“exploring the possibilities of your future”

Sponsored by the Center for Students with Disabilities at the University of Wisconsin-Whitewater
Documentation Guidelines

• In college/university ADA and Section 504 are our guidelines not IDEA

• IEP, SOP or 504 Plan is helpful but not sufficient

• You are responsible to provide your documentation to the disability office
All documentation must...

• Completed by the appropriate licensed professional
• Be appropriate to verify eligibility
• Demonstrate a current substantial impact of one or more major life activities
• Support the request for accommodations, academic adjustments and or auxiliary aids
Deaf and Hard of Hearing

• An audiological evaluation and/or audiogram, no older than 3 years if loss is progressive.
• An assessment of the functional limitations of the hearing loss for which accommodations is being requested, and whether the degree of limitation is mild, moderate or substantial.
• Suggestions as to how the functionally limiting manifestations of the hearing loss condition(s) may appropriately be accommodated
Blindness and Low Vision

- An ocular assessment or evaluation from an ophthalmologist.
- A low-vision evaluation of residual visual function, when appropriate.
- An assessment of the functional limitations of the condition(s) for which accommodations is being requested, and whether the degree of limitation is mild, moderate or substantial.
- Suggestions as to how the functionally limiting manifestations of the visual condition(s) may be appropriately accommodated.
Mobility or Health Related Disability (OHI)

• An identification of the disabling condition(s).
• An assessment of the functional limitations of the condition(s) for which accommodations is being requested, and whether the degree of limitation is mild, moderate or substantial.
• Suggestions as to how the functionally limiting manifestations of the condition(s) may be appropriately accommodated.
Psychiatric Disability (EBD)

- An adult diagnosis (DSM-IV-R)
  - Indicating the nature, frequency of symptoms
- Evidence of an impairment and functional limitations
- Current impact (last 6 months) on the academic setting
- Prescribed medications, dosages, and schedule
- Detailed clinical summary
Traumatic Brain Injury (OHI)

• Thorough neuropsychological. Data should include subtest scores and percentiles.
• Evidence of current impairment. A history of individual's presenting symptoms and evidence of behaviors that significantly impair functioning.
• A diagnostic interview.
• A specific psychological diagnosis as per the Diagnostic and Statistical Manual - IV (DSM-IV).
• A detailed clinical summary.
ADHD/ADD

- Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.
- Evidence of current impairment. Behaviors that significantly impair functioning in two or more settings must be provided. In an academic setting, functional impairment is most often expressed in poor academic performance across a variety of academic tasks. In adults, work history may demonstrate an inability to retain or maintain employment.
- A diagnostic interview.
- Neuropsychological or psycho educational assessment. Such data should include subtest and standard scores.
- A specific psychological diagnosis. An indication of whether or not the student was evaluated while on medication and the degree to which the prescribed treatment reduces the level or degree of impairment.
Learning Disability

Three types of information are necessary when identifying a learning disability at the post-secondary level and must be clearly presented in the psycho educational assessment report:

• Recent psychometric data (within the last 3 years for a high school student, and the last 5 years for an adult) that support the presence of impairment in one or more of the following areas: listening, speaking, reading, writing, reasoning, or mathematical abilities.

• Evidence of a history of learning difficulties documented through collateral information, e.g. developmental and educational histories, background information from previous psycho educational assessments.

• A current functional limitation (i.e., the difficulty must significantly interfere with a student's current academic performance).
Learning Disability

• Qualified Professional
• Clear diagnostic statement
  – Including objective testing evidence
  – Attitude, cognitive, and achievement
• Justification how the accommodation minimizes the impact of the LD on academics
Autism Spectrum Disorder

- A specific diagnosis by a qualified professional from the DSM-IV
- Current cognitive and aptitude testing
- Current emotional, social, behavioral, communication, sensory functioning, and sensitivity to environmental conditions.
- A clinical history of behaviors
- Current medications, schedule and how the medications help
- Recommendations of accommodations
Each college or university will have documentation guidelines, go to the website of that school to find out the requirements!!