

## Sensory Disorder Guidelines

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

### **Deaf and Hard of Hearing**

Individuals who are deaf or hard of hearing experience a reduction in sensitivity to sound. Amplification may not assist the individual in interpreting auditory stimuli. Individuals who are deaf or hard of hearing from birth may experience lags in the development of speech and most often have language-based deficiencies.

Specific documentation requirements for hearing disorders include the following:

- General documentation guidelines must be addressed.
- Documentation should reflect data collected **within three years** of the request for services **unless** the condition is of a permanent and non-varying nature. However, if additional accommodations are requested due to changes in functional limitations, updated documentation may be requested.
- A diagnosis consistent with the most recent DSM/ICD, if appropriate.
- Description of the **history, current symptoms, and severity** of the disorder, (e.g., audiogram and audiological summary).
- Description of the **expected progression or stability** of the disorder.
- Description of the **current** functional limitations impacting the student in the academic setting.

### **Blind and Loss of Vision**

Visual impairments are disorders in the function of the eyes that have not been adequately corrected by medical or surgical intervention, therapy, or conventional eyewear. Individuals with visual disorders may not have any usable vision or the vision may be significantly limited.

Specific documentation requirements for visual disorders include the following:

- General documentation guidelines must be addressed.
- Documentation should reflect data collected **within three years** of the request for services **unless** the condition is of a permanent and non-varying nature. However, if additional accommodations are requested due to changes in functional limitations, updated documentation may be requested.
- A diagnosis consistent with the most recent DSM/ICD, if appropriate.
- Description of the **history, current symptoms, and severity** of the disorder, (e.g., ocular report).

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- Description of the **expected progression or stability** of the disorder.
- Description of the **current** functional limitations impacting the student in the academic setting.

***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.***