



**A WISCONSIN DISABILITY  
DOCUMENTATION GUIDE:**

**Helping People with Disabilities  
Prepare for Post-secondary  
Education and Training**

January 2011

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For an electronic copy, please access one of the following websites:

WTCS: <http://systemattic.wtcsystem.edu/Studentserv/virtualresource/disabilitiesR.htm>,

Wisconsin Department of Public Instruction (DPI): <http://dpi.wi.gov/sped/transition.html>,  
or Wisconsin Statewide Transition Initiative (WSTI): <http://www.wsti.org>.

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# Section I

# I. Disability Documentation

## Introduction

This Guide is a revision of the original Wisconsin Post-secondary Guide to Disability Documentation that was completed and disseminated statewide in 2003-04. At that time, Wisconsin educators in pre K-12 and post-secondary institutions, as well as disability services professionals in state agencies serving students, had expressed a need for guidance related to documentation of disability for adolescents and adults continuing their education after high school. Due to changes in federal legislation and in response to feedback about the original Guide, the workgroup was reconvened in 2009 with representatives from K-12 special education, CESAs, disability services offices of the Wisconsin Technical Colleges (WTCS), University of Wisconsin campuses, and Wisconsin Independent Colleges, the WTCS office and the Wisconsin Department of Public Instruction (DPI).

**This document is a guide, not a state policy or set of mandated procedures.**

Documentation is a critical element in providing access for students with disabilities to post-secondary education. **Currently, however, there are no federal standards on documentation of disability at the post-secondary level. Documentation requirements and practices are determined by individual post-secondary education institutions.** In addition, procedures, guidelines, and practices for documenting disabilities and establishing appropriate accommodations for students may vary from school district to school district. This guide will assist all partners involved in transition to understand disability documentation and determine their roles in assisting students with disabilities. As revised, the guide is intended to improve the quality and usefulness of documentation of students' disabilities and to create improved communication between all transition partners: students with disabilities and their parents/families, and K-12 school, post-secondary education and state agency representatives. This guide may also be useful in the development and implementation of institutional policies.

Key issues related to documentation the Guide seeks to address include:

- There are critical differences between institutional laws and policies affecting high school students with disabilities as they exit from high school and enter post-secondary education programs.
- One difference in particular that affects smooth transition is that post-secondary institutions require current relevant data on a student's disability.
- Data must include formal documentation, including history of services, evidence of functional limitation, names of assessment tools administered, results tied to previous treatments, and recommended accommodations.
- Depending upon a student's chosen program of study, added documentation may be needed for state and national certification, such as passing state board exams or licensure

requirements (for example, GED/HSED, nursing, teaching, fire fighting, Emergency Medical Technician, and the State Bar).

- Adding further complexity to the process is the fact that post-secondary institutions do not have common practices and requirements for documentation of disabilities.
- Due to differences in laws, the role and responsibilities of students with disabilities shift as they transition into post-secondary institutions. They have greater responsibility for disclosing their disability, providing documentation, communicating with disability service personnel and advocating for their needs.
- Yet students with disabilities, their parents, secondary teachers, and counselors often lack information about post-secondary documentation criteria. As a result, students may not have appropriate documentation when they enroll in post-secondary education.
- Students with disabilities, although required to leave high school with clear post-school goals and plans, often exit school with limited self-advocacy skills. They sometimes do not know specific post-school contacts, or do not communicate information needed for documentation at the post-secondary school.
- Students must know what their disabilities are and what accommodations have been used to address them. They also must be able to communicate and/or document their disability and needed accommodations.
- Students with disabilities need to be prepared to communicate their summary of academic achievement and functional performance listed on the Summary of Performance (SoP) to support appropriate documentation when they enroll in post-secondary education.
- High schools need to assist the student with disabilities to develop a meaningful SoP prior to leaving school.
- High schools use different kinds of testing, practices, and documentation to collect and communicate information about students. They may also use existing data as part of the evaluation process to determine continuous eligibility for special education services.
- There is confusion about the distinctions between the Individuals with Disabilities Act (IDEA) and Section 504 (§504) of the Vocational Rehabilitation Act 73 for K-12 educators.

The individual post-secondary institutions are responsible for establishing and implementing their disability documentation criteria and procedures.

**Users of this guide may make copies and utilize all or part of the document to assist the disability documentation process.**

# Section II



## II. Summary of Applicable Laws

As students go through the transition process from high school to post-secondary education, it is important for them and for those working with them to understand the differences and changes related to federal and state law that impact availability of services for students. There are three principal federal laws which affect individuals with disabilities transitioning from high school to post-secondary environments of work and/or education. In addition, there are state statutes which have an impact on this group.

**The Individuals with Disabilities Education Act (IDEA)** provides special education services to students in public schools. It funds some of the expenses of educating students with disabilities and spells out specific duties, tasks, and services that must be provided. **Section 504 (§504) of the Rehabilitation Act and the Americans with Disabilities Act (ADA)** are also federal laws. However, they apply to society as a whole, not just K-12 students in public schools. They do not typically have funding associated with them and they do not guarantee specific services or programming for people.

IDEA funds special education programs and states what **MUST** be done and **MUST** be provided for students with disabilities in K-12 schools (referral, evaluation, and individualized programming).

Section 504 and Title II of the ADA are federal non-discrimination laws and do not provide funding. These laws state how qualified individuals **MAY NOT, ON THE BASIS OF DISABILITY**, 1. be excluded from participation, 2. be denied the benefits, or 3. otherwise be subject to discrimination in schools, employment, and the community.

### **IDEA**

- ▲ **Is an entitlement program**
- ▲ **Applies to children**
- ▲ **Applies to K-12 education**
- ▲ **Usually covers certain specific disabilities with an educational impact**
- ▲ **Guarantees certain benefits and services**

### **Section 504 and the ADA**

- ▲ **Are civil right laws, not specific programs**
- ▲ **Applies to anyone, not just students**
- ▲ **Applies to federally funded entities as well as businesses and employers**
- ▲ **Cover most impairments, with or without an educational impact**

IDEA is the federal special education law. Initially passed in 1975, it places an affirmative obligation on school districts to locate, identify, and serve children with disabilities from ages 3 through 21 or high school graduation. IDEA provides federal funding to schools to provide services to children with disabilities.

One of the purposes of IDEA 2004 is to ensure that students have a free and appropriate education that emphasizes special education and related services in relation to individual needs and preparation for further education, employment and independent living opportunities. The term transition assessment was added directly for the first time under the Individualized Education Program (IEP) requirements in 2004. Transition assessment is an important part of the educational process for students with disabilities during the secondary school years and serves as the foundation for planning for adult roles. Transition assessment includes age appropriate methods to assist students in identifying individual needs, strengths, preferences, and interests. Transition assessment also incorporates obtaining information on future living, work, and education environments. Measurable post-secondary goals must be based on age appropriate transition assessments. Transition assessment does **NOT** necessarily mean diagnosis or formal documentation of disability, but it could per student request.

IDEA applies only to individuals who meet the criteria for one or more specific conditions or impairments and who, because of the impairment, require special education and related services. Special education is specially designed instruction to meet the unique needs of an individual with a disability. Identification of eligibility is made by a group of people including the parents or adult pupil, special education teacher(s), regular education teacher(s) and others with knowledge of the individual. There are procedural safeguards to protect the rights of these persons and ensure school compliance with the obligations established by IDEA.

School districts are required to provide a free appropriate public education (FAPE) to each child with a disability. FAPE is defined by the IEP, which must be reviewed and revised at least annually. The IEP contains measurable annual goals, with short term objectives and benchmarks, a statement of the special education and related services to be provided to the child, and beginning at age 14 (based on Wisconsin state law), statements relating to transition to life after secondary school.

Wisconsin law incorporates the provisions of IDEA at Subchapter V of Chapter 115. State law nearly mirrors federal law. IDEA and state special education law are enforced by the DPI .

