



# Functional Assessment

## Ridgetown Campus Student Accessibility Services

In order to receive academic accommodations for disability-related reasons, a functional assessment is required that describes the impact of the student's disability. Disclosure of a diagnosis is optional, but not required. For learning disabilities, a copy of a complete psychoeducational assessment report is needed instead of this form.

When a diagnosis is included, it will be used to help the student with strategies for overcoming difficulties that are specific to their circumstances, and to assist with accessing community resources. A diagnosis is a useful tool for understanding the scope of an individual's experience. It is always our intention to use it in ways that help reduce stigma or bias. Note the student's consent is required (initials) on page 2 when disclosing a specific diagnosis.

Some financial assistance in the form of bursaries, grants and scholarships that are earmarked for students with disabilities may require a diagnosis in order to establish eligibility.

Confidentiality of personal information will be protected and will not be available to anyone outside of Student Accessibility Services without the student's consent, in keeping with our policies.

### Student Information

\_\_\_\_\_  
*Name (Please Print)*

\_\_\_\_\_  
*UofG Student Number*

\_\_\_\_\_  
*Date of Birth (month, day, year)*

\_\_\_\_\_  
*Telephone Number*

I consent for the health professional named here to share information concerning myself with Student Accessibility Services at the University of Guelph, Ridgetown Campus. I understand that this confidential information will be used to help plan accommodations and support my learning needs while at school.

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Date*

### Health Professional with Authority to Make a Relevant Diagnosis

\_\_\_\_\_  
*Name (Please print)*

\_\_\_\_\_  
*Professional Designation(s)*

\_\_\_\_\_  
*Registration Number*

\_\_\_\_\_  
*Date*

*The information provided here represents my clinical assessment of the student - they have a medical condition that is disabling and it is not a short-term common illness such as the flu or a routine experience such as stress.*

**Office Stamp (Address, Phone Number)**

# Overview of Medical Condition

Student's consent to  
disclose diagnosis

(Initials)

Diagnosis: \_\_\_\_\_

Date of onset: \_\_\_\_\_

Period of time for which this information is considered accurate: \_\_\_\_\_

Time of day when normal functioning is commonly affected: \_\_\_\_\_

Yes  No  Unknown Is this a long-term condition that will persist for the duration of the student's current degree program?

Yes  No  Unknown Does this student experience a permanent disability, which is defined as a functional limitation:

- Caused by a physical or mental impairment that restricts the individual's ability to perform the daily activities necessary to participate in studies at a postsecondary level or in the labour force; and
- That is expected to remain with them for their expected life.

## General Type of Disability

- |   |   |
|---|---|
| <input type="radio"/> Acquired Brain Injury                                     | <input type="radio"/> Hearing                         |
| <input type="radio"/> ADHD Symptoms   | <input type="radio"/> Injury or recovery from surgery |
| <input type="radio"/> ADHD Confirmed with corroborating evidence from childhood | <input type="radio"/> Mobility or Dexterity           |
| <input type="radio"/> Medical Condition or Chronic Illness                      | <input type="radio"/> Vision                          |
| <input type="radio"/> Mental Health   | <input type="radio"/> Other (Please specify)          |

Note: this form cannot be used for learning disabilities as a psychoeducational assessment report is required. Would you recommend a referral for an assessment?  Yes  No

## Notable Impacts

	None	Mild	Moderate	Severe	Unknown
Physically navigating environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy level or fatigue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerating stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus/concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recalling info. after a few moments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recalling info. after an extended period of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Areas of Concern

- Substance use
- Self-harm or thoughts of suicide
- Dissociation or flashbacks
- Paranoid thoughts or hallucinations
- Sensitivity to light or sound
- Frequent or sudden need of a washroom
- Requires specific breaks
- Frequent absences
- Prolonged Absences

Professional's Initials

## Notable Impacts

### Changes in Functioning

- Significant fluctuations are expected
- Fluctuations will be difficult to predict
- Relative stability is expected

## Areas of Concern

### Other Information

- Significant allergies or environmental sensitivities
- Student may require a safety plan for emergencies
- Risk of experiencing medical distress
- Capacity to cope with heavy workload is a concern

## Triggering Situations

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## Comments

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## Impact on Abilities

If a specific **diagnosis is not provided** on this form, please describe the impact of the condition on the student's functioning in each of the following areas (including severity of impact).

Note: this information is used to determine which types of supports and accommodations are relevant in various learning contexts to allow for better tailoring of the supports to the student's needs.

1. Cognitive functioning (e.g. organizing, information processing, decision-making, etc.):

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2. Social interactions: \_\_\_\_\_

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3. Daily activities: \_\_\_\_\_

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4. Emotional functioning: \_\_\_\_\_

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Professional's Initials

## Additional Resources

### Student Accessibility Services

<http://www.ridgetownc.com/services/accessibilityservices.cfm>

- Privacy and confidentiality statement
- Procedures relating to academic accommodations
- University of Guelph Policy on Academic Accommodations for Students with Disabilities

### Ontario Human Rights Commission

[www.ohrc.on.ca](http://www.ohrc.on.ca)

- Information about Human Rights in Ontario, including with regards to disabilities
- Policy statements on how disabilities are to be accommodated
- Links to the Ontario Human Rights Code and the Tribunal

## Contact Information

Student Accessibility Services—Ridgetown Campus  
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Ridgetown, ON N0P 2C0

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