- •! Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services should be considered within the context of the individual's current program. Accommodation decisions are to be made on a case-by-case basis, considering the impact of a particular student's disability within the specific context in which that student must function.
- •! Beyond the more objective determination of a disability and its impact provided by external documentation, institutions should recognize that input from the individual with a disability is also a rich and important source of information on the impact disability, and on the effectiveness of accommodations.
- •! Records from school divisions concerning students exiting from special education services under the Individuals with Disabilities Education Act (IDEA), should be given due consideration by institutions of higher education in determining presence of a qualifying disability and making decisions regarding accommodations.
- •! Nationally, most institutions of higher education utilize guidelines developed by the Educational Testing Serviced (ETS). For more information, go to