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by F F

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ADAA 2008 Amendments

The ADAA 2008 amendments claimed that the ameliorative measures on disabilities would not be considered in assessing impairments. Even when the actions resolve the disability condition, the person should be considered disabled as the law states. According to the ADA, an individual is said to be disabled, if they have physical or mental issues affecting a primary life activity, has a record of having an impairment or regarded having the issues. For example, when a person with epilepsy is prescribed medications and no longer has seizures, it does not mean the condition is eliminated. If triggered in the future, the situation would reoccur. They are therefore disabled because they have a record of impairment even when it is presently inactive.

The ADAAA changes have implications considering the documentation process where adjustments are needed to match the legal expectations. The amendments demand colleges to develop tangible accommodations, so all learners have equal chances for post-secondary courses (Keenan et al., 2019). Documentations' purpose was thus changed from assessing services eligibility to ensuring specific accommodations as per the functional limitations. The adjustment required here is for colleges to determine impacts of disabilities on learning rather than documenting their existence. Moreover, the ADA laws, expected colleges to have scientific and medical data to explain eligibility under this law. With the ADAAA amendments, this form of documentation was no longer needed.

The change implies that the presence of disability means the people are eligible, and therefore proofs are not necessary. Also, the amendments insist on the accommodations provided by colleges must be in line with the specific needs. Here, the documentation process has to adjust to customize the individuals' needs and the requirements of the courses. Specifically, the information important here is on functional limitation and accommodations records that individuals have benefited. Therefore, the college's documentation process is

impacted by the ADAAA amendments, as the focus is shifted from recording the illnesses to ways the learners are affected and the accommodations implemented to help them counter the effects.

Reference

Keenan, W. R., Madaus, J. W., Lombardi, A. R., & Dukes III, L. L. (2019). Impact of the Americans with Disabilities Act Amendments Act on documentation for students with disabilities in transition to college: Implications for practitioners. *Career Development and Transition for Exceptional Individuals*, 42(1), 56-63.

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