The role of parents and families is critical in understanding the law and assisting the child in the transition process, which is about preparing for life as an adult. Parents with their child are essential in transition planning. Parents as well as their child should contribute to transition assessments. Parents should talk with their child about their strengths, preferences and interests, parents and youth can help the rest of the IEP team identify meaningful measurable goals that the students would like to achieve after high school. Parents should encourage their child to attend and lead the IEP team meeting to share as much as possible their vision/ dreams for the future including interact and preferences.

IDEA was reauthorized on December 3, 2004, and its provisions became effective on July 1, 2005. In conjunction with the reauthorization, the U.S. Department of Education through the Office of Special Education Programs required states to develop six-year State Performance Plans in December 2005, around 20 indicators. Beginning February 2007, and each subsequent year, data on the indicators is submitted by states in Annual Performance Reports.

The 13th performance indicator relates to transition requirements within the IEP, including measurable post-secondary goals based on age-appropriate transition assessment, course of study, coordinated set of activities, and involvement from outside agencies. Indicator 13 requires local school districts to implement these transition requirements of the law related to the IEP. This guide can assist students and teachers in meeting the measurable post-secondary goals written for the student in education or training.

All schools in Wisconsin must review IEPs for indicator 13 as part of the self-assessment monitoring process that is verified and reviewed by the special education team of the DPI. There is a review cycle in which one-fifth of the districts participate in the self-assessment each year. Corrections and action plans must be implemented by local school districts if they have individual records or agency-wide errors in compliance.

The 14th performance indicator relates to Post-High School Outcomes, specifically the percentage of youth with disabilities who go on to post-secondary education or are competitively employed after leaving high school. The Wisconsin Post-High School Outcomes Survey (WPHSOS) assesses the outcomes of individuals with disabilities one year after they have exited high school. Former students are contacted for a telephone interview to assess independent living, participation in post-secondary education, employment, and high school IEP planning.

Each Wisconsin school district must demonstrate fulfillment of the requirements of Indicator 14 of the State Performance Plan to the DPI once during a 5-year period, similar to the cycle used for Indicator 13. In addition to using the WPHSOS website in a compliance year, districts may choose to use the website any year to collect outcomes data on local exiters.

IDEA requires local education agencies (LEAs) to provide a "summary of academic achievement and functional performance" for students with disabilities upon their graduation with a high school diploma or exceeding the age eligibility for FAPE under state law. Often shortened to SoP, the Summary of Performance must include "recommendations on how to assist the child in meeting the child's post-secondary goals." A personnel development module, PowerPoint, and an effective practice form of SoP are available at [www.wsti.org](http://www.wsti.org).

The SoP and Indicators 13 and 14 bring emphasis and accountability to post-school planning and follow-up of students with disabilities. This Documentation Guide is an essential resource for special educators, parents, and youth agency representatives to better understand and support students with disabilities in the transition process.

**The ADA and §504 of the Rehabilitation Act of 1973** differ significantly from IDEA. They are civil rights legislation. The focus of each is to prohibit discrimination on the basis of disability. Section 504 applies to entities that receive federal funds, including high schools, colleges, and universities. While the basic prohibition against discrimination on the basis of disability is the same under the ADA and §504, the ADA has broader coverage. It is not limited to only those organizations and institutions that receive federal funds. In addition, the Americans with Disabilities Amendments Act of 2008 (ADAA) expands the original ADA through a broader interpretation of what constitutes a disability as well as prohibiting discrimination on the basis of mitigating measures or episodic occurrences.

Unlike the IDEA, the ADA and §504 do not provide funding for accommodations and services. Some individuals in public schools may not be eligible under IDEA, but may be protected by §504 and the ADA.

Section 504 and the ADA prohibit discrimination on the basis of disability. In the words of §504: "No otherwise qualified individual with a disability...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." An individual with a disability is broadly defined as an individual who "(i) has a physical or mental impairment which substantially limits one or more of such person's major life activities; (ii) has a record of such impairment; or (iii) is regarded as having such an impairment."

Major life activities means "functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working." The ADA adds such activities as "reading, bending, and communicating." Generally, the major life activity must relate to access, or participation in, the program or activity for which accommodations are sought. In the educational environment, the major life activity most considered is learning. The individual's impairment typically must affect learning in such situations. Neurological, circulatory, immune, reproductive, and respiratory system functioning are now also included in federal legislation under the ADA.

Furthermore, episodic impairments or ones in remission should not automatically be excluded from consideration if, when active, such conditions substantially limit a major life activity. Similarly, if symptoms can be mitigated through treatments, medications, or hearing aids (with the exception of eyeglasses and contact lenses), such measures shall not immediately disqualify an individual's impairment from disability determination.

There is not an obligation under ADA and §504 for organizations, including those at the post-secondary level, to actively seek out individuals with disabilities. There is an obligation to ensure that facilities, programs, and services of the school, college, or university are accessible to the individual with a disability.

This can be an issue of providing physical accessibility or providing aids and services to enable the individual to benefit from the program.

**The individual with a disability is required to make the organization aware of the existence of a disability.** When the organization becomes aware that an individual has a disability, the organization determines the accommodations it will provide. The organization will usually request documentation supporting the current existence of a disability and its impact on the individual. **The individual is responsible for providing the needed documentation.**

When an individual with a disability disagrees with the sufficiency or appropriateness of the accommodations provided, there are procedures within the organization and through external enforcement to appeal the decisions of the organization. Enforcement of §504 is done by the Office for Civil Rights (OCR) of the U.S. Department of Education. The ADA is enforced by the U.S. Department of Justice.

In Wisconsin, there are also state statutes prohibiting discrimination in public schools, the WTC System, and the University of Wisconsin System. Virtually identical language states that "no student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course, or facility... on the basis of disability..." in the two post-secondary systems. Similar language prohibits discrimination in public schools on the basis of disability.

# Section III

### III. Disability Documentation: What is it and How is it Used?

This section provides a framework to assist educational professionals and students in providing appropriate disability documentation to establish eligibility for disability services at any Wisconsin post-secondary institution. Because there are not state or federal standards for disability documentation, **institutions do vary** in their disability processes and documentation standards. Students and families are strongly encouraged to have individual contact with each institution they are interested in attending. See list of websites in Section VI to obtain Wisconsin post-secondary institutions' contact information.

#### BACKGROUND

Post-secondary institutions are required to comply with the ADA as amended and §504 of the Rehabilitation Act. Students protected under these laws must have a disability that is legally defined as a disorder that substantially limits a major life activity. In an academic setting, this is generally interpreted as a disorder that substantially limits a student's ability to participate equally in activities associated with learning. These activities may include but are not limited to reading, writing, note-taking, listening, seeing, test-taking, performing manual/motor-based skills, class attendance, or participation in laboratory or group activities.

A successful transition to higher education includes:

- Documentation establishing the need for reasonable accommodation.
- Desire to participate in the accommodation process.
- Ability to compete on a playing field made level by legally mandated recommendations.

The purpose of disability documentation is to establish the presence of a disability and provide a platform for determining eligibility for services and related accommodations in a post-secondary setting.

Accommodations are outcome-neutral. That is, accommodations are not intended to ensure student success in a class or degree program. Rather, they are intended, and institutions are required, to ensure that the accommodation a student receives provides equal access to a class or educational program. They are not intended to reduce or change an academic standard or fundamentally alter the nature of a course or degree standard.

#### ROLES AND RESPONSIBILITIES

Unlike the K-12 system, post-secondary institutions are not responsible for identifying students with disabilities. Rather, students are responsible for disclosing the presence of a disability, providing adequate disability documentation to the institution, and requesting accommodations in a timely manner. Students are also responsible for following the accommodation procedures of the specific institution in which they are enrolled.

A record of accommodation by itself (e.g., an IEP or §504 Plan) is generally not considered sufficient documentation of a current functional limitation. See Section V for specific information about what constitutes comprehensive documentation of a disability.

