

Disability Information

The disability impacts the student's daily living, academic activities, and/or the student's ability to participate fully at Briercrest. Limitations may be the result of physical disabilities, neurological impairments, mental health disorders, chronic illness, or temporary medical conditions.

Diagnosis or, if mental health condition, DSM nomenclature. For examples, MDD or GAD		Date diagnosed (dd/mm/yyyy)
1.		1.
2.		2.
<input type="checkbox"/> Permanent disability	A permanent disability is a functional limitation caused by physical and/or mental impairment which restricts a person's ability to perform daily activities necessary for full participation in post-secondary studies or in the labour force, and is expected to remain with the person for the course of their life.	<input type="checkbox"/> Continuous <input type="checkbox"/> Episodic
<input type="checkbox"/> Temporary disability, illness, or injury (e.g. concussions, broken arm) <input type="checkbox"/> Term ending December 31 <input type="checkbox"/> Term ending April 30 <input type="checkbox"/> Other: _____		
How long have you been treating this patient?	Is this patient currently under your care?	

Impact of disability on functions necessary to participate in post-secondary studies

	No impact	Mild impact	Moderate impact	Severe impact	Impact unknown
Concentration					
Memory					
Managing distractions					
Stress management					
Organization					
Notetaking					
Writing					
Exam/Testing situations					
Timely completion of tasks					
Regular and timely attendance					
Making and keeping appointments					
Information processing (written/verbal)					
Group participation					
Other (e.g. sleep, self-care, social interaction):					

Academic Accommodation Recommendations

Health care practitioner, please initial those accommodations that you believe will facilitate an equitable learning environment for the student.

- _____ May miss class occasionally – due to the variable impact of the disability on the student’s health
- _____ May require extensions on assignments – due to needing more time as a result of illness, cognitive processing, or executive function disorders
- _____ Notetaking/Access to course notes – to compensate for absences, anxiety, executive function disorders, or physical ability.
- _____ Audio-recording lectures – to compensate when a student finds it difficult to take notes and focus simultaneously
- _____ Use of assistive technology – the student would benefit from using a personal laptop, a smart pen, etc. when taking notes or alternative format textbooks

Exam Accommodations

- _____ Extended time – to compensate for cognitive processing or executive function
- _____ Quiet space – to reduce anxiety and distraction
- _____ No more than one final exam per day (scheduled >2hrs in length)
- _____ Use of computer for writing exams (no internet access, unless permitted by instructor)
- _____ Reader/Speech-to-text software – for low reading, vision problems, and/or executive function
- _____ Scribe/Text-to-speech software – when a student is unable to use a computer or write unassisted

Other Recommended Accommodations (please specify):

Do you consider this student to be in a stable condition and capable of sustaining typical academic stress with appropriate supports?

- Yes
- No

If NO, please provide further explanation: