letterhead, date the letter and address all of the following:

- Please see Appendices D-H of the USGBOR Academic and Student Affairs Handbook: https://www.usg.edu/academic_affairs_handbook/section3/C793/ before writing a supporting letter
- The evaluator's name, title and license number
- Primary and secondary diagnosis (if applicable) consistent with the most recent DSM/ICD, if appropriate.
- Date of diagnosis(es)
- Impairments following an acquired brain injury may change rapidly in the weeks and months after the injury, and a more stable picture of residual weaknesses may not be apparent for 1-2 years after an injury. Therefore, updated documentation may be necessary to adequately assess the student's current accommodation needs.
- Documentation of the date or period of time of occurrence and diagnosis.
- Documentation of the nature of the neurological illness or traumatic event that resulted in brain injury.
- Objective (quantitative and qualitative) evidence that symptoms are associated with significant functional impairment in the academic setting. The functional impact of the brain injury must be documented by appropriate, objective measures (e.g., cognitive and academic skills, psychosocial-emotional functioning, and/or motor/sensory abilities) relevant to the academic environment.

Notably, in most cases, a concussion is a temporary condition that will require temporary accommodations for approximately one semester, as deemed appropriate by a qualified professional.