## **DISABILITY DOCUMENTATION**

Students must provide written documentation that establishes a disability currently exists and substantially limits one or more basic life activities. Disability documentation should:

- Adequately verify the nature and extent of the disability in accordance with current professional standards and techniques.
- Be prepared by an appropriately licensed clinical or educational professional(s) trained in the diagnosis and functional implications of the impairment.
- Be typed on letterhead, dated, and electronically or manually signed by an appropriate professional who is not a family member.
- Summarize the historical record of impairment when appropriate.
- Clearly link the functional limitation(s) to the student's specific accommodation(s) request.

Multiple forms of evidence are needed to establish impairment in learning. This may include, but is not limited to:

- student academic record
- medical record
- formal measures of intelligence<sup>1</sup>
- formal and informal measures of academic achievement and functional performance
- teacher observation
- parent input

If applicable, current aptitude and achievement testing should be based on psychometric measures that use adult-based norms. The report shall explain how the requested accommodation reduces the impact of the individual's disability on the specific task or activity. To the extent possible, the report should provide objective evidence (e.g., standardized test measures) rather than relying solely on clinical opinion to make recommendations for accommodation in a post-secondary setting. Examples may include how extended time on an exam accommodates the impact of attention deficit disorder or how a learning disability interferes with note-taking skills such that a classroom note-taker is needed.

When a student has multiple disorders, sufficient information confirming the presence of each disorder is needed. It is also helpful to have any relevant information regarding how the disorders may interact to support the requested accommodation(s).

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<sup>1</sup> While an updated intellectual assessment is generally preferred, some post-secondary institutions may accept a letter from appropriate school staff detailing why the outdated IQ test data still represents the student's intellectual ability. Schools should offer other forms of evidence to support this assertion (e.g., performance on tests such as the PSAT, ACT, SAT, etc., that are correlated to ability).



According to IDEA 2004, K-12 schools are not required to provide any assessment for the purposes of post-secondary. In some instances, it may be appropriate for parents or the student to request updated testing for the transition assessment purposes through the IEP process.

Accommodations are individually determined. Accommodation recommendations should be developed with the specific student in mind and be supported by the assessment data and the record of performance.

Because colleges vary in their currency requirements, students should check with each institution regarding this requirement and the need for updated test data. See Appendix for more specific information about documentation guidelines for individual disabilities (e.g., Specific Learning Disability (SLD), Attention Deficit/Hyperactivity Disorder (ADHD), chronic health conditions, etc.).

### **ACCOMMODATION HISTORY**

The student's record of accommodation plays an important role in determining eligibility for services beyond high school. An accommodation history provides helpful information about those services and accommodations that have positively affected the student's education. Many services provided in high school continue to be provided in college. These accommodations typically include extended test time, audio presentation of reading materials, sign language interpreters, assistive listening devices, adaptive computer technology, etc.

Because the educational goals and objectives of IDEA differ from the ADA and §504, students may also receive accommodations in high school that are not appropriate or cannot be provided through disability services in college settings (e.g., open-book exams, clarification of test questions, modified assignments). Knowing prior to enrollment that an accommodation will not be maintained can assist students in developing alternative and additional skills needed to be successful in college. Conversely, when a student requests an accommodation in a post-secondary setting but has not received that accommodation in high school, the supporting documentation needs to be especially clear in substantiating the need.

### **INTAKE TIMELINE AND PROCESS**

The intake process begins when the student requests accommodation for a disability. Most colleges recommend that students begin the intake process well in advance of the start of their first semester of enrollment. Due to the length of time it can take to put some accommodations in place, some services may be delayed if students wait until school begins to contact the disability services office.

Some colleges have transition specialists or personnel available to participate in transition planning meetings while the student is in high school. This helps with information sharing about available services and facilitates a coordinated transition. This appointment is usually set up by high school special education staff.

The student submits the required documentation and other paperwork and has an initial meeting with the Disability Support Staff (DSS). Depending on the college, the intake may happen before

or after the documentation is received. At this meeting, students can expect to describe how the disability or disabilities affect major life functions and their education. Though disability services determines eligibility for accommodations, students can play a major role in the process by advocating for themselves regarding what accommodations have worked in the past. They can also explain what has not worked and what accommodations they feel will benefit them in the future. It is also an opportunity for students to gather information about campus policies and procedures regarding disability services.

In some cases, an accommodation plan will be completed during the initial meeting; in others, additional time or additional information will be needed to complete the accommodation plan. Many services require training prior to the student using them. In order for students to be ready with their services and accommodations in place at the start of the semester, early contact with DSS is strongly recommended.

### **SUMMARY**

Planning for post-secondary education shall begin when the student is 14 (per Wisconsin state law), or earlier if appropriate. Students and families should investigate admission requirements, disability services, and the array of educational opportunities available to them as individuals with disabilities. As college approaches, students are encouraged to include the disability service office in their campus visit and speak with staff to learn more about the services and support that may be available.

# Section IV

## IV. Obtaining and Providing Disability Documentation

Along with Section III, "Disability Documentation: What is it and How is it Used?," the following elements of proper documentation are provided to assist school personnel and students in planning for the disability documentation required to be eligible for disability services in post-secondary institutions. The student's IEP or §504 Plan is considered helpful to establish a history of disability, but sometimes is **not** sufficient to document a disability or to determine the appropriate academic accommodations at the post-secondary level.

For further clarification, it would be important to note that in public education, labeling a disability is a way to access services. At the post-secondary level, however, the documentation is used for verification that there is a current disability.

Students will sometimes need to seek a current assessment from practitioners in their area of disability. Students are advised to contact the disability support office at the post-secondary institution of their choice in order to determine specific disability documentation requirements. The elements most common to proper documentation are described by disability category, e.g., SLD, ADHD, Blind/Low Vision, etc. (*see following section in Guide*). For all categories, documentation requires evidence to support **each** accommodation request.

Documentation submitted must:

- Be appropriate to verify eligibility according to the requirements of the institution the student plans to attend and the requirements of relevant laws.
- Demonstrate the current substantial impact on one or more major life activities.
- Provide current evidence to support the request for accommodations, academic adjustments and/or auxiliary aids.
- Provide history of onset and history of accommodation.
- For students entering from public schools, include an SoP (*see Appendix for SoP suggestions*).

Students planning on attending post-secondary institutions should:

- Check with individual post-secondary institutions for specific requirements per disability category for required documentation.
- See *Appendix* for sample SoP or suggestions for what information is needed in the SoP to assist with documentation of disability. (It should be noted that the SoP itself does not suffice for full documentation of disability, but it is recommended by post-secondary staff to aid in establishing eligibility and determining possible services). Public schools are required by IDEA 2004 to provide an SoP.

Response to Intervention (RtI) is a process for achieving higher levels of academic and behavioral success for all students through high quality instruction, continuous review of student progress, and collaboration. While the initiative is in its early stages, the committee that updated this guide believes RtI will play a larger role in the way it will affect disability documentation for post-secondary purposes after the reauthorization of IDEA in 2011. Therefore RtI will be addressed more fully in subsequent guides.

- Arrange to get updated psycho-educational testing done, if needed, before requesting accommodations at the post-secondary level.
  - If you do not have the documentation required by a post-secondary institution, there are many resources available to you:
    - Contact your local school district to see if there is someone who could provide you with the name of a diagnostician.
    - Go to your local Job Center or contact them online at: ([JobCenterofWisconsin@dwd.wisconsin.gov](mailto:JobCenterofWisconsin@dwd.wisconsin.gov))
    - Go to [www.wsti.org](http://www.wsti.org) and click on the A-Z index to find a contact in your area. They may be able to provide a list of school psychologists who would be able to provide, for a fee, some testing to document your disability.
    - Contact John Humphries, DPI School Psychologist , at [john.humphries@dpi.state.wi.us](mailto:john.humphries@dpi.state.wi.us).
    - Contact your local university to see if it has graduate students in school psychology, etc., who could assess for you. (Again, possibly for a fee.)
    - If you are a veteran, please contact your local Veterans Affairs Administration to obtain copies of your medical records, if appropriate. To find a local Veteran's Health Administration facility, go to: [www2.va.gov/directory/guide/home.asp?isFlash=1](http://www2.va.gov/directory/guide/home.asp?isFlash=1). (Click on your state and a list will be provided.)
    - So Review the chart, "How Do I Obtain Documentation of a Disability?" at the end of this section.
- Review the chart, "How Do I Obtain Documentation of a Disability?" at the end of this section.

## **FREQUENTLY ASKED QUESTIONS ABOUT OBTAINING DOCUMENTATION OF A DISABILITY**

### **1. What can high school personnel, such as school psychologists and counselors, transition specialists, special education staff and others, do to assist students with disabilities with documentation requirements?**

By the time most students with disabilities are accepted into a post-secondary institution, they have a transition plan and are receiving transition services.

- High school personnel can help a student with disabilities to identify and address the specific documentation requirements of the post-secondary institution which the student will be attending.
- This may include assisting the student to identify existing documentation in her or his education records that would satisfy the institution's criteria, such as evaluation reports and the summary of the student's academic achievement and functional performance.
- School personnel should be aware that institutions of post-secondary education typically need statements with supporting evidence.
- School personnel should also be aware that the diagnosis or the documentation must be clear.

### **2. Who is responsible for obtaining necessary testing to document the existence of a disability once the student leaves high school?**

The **student**. Institutions of post-secondary education are not required to conduct or pay for an evaluation to document a student's disability and need for an academic adjustment, although some institutions do so.

### **3. Who is required to pay for evaluations to document a disability for attending post-secondary education?**

From a post-secondary standpoint, the student is.

Public schools are not required to evaluate or reevaluate students who are in transition to post-secondary education in order to document and prove need for accommodation for additional services in college.

Evaluations under IDEA are conducted to determine whether a child is eligible for services under special education.

- Once a child is receiving services the school must ensure that the IEP of each child with a disability is reviewed periodically but no less than annually.
- In addition the school district must ensure that a reevaluation is conducted “if conditions warrant a reevaluation” **or** if the parents or teacher request a reevaluation, but at least once every three years.
- However, schools may assist students to gather the needed documentation as part of effective practice transition planning.
- Schools are required to provide the student with an SoP prior to graduation or aging out of school (see Section VIII regarding SoP).
- Schools can provide a history of special education services, including the tests that were used.

Parents, family and students: Keep in mind the **need to have current documentation of the disability** for meeting requirements of a post-secondary school. Make sure you know what the post-secondary school requires. In addition, if you have completed a recent 3-year evaluation, current assessments (hopefully including the professional diagnosis of a disability) may be used to meet documentation requirements. Some high schools use an effective practice approach for obtaining needed current assessment for entrance into post-secondary education, before students graduate, to improve transitions for students with disabilities.

#### **4. What should students expect in working with a disability coordinator at an institution of post-secondary education?**

A high school counselor or a special education teacher may meet with high school students with disabilities to provide services or monitor their progress under their education plans on a periodic basis.

The role of the disability coordinator at an institution of post-secondary education is very different. At many institutions, there may be only one or two staff members to address the needs of all students with disabilities attending the institution. The disability coordinator:

- Evaluates documentation, works with students to determine appropriate services.
- Assists students in arranging services or testing modifications, and deals with problems as they arise.
- May have contact with a student with a disability only two or three times a semester.
- Usually will not directly provide educational services, tutoring or counseling, or help students plan or manage their time or schedules.

Students with disabilities are, in general, expected to be responsible for their own academic programs and progress in the same ways that non-disabled students are responsible for them.

# How Do I Obtain Documentation of a Disability?

## Am I...

### A high school student or a high school graduate within the last 5 years?

1. See your high school case manager to update testing during your junior or senior year.
2. With the help of case manager, contact the college(s) of interest to determine what documentation they require to verify your disability. See also: Guide, Section V.
3. Obtain, in writing, a letter from your medical doctor that outlines your current medical disability and how it impairs you (e.g. for ADD, ADHD, TBI).
4. During 11th and 12th grade, work with your case manager to write an SoP. This document should include current test scores, current abilities, functional level and areas of need as they relate to your reading, writing and math skills. The SoP should also include recommendations on accommodations needed to be successful. (See SoP in this Guide and Appendix).
5. During 12th grade, contact college disability support staff (DSS) to go over documentation, discuss your disability, and request accommodations for any placement tests and academic classes. You will need submit your documentation and SoP.

During your 12th grade year you (or a parent if not 18) should sign a form giving the school district permission to keep your special education records for 5-7 years.

### An adult returning to/applying for college (been out of high school for 5 or more years)?

1. Contact former high school or school district for any records that document your disability and/or contact your doctor for a letter that documents your medical condition and need for accommodation.  
OR
2. Contact the college DSS office to talk about your situation. They may have access to names of people who can, at your expense, provide academic and psychological testing to document a current disability & need for accommodations.  
THEN
3. Obtain copies of testing and contact the college DSS office to submit the documentation and request testing accommodation for any placement tests.
4. Make an appointment with DSS at college to discuss your disability and to request academic accommodations.

Even if you have disability documentation that is not within the last 1-2 years this may be helpful in getting testing and accommodations. Talk to the college.

### A veteran?

1. Contact the Veterans Administration (VA) to get reports that are medically related to injuries or conditions that affect your ability to access college (e.g. TBI, physical disabilities, ADD, ADHD, PTSD, etc.).
2. Contact college DSS office to submit documentation and request accommodations for placement testing.
3. After you take any placement tests, contact DSS offices at the college to discuss your disability and need for accommodations

Any additional testing needed will be at your expense unless the VA can provide the testing.

**\*\*You may also need to sign a release giving permission to your teachers, doctors and/or school districts to provide copies of any reports or testing.\*\***



# Section V

## V. Elements of Documentation by Disability

The purpose of this section of the guide is to communicate labels and categories used among PK-12, UW and WTC Systems, and independent colleges. Three tables have been developed. The first defines disability categories of both systems including the PK-12 impairments and a listing of those that require a medical diagnosis as part of determining eligibility. The second table lists each of the post-secondary categories with contents needed for documentation, who can provide a diagnosis, and how recent the documentation needs to be. Lastly, the third table lists each of the post-secondary education categories with the functional limitations and possible supporting evidence.

### **TABLE I-SUMMARY OF DISABILITY CATEGORIES IN THE PK-12 AND POST-SECONDARY SETTINGS**

This table lists disability impairments from the Wisconsin Administrative Code PI 11.36. These education impairments are determined by an IEP team and include: Autism Cognitive Disabilities, Emotional Behavioral Disability, Hearing Impairment, Other Health Impairment, Orthopedic Impairment, Speech and Language, Specific Learning Disability, Traumatic Brain Injury, and Visual Impairment. Website information is provided for each with eligibility criteria.

The post-secondary disability categories included are: Attention Deficit/Hyperactivity Disorder (ADHD), Autism Spectrum Disorder, Cognitive Disability, Developmental Disability or Intellectual Disability, Deaf/Hard of Hearing, Mental Illness, Other Health Impairment, Mobility or Orthopedic Disability, Speech or Language Disability, Learning Disability/Specific Learning Disability, Traumatic Brain Injury, and Visual Disability. In a few cases, disability categories in the PreK-12 public school system do not coincide with disability categories at the post-secondary level. Additional terms or categories are also used by the post-secondary education schools. These are noted in Table I. As a general rule, post-secondary institutions do not accept PK-12 IEP team education eligibility determination categories as an official diagnosis under ADA/§504.

### **TABLE II-POST-SECONDARY DISABILITY CATEGORIES WITH CONTENTS OF DOCUMENTATION, WHO CAN DIAGNOSE, AND HOW RECENT DOCUMENTATION MUST BE**

This table includes the post-secondary category, contents of the documentation, who can diagnose, and how recent or current the documentation must be. Post-secondary disability categories require specific professional and/or medical diagnoses which are not required for many PK-12 impairment areas. **Post-secondary disability categories vary among post-secondary institutions, therefore, it is critical to contact the specific post-secondary site to identify who can provide diagnosis for disability documentation.** Please see Section VI for websites. Some post-secondary disability categories include medical diagnoses which come from the Diagnostic Statistical Manual of Mental Disorders, 4th edition, Text Revision; know as DSM-IV-TR. The number of PK-12 impairments that require a medical diagnosis is very limited and may not carry over to a post-secondary system. Also a medical diagnosis does not automatically qualify a **PK-12** student for services (Wisconsin Administrative Code PI 11.36). In order to receive services, **PK-12** students must meet eligibility criteria—they have impairment and also need special education.

### **TABLE III-FUNCTIONAL LIMITATIONS AND SUPPORTING EVIDENCE FOR POST-SECONDARY DISABILITY CATEGORIES**

This table lists current functional limitations on major life activities by post-secondary disability category. Also listed are tools to help identify functional limitations, such as assessments used, as well as other content that may be necessary to document specific disability and need for accommodation.

**Please note: materials listed are only for general guidance, students should contact institutions for specifics.**

**Table I**  
**Summary of Disability Categories in the PK-12 and Post-secondary Settings**

Please note: materials listed are only for general guidance, students should contact institutions for specifics.

Wisconsin Administrative Code PI 11.36 PK-12 Impairments <a href="http://www.dpi.wi.gov/sped/eligibility.html">http://www.dpi.wi.gov/sped/eligibility.html</a> Determined by an IEP team	Is there a required medical diagnosis in the PK-12 system?	Post-secondary Documentation of Disability Category (ADA/§504) Determined under a diagnosis from the DSM-IV TR Diagnostic Statistical Manual of Mental Disorders, 4th edition, Text Revision; Footnote 6
<b>No PK-12 disability category</b> ADHD; students may be identified educationally by an IEP team and served under OHI, EBD, SLD, §504, or regular education	No	<b>Attention Deficit /Hyperactivity Disorder (ADHD)</b> May also be listed under OHI in some post- secondary settings.( OHI not the same as PK-12)
<b>Autism</b> Footnote 1, 2, 3	No	<b>Autism Spectrum Disorder</b> Footnote 4, 5
<b>Cognitive Disabilities (CD)</b> Proposed change to Intellectual Disability Footnote 2, 3	No	<b>Intellectual Disability (previously Cognitive Disability), Developmental Disability, or Mental Retardation;</b> Footnote 4, 5
<b>Emotional Behavioral Disability (EBD)</b> Footnote 2, 3	No	<b>No Post-secondary Category</b>
<b>Hearing Impairment (HI)</b> Footnote 3	Yes	<b>Deaf/Hard of Hearing</b> Footnote 4, 5
<b>No PK-12 disability category</b>	No	<b>Mental Illness, Mental Disorders as included in the DSM-IV-TR.</b>
<b>Other Health Impairment (OHI)</b> Footnote 2, 3	No	<b>Other Health Impairment</b> (OHI not the same as PK-12) Footnote 4, 5
<b>Orthopedic Impairment (OI)</b> Footnote 2, 3	No	<b>Mobility or Orthopedic Disability</b> Footnote 4, 5
<b>Speech and Language (SL)</b> Footnote 2, 3	No	<b>Speech or Language Disability</b> Footnote 4

<b>Wisconsin Administrative Code PI 11.36 PK-12 Impairments</b> <a href="http://www.dpi.wi.gov/sped/eligibility.html">http://www.dpi.wi.gov/sped/eligibility.html</a> Determined by an IEP team	<b>Is there a required medical diagnosis in the PK-12 system?</b>	<b>Post-secondary Documentation of Disability Category (ADA/§504)</b> Determined under a diagnosis from the DSM-IV TR Diagnostic Statistical Manual of Mental Disorders, 4th edition, Text Revision; Footnote 6
<b>Specific Learning Disability (SLD/LD)</b> New criteria in 2010 Footnote 2, 3	No	<b>Learning Disability/Specific learning Disability (LD/SLD)</b> Footnote 4, 5
<b>Traumatic Brain Injury (TBI)</b> Footnote 2, 3	No	<b>Traumatic Brain Injury (TBI) Head Injury (caused by external trauma)</b> Footnote 4
<b>Visual Impairment (VI)</b> Footnote 3	Yes	<b>Visual Disability</b> Footnote 4, 5

- 1) Note: A medical diagnosis of an autism spectrum disorder does not result in automatic eligibility for special education under the impairment area of autism. It is also possible for a student to have the educational impairment of autism but not need special education services.
- 2) The local school district's IEP team conducts evaluations of students to determine eligibility for special education. The IEP team must determine whether the student meets the educational impairment criteria and, as a result, needs special education services. IEP teams make educational eligibility determinations.
- 3) The IEP team must determine eligibility for disability and the need for special education. Under PK-12, a student must have an impairment, and need for special education.
- 4) The WTC System refers to WI chapter PI 11.36 definitions related to defining the post-secondary category. Resource: ***Clients Reporting Persons with Disabilities, Code dated FY 2009-10.***
- 5) As a general rule, post-secondary institutions do not accept PK-12 IEP team education eligibility determination categories as an official diagnosis under ADA/§504 (i.e. initial assessment test). Quality SoP or IEP team information, which includes the primary PK-12 impairment, may be used in part to start the transition process of documentation.

- 6) The *Diagnostic and Statistical Manual of Mental Disorders (DSM)* is published by the American Psychiatric Association and provides a common language and standard criteria for the classification of mental disorders. It is used in the United States and in varying degrees around the world by clinicians, researchers, psychiatric drug regulation agencies, health insurance companies, pharmaceutical companies and policy makers.

There have been five revisions since it was first published in 1952, gradually including more mental disorders, although some have been removed and are no longer considered to be mental disorders, most notably including homosexuality.

The manual evolved from systems for collecting census and psychiatric hospital statistics, and from a manual developed by the U.S. Army, and was dramatically revised in 1980. The last major revision was the fourth edition ("DSM-IV"), published in 1994, although a "text revision" was produced in 2000. The fifth edition is currently in consultation, planning and preparation, due for publication in May 2013.

**Table II**  
**Post-secondary Disability Categories with**  
**Contents of Documentation, Who Can Diagnose, and How Recent Documentation Must Be**

<b>Post-secondary Disability Category</b>	<b>Contents of Documentation</b> A specific diagnosis that conforms to Diagnostic Statistical Manual of Mental Disorders, 4th edition, Text Revision DSM-IV-TR	<b>Qualifications of Person Making Diagnosis</b>  See footnotes	<b>How Recent</b>
Attention Deficit/Hyperactivity Disorder (ADHD)  May also be listed under OHI in some post-secondary settings	A specific diagnosis that conforms to the DSM-IV-TR, for Attention Deficit Disorder with or without hyperactivity.	Contact local post-secondary institutions to identify examples of professionals who can provide professional or medical diagnosis. See Section VI of Guide for website information.	ADHD is a condition that can manifest itself differently as people age. Therefore, it is generally recommended that a current evaluation be conducted.
Autism, Asperger’s Syndrome, or Pervasive Developmental Disorder (PDD)	A specific diagnosis that conforms to DSM-IV-TR criteria for Autism, Asperger’s Syndrome, or Pervasive Developmental Disorder (PDD)– Examples of specific disorders include, but are not limited to, Retts Disorder, Childhood Disintegrative Disorder, Autistic Disorder, Asperger’s Disorder, and PDD NOS (Not Otherwise Specified).	Contact local post-secondary institutions to identify examples of professionals who can provide professional or medical diagnosis. See Section VI of Guide for website information.	If documentation of an Autism Spectrum Disorder by a recommended practitioner has been established during the time that the student attended K-12 school, that diagnosis will generally be sufficient. However, a description of the current functional limitations of the disorder should be provided, as well as when the diagnosis was made.

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<b>Post-secondary Disability Category</b>	<b>Contents of Documentation</b> A specific diagnosis that conforms to Diagnostic Statistical Manual of Mental Disorders, 4th edition, Text Revision DSM-IV-TR	<b>Qualifications of Person Making Diagnosis</b>  <b>See footnotes</b>	<b>How Recent</b>
Cognitive Disability, Developmental Disability or Intellectual Disability, Mental Retardation	A specific diagnosis that conforms to DSM-IV-TR criteria for Mental Retardation (Intellectual Disability).	Contact local post-secondary institutions to identify examples of professionals who can provide professional or medical diagnosis. See Section VI of Guide for website information.	If a diagnosis of Cognitive Disability by a recognized practitioner has been well established during the time that the student attended K-12 school, that diagnosis will generally be sufficient. However, current academic achievement data, adaptive daily living skills and a description of the current functional performance of the diagnosis should be provided.
Language Disability	A diagnosis of Speech/Language Impairment that conforms to DSM-IV-TR criteria.	Contact local post-secondary institutions to identify examples of professionals who can provide professional or medical diagnosis. See Section VI of Guide for website information.	Should include updated testing that reflects the standard deviation of $-1.75$ below chronological age within the year or two preceding entrance to post-secondary.
Mental Illness, Psychological Disability (Mental Health Disorders)	A specific diagnosis that conforms to DSM-IV-TR criteria for a specific psychological disorder. The diagnosis should also list the specific symptoms and severity of symptoms that are currently present.	Contact local post-secondary institutions to identify examples of professionals who can provide professional or medical diagnosis. See Section VI of Guide for website information.	Documentation is to be current. Because Mental Health Disabilities may manifest themselves differently as people age, it is recommended that a diagnosis and description of functional limitations be made that describes the current impact of the disability.
Mobility and/or Orthopedic Impairment	A specific medical diagnosis that conforms to DSM-IV-TR criteria.	Contact local post-secondary institutions to identify examples of professionals who can provide professional or medical diagnosis. See Section VI of Guide for website information.	If the physical disability is stable, then the original diagnosis along with recent documentation of the current impact of the condition is needed. If physical condition is unstable, it is best to provide documentation that is as close as possible to the date that accommodations are requested, usually within the last six months.

Please note: information listed is only for general guidance. Students should contact institutions for specifics.

<b>Post-secondary Disability Category</b>	<b>Contents of Documentation</b> A specific diagnosis that conforms to Diagnostic Statistical Manual of Mental Disorders, 4th edition, Text Revision DSM-IV-TR	<b>Qualifications of Person Making Diagnosis</b>  <b>See footnotes</b>	<b>How Recent</b>
Deaf/Hard of Hearing	<p>A specific designation as deaf or hard of hearing.</p> <p>An audiological evaluation, including an audiogram, and also a medical evaluation if the hearing status is considered to be fluctuating or regressive.</p> <p>An evaluation of the functional implications of the auditory technology, when appropriate. Educational information relating to the student's needs and its impact on the demands of an academic program. This may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Preferred communication and language, both receptive and expressive, such as: ASL, PSE, signed English, spoken, lip reading, written, etc.</li> <li>• Preferred. method of interpretation, such as: ASL, PSE, signed English, visual-written communication (C-Print), FM system use, etc.</li> <li>• Academic skill development; strengths and weaknesses.</li> </ul>	Contact local post-secondary institutions to identify examples of professionals who can provide professional or medical diagnosis. See Section VI of Guide for website information.	<p>Documentation is to be current. If hearing is stable, a statement to that effect and the most recent audiogram is usually sufficient. If hearing is not stable, documentation should be as close as possible to the date that accommodations are requested, usually within the last six months. The audiological assessment should document effective use of hearing with audiological technology.</p> <p>A recent report from the teacher of students who are deaf or hard of hearing will determine student use of and success with services needed to support learning.</p> <p>Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disability on his/her academic performance, it is in a student's best interest to provide recent and appropriate documentation</p>

Please note: information listed is only for general guidance. Students should contact institutions for specifics.



<b>Post-secondary Disability Category</b>	<b>Contents of Documentation</b> A specific diagnosis that conforms to Diagnostic Statistical Manual of Mental Disorders, 4th edition, Text Revision DSM-IV-TR	<b>Qualifications of Person Making Diagnosis</b>  <b>See footnotes</b>	<b>How Recent</b>
Learning Disability/ Specific Learning Disability (LD/SLD)	<p>A diagnosis of Specific Learning Disability that conforms or reflects the elements to DSM-IV-TR criteria under learning disorders.</p> <p>The diagnosis must address exclusionary factors such as status as an English Language Learner, and that the specific learning disability is not primarily the result of a visual, hearing or motor disability, cognitive disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or insufficient instructional opportunities. Refer to the documentation requirements of each institution of higher education for additional details or their websites in the Appendix.</p>	Contact local post-secondary institutions to identify examples of professionals who can provide professional or medical diagnosis. See Section VI of Guide for website information.	There is significant variation in post-secondary requirements for the documentation of learning disabilities. Some institutions will require recent intellectual testing with an adult-normed standardized test. Others will accept historical information if intellectual ability was well documented during the K-12 years. In all cases, information regarding academic achievement and information processing skills needs to be current in order to establish appropriate academic accommodations at the post-secondary level.
Traumatic Brain Injury (TBI) head Injury caused by external trauma	A specific diagnosis of Traumatic Brain Injury. Date of injury that conforms to DSM-IV-TR criteria.	Contact local post-secondary institutions to identify examples of professionals who can provide professional or medical diagnosis. See Section VI of Guide for website information.	If effects of the Traumatic Brain Injury are stable, then the original diagnosis will suffice. If residual effects have changed over time, then current documentation is needed.

Please note: information listed is only for general guidance. Students should contact institutions for specifics.

<b>Post-secondary Disability Category</b>	<b>Contents of Documentation</b> A specific diagnosis that conforms to Diagnostic Statistical Manual of Mental Disorders, 4th edition, Text Revision DSM-IV-TR	<b>Qualifications of Person Making Diagnosis</b>  See footnotes	<b>How Recent</b>
Visual Disability	A specific designation as blind or low vision. that conforms to DSM-IV-TR criteria.	Contact local post-secondary institutions to identify examples of professionals who can provide professional or medical diagnosis. See Section VI of Guide for website information.	If vision is stable, a statement to that effect and the most recent documentation is usually sufficient. If vision is not stable, documentation should be as close as possible to the date that accommodations are requested, usually within the last six months. Because the provision of all reasonable accommodations and services is based on his/her academic performance, it is in a student's best interest to provide recent and appropriate documentation.

**Note: Students are advised to check with the post-secondary institution they plan to attend in order to determine the required date of documentation and the qualifications of the person making the diagnosis.**

Please note: information listed is only for general guidance. Students should contact institutions for specifics.

## **Qualifications of Person Making a Diagnosis**

**Note 1:** Section 504 and the ADA do not specify the qualifications of the person making the diagnosis. OCR says the college can have "reasonable" procedures to determine if you are disabled and, if so, what services are appropriate. In any situation, (for any disability) the information should be sufficient to believe the person has the impairment (physical or mental) and it is substantially limiting a major life activity. For most physical impairments, a physician can say the individual has a visual impairment, a hearing impairment, or mobility impairment (e.g., MS) and it is substantially limiting because vision, hearing, or walking are substantially limited. LD and ADHD are relatively clear. For a non apparent mental impairment, the person should be "reasonably" qualified to diagnose the condition and provide information about the limitations.

## **Using the DSM-IV-TR**

**Note 2:** The **DSM-IV-TR** states, because it is produced for the completion of federal legislative mandates, its use by people without clinical training can lead to inappropriate application of its contents. Appropriate use of the diagnostic criteria is said to require extensive clinical training, and its contents "cannot simply be applied in a cookbook fashion—The American Psychiatric Association (APA) notes diagnostic labels are primarily for use as a convenient shorthand" among professionals. The DSM advises laypersons should consult the DSM only to obtain information, not to make diagnoses, and people who may have a mental disorder should be referred to psychological counseling or treatment. Further, a shared diagnosis or label may have different causes or require different treatments; for this reason the DSM contains no information regarding treatment or cause. The range of the DSM represents an extensive scope of psychiatric and psychological issues or conditions, and it is not exclusive to what may be considered "illnesses."

**Note 3:** Defining of the term "qualified professionals" who can make a diagnosis is determined by the individual post-secondary institution. In practice, post-secondary institutions accept many different professionals to give diagnoses. This issue makes it critical for students/families to contact the institution which they are planning to attend to determine what their requirements are for disability diagnosis, the required date of documentation, and who can provide a diagnosis.

Please note: information listed is only for general guidance. Students should contact institutions for specifics.

Please note: information listed is only for general guidance. Students should contact institutions for specifics.

**Table III**  
**Functional Limitations & Supporting Evidence**  
**for Post-secondary Disability Categories**

<b>Post-secondary Disability Category</b>	<b>Functional Limitations</b>	<b>Evidence to Support Functional Limitation</b>
Attention Deficit/Hyperactivity Disorder (ADHD)	<p>Current functional limitations on major life activities resulting from the Attention Disorder may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Cognitive functioning - issues relating to attention, concentration, executive functioning, memory, reading, abstract thinking, judgment, problem solving, processing, sequencing, and language ability</li> <li>• Academic skill levels - issues relating to achievement in specific courses or subjects</li> <li>• Behavioral/Emotional Functioning - issues with irritability, impatience, impulse control, stress, mood swings, seizures, photosensitivity, noise sensitivity</li> <li>• Learning - issues with organization and preparation, working independently and in groups, and progressing through the curriculum</li> <li>• Social functioning - issues with interpersonal relationships and personal adjustment interacting with others</li> <li>• Executive functioning - issues with self-regulation such as initiating and stopping activities, monitoring one's behavior, avoiding danger, and setting goals</li> </ul>	<p>Evidence to support functional limitation may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Aptitude/cognitive ability - assessed using a standardized test, such as the Wechsler Adult Intelligence Scale-Fourth Edition or a similar instrument</li> <li>• Academic Achievement - tests of reading, writing and math skills measured by standardized and comprehensive individual achievement tests, such as the Woodcock-Johnson III or the Wechsler Individual Achievement Test-Second Edition. Specific achievement tests may also be used, such as the Test of Written Language-4 or the Stanford Diagnostic Mathematics Test-Fourth Edition.</li> <li>• Clinical observations/interview</li> <li>• Teacher observations</li> </ul>

Please note: information listed is only for general guidance. Students should contact institutions for specifics.

<b>Post-secondary Disability Category</b>	<b>Functional Limitations</b>	<b>Evidence to Support Functional Limitation</b>
Autism Spectrum Disorder	<p>Current functional limitations on major life activities resulting from the Autism Spectrum Disorder may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Communication or Language Skills (verbal and non-verbal) - Need for "think" time</li> <li>• Social Interaction (ability to make/maintain friendships, eye contact, social approaches, social or situational stories, advocacy with teachers, adults, peers)</li> <li>• Restricted, repetitive and/or stereotyped patterns of behavior, interests or activities</li> <li>• Sensory functioning, especially sensitivity to environmental conditions that may be present in the educational setting, such as unanticipated changes in routine, noises from equipment or lighting, strong odors, seating arrangements, tactile sensitivity, effects of medications</li> <li>• Motor planning - coordination, speech articulation and multi-step directions or tasks</li> </ul>	<p>Evidence to support functional limitation may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• There are no standardized tests that stand alone in determining eligibility for the disability of Autism. It is best practice to gather information using a variety of techniques to verify disability</li> <li>• Assessments conducted using multiple measures focusing at homes, school, and community</li> <li>• Assessments may include clinical observations/interview</li> <li>• Assessments should include teacher observations</li> </ul> <p>Examples of standardized tests may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Aptitude/cognitive ability - assessed using a standardized test such as the Wechsler Adult Intelligence Scale-Fourth Edition or a similar instrument</li> <li>• Academic Achievement tests of reading, writing and math skills measured by standardized and comprehensive individual achievement tests, such as the Woodcock-Johnson III or the Wechsler Individual Achievement Test-Second Edition. Specific achievement tests may also be used, such as the Test of Written Language-4 or the Stanford Diagnostic Mathematics Test-Fourth Edition</li> </ul>

Please note: information listed is only for general guidance. Students should contact institutions for specifics.

<b>Post-secondary Disability Category</b>	<b>Functional Limitations</b>	<b>Evidence to Support Functional Limitation</b>
Cognitive Disability, Developmental Disability or Intellectual Disability, Mental Retardation	<p>Current functional performance limitations on major life activities resulting from the Cognitive Disability may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Cognitive development - levels of thinking, learning, judging, and problem-solving processes</li> <li>• Receptive and expressive language - understanding others and conveying information to others, social pragmatic skills</li> <li>• Academic skills - issues relating to achievement in specific courses or subjects</li> <li>• Adaptive and/or self-care skills - e.g., dressing, eating, grooming, mobility, orientation, vocational, accessibility needs</li> </ul>	<p>Evidence to support functional limitation may include, but is not to:</p> <ul style="list-style-type: none"> <li>• Aptitude/cognitive ability - assessed using a standardized test, such as the Wechsler Adult Intelligence Scale-Fourth Edition or a similar instrument</li> <li>• Academic Achievement - tests of reading, writing and math skills measured by standardized and comprehensive individual achievement tests, such as the Woodcock-Johnson III or the Wechsler Individual Achievement Test-Second Edition. Specific achievement tests may also be used, such as the Test of Written Language-4 or the Stanford Diagnostic Mathematics Test-Fourth Edition</li> <li>• Adaptive Functioning - measured by standardized checklists such as the Adaptive Behavior Assessment System - Second Edition or similar test</li> <li>• Expressive and receptive language skills - assessed using a standardized test such as the Clinical Evaluation of Language Functions-4</li> <li>• Teacher observation</li> <li>• Clinical observation/interview</li> </ul>

Please note: information listed is only for general guidance. Students should contact institutions for specifics.

<b>Post-secondary Disability Category</b>	<b>Functional Limitations</b>	<b>Evidence to Support Functional Limitation</b>
Deaf/Hard of Hearing	<p>A statement of the functional impact of the hearing loss on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested. Evidence to support the functional limitations may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Audiological results, including an evaluation of hearing functioning with and without listening technology</li> <li>• Documentation of academic achievement for reading, writing and math skills</li> <li>• Documentation of receptive and expressive language use and its success. Documentation of receptive and expressive language use and its success</li> <li>• Teacher report on academic performance and student independence</li> </ul>	<p>Evidence to support functional limitation may include, but is not limited to:</p> <p>A statement of the functional impacts of limitations of the hearing loss on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.</p>
Mental Illness Psychological Disability, Mental Health Disorders	<p>Current functional limitations resulting from the specific psychological disorder may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Cognitive functioning - issues relating to attention, concentration, executive functioning, memory, reading, abstract thinking, judgment, problem solving, processing, sequencing, and language ability</li> <li>• Behavioral functioning - issues with irritability, impatience, impulse control, stress, mood swings, seizures, photosensitivity, noise sensitivity</li> <li>• Ability to learn - issues with obtaining new knowledge and retrieving previously learned concepts</li> <li>• Social functioning - issues with interpersonal relationships and personal adjustment in both new and familiar situations</li> </ul>	<p>Evidence to support functional limitation may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Teacher observation made in the academic setting that addresses the impact of the disability on learning</li> <li>• Clinical observation/interview that includes a description of any significant family, psychosocial, employment, and medical history</li> <li>• Standardized checklists or scales of emotional functioning</li> <li>• Summaries of the nature, frequency, and severity of the symptoms and any secondary diagnoses</li> </ul>

Please note: information listed is only for general guidance. Students should contact institutions for specifics.



<b>Post-secondary Disability Category</b>	<b>Functional Limitations</b>	<b>Evidence to Support Functional Limitation</b>
Mobility and Orthopedic Impairment	<p>Functional limitations affecting the individual's educational performance as a result of the medical condition may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Physical activity - specific details regarding such activities as walking, sitting, reaching, lifting, etc.</li> <li>• Fatigue</li> <li>• Ability to physically attend classes</li> <li>• Cognitive impact due to medical treatment</li> </ul>	<p>Evidence to support functional limitation may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Clinical observation/interview</li> <li>• Physical therapy or occupational therapy evaluation or report</li> <li>• School nurse report</li> </ul> <p>Discuss how the use of medications may affect impairments or functional abilities and how any side effects from medication may impact the student's ability to perform adequately in the post-secondary setting.</p> <p>Other pertinent diagnoses or recommendations for other evaluations that may be needed, including any anticipated changes in the student's condition.</p>
Other Health Impairment	<p>Functional limitations affecting the individual's educational performance as a result of the medical condition may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Physical activity - specific details regarding such activities as walking, sitting, reaching, lifting, etc.</li> <li>• Fatigue</li> <li>• Ability to physically attend classes</li> <li>• Cognitive impact due to medical treatment</li> </ul>	<p>Evidence to support the functional limitations statements made. This may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Clinical observation/interview</li> <li>• Physical therapy or occupational therapy evaluation or report</li> <li>• School nurse report</li> </ul> <p>Discuss how the use of medications may affect impairments or functional abilities and how any side effects from medication may impact the student's ability to perform adequately in the post-secondary setting.</p> <p>Other pertinent diagnoses or recommendations for other evaluations that may be needed, including any anticipated changes in the student's condition.</p>

Please note: information listed is only for general guidance. Students should contact institutions for specifics.

<b>Post-secondary Disability Category</b>	<b>Functional Limitations</b>	<b>Evidence to Support Functional Limitation</b>
Language Disability	<p>Current functional limitations resulting from the Speech/Language Disability may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Academic skill development in one or more of the following areas: Oral expression, listening comprehension, written expression, reading fluency skills, or reading comprehension</li> <li>• Information processing</li> <li>• Expressive language skills</li> <li>• Phonology: The sound system of language and the rules that govern the sound combinations</li> <li>• Morphology: The system that governs the structure of words and the construction of word forms</li> <li>• Syntax: The system governing the order and combination of words to form sentences and the relationships among the elements within a sentence (subject-verb agreement, production of complex sentences)</li> <li>• The form of language</li> <li>• The content of language (Semantics: The system that governs the meaning of words, sentences, concepts and vocabulary)</li> <li>• The function of language in communication (Pragmatics: The system that combines the above language components in function and socially appropriate communication)</li> </ul>	<p>Evidence to support functional limitation may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Peabody Picture Vocabulary Test (PPVT)-Fourth Edition</li> <li>• Expressive Vocabulary Test (EVT)</li> <li>• The Fullerton Language Test for Adolescents</li> <li>• Test of Problem Solving-2: Adolescent (TOPS-2)</li> <li>• Test of Adolescent/Adult Word Finding (TAWF)</li> <li>• Word Test 2-Adolescent</li> </ul> <p>Recommendations for other supports, strategies or services that may benefit the individual in a higher education environment, including suggestions about how specific effects of the disability may be accommodated through the use of assistive technology</p> <p>NOTE: Also present in Language Disorders are Central Auditory Processing Disorders (CAPD), which are deficits in the information processing of audible signals (not attributed to impaired peripheral hearing sensitivity or intellectual impairment). This information processing involves perceptual, cognitive and linguistic functions. It may involve the listener's ability to do the following:</p> <ul style="list-style-type: none"> <li>• Attend, discriminate, and identify acoustic signals</li> <li>• Transform and continuously transmit information through both the peripheral and central nervous systems</li> <li>• Filter, sort, and combine information at appropriate perceptual and conceptual levels. Store and retrieve information efficiently -restore, organize, and use retrieved information</li> <li>• Segment and decode acoustic stimuli using phonological, semantic, syntactic, and pragmatic knowledge</li> </ul>

Please note: information listed is only for general guidance. Students should contact institutions for specifics.

<b>Post-secondary Disability Category</b>	<b>Functional Limitations</b>	<b>Evidence to Support Functional Limitation</b>
Specific Learning Disability, Learning Disability (SLD/LD) Dyslexia	<p>Current functional limitations resulting from the Specific Learning Disability may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Cognitive ability</li> <li>• Academic skill development in one or more of the following areas: <ul style="list-style-type: none"> <li>○ Oral expression</li> <li>○ Listening comprehension</li> <li>○ Written expression</li> <li>○ Basic reading skills</li> <li>○ Reading fluency skills</li> <li>○ Reading comprehension</li> <li>○ Mathematics calculation</li> <li>○ Mathematics problem solving</li> </ul> </li> <li>• Information processing</li> <li>• Receptive or expressive language skills</li> </ul>	<p>Evidence to support functional limitation may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Wechsler Individual Achievement test (WIAT), Psychological Corp.</li> <li>• Woodcock Johnson Revised Achievement Test (WJR) Woodcock, Bonner, Riverside</li> <li>• Kaufman Test of Educational Achievement (KTEA-11) AGS Publishing</li> <li>• Peabody Individual Achievement Test (Revised) (PIAT) American Guidance Services</li> </ul> <p>Recommendations for other supports, strategies, or services that may benefit the individual in a higher education environment, including suggestions about how specific effects of the disability may be accommodated through the use of assistive technology</p>
Traumatic Brain Injury (TBI) Acquired Head Injury	<p>Functional limitations on major life activities as a result of the brain injury may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Cognitive ability - issues related to attention, concentration, executive functioning, memory, reasoning, abstract thinking, judgment, problem solving, concentration, processing, sequencing, and language ability</li> <li>• Perceptual ability - issues with vision, hearing, touch, time and space orientation, balance, or increased sensitivity</li> <li>• Physical/motor ability - issues with motor and physical skills, endurance/fatigue, speech, hemiplegia, headaches, sleep, seizures, photosensitivity, or noise sensitivity</li> <li>• Behavioral/emotional functioning - issues with irritability, impatience, impulse control, stress, mood</li> </ul>	<p>Evidence to support functional limitation may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• A history and description of what conditions preexisted and what services or medications the student received prior to the injury is helpful, but not required Medical information, as appropriate, should include the impact of medication on the student's ability to meet the demands in a post-secondary environment</li> <li>• Recommendations for other supports, strategies, or services that may benefit the individual in a higher education environment, including suggestions about how specific effects of the disability may be accommodated through the use of assistive technology</li> <li>• Other pertinent diagnoses or recommendations for other evaluations that may be needed</li> </ul>

Please note: information listed is only for general guidance. Students should contact institutions for specifics.

Post-secondary Disability Category	Functional Limitations	Evidence to Support Functional Limitation
	<p>swings, personality changes, dependence/independence</p> <ul style="list-style-type: none"> <li>• Psychiatric functioning - issues including depression, suicidal thoughts, auditory/visual hallucinations, or paranoia</li> </ul>	
Visual Disability	<p>A statement of the functional limitations and impact of being blind or visually impaired on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested. These may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Impact on ability to utilize standard educational materials</li> <li>• Orientation and mobility</li> </ul>	<p>Evidence to support functional limitation may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Recommended accommodations, including a list of assistive technology and/or adaptive equipment currently being used, with a description of the equipment and its brand name. The rationale for each recommendation should also be included</li> <li>• Recommendations for other supports, strategies, or services that may benefit the individual in a higher education environment, including suggestions about how specific effects of the disability may be accommodated through use of assistive technology</li> <li>• Service animals. It is the policy of most higher education settings to permit service animals assisting persons with disabilities in all facilities and programs. A service animal is defined by ADA as any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability including, but not limited to, guiding individuals with impaired vision. A service animal may be asked to leave a facility or program if the animal's behavior poses a direct threat to the health or safety of others. Service animals may also be excluded in areas where the presence of a service animal fundamentally alters the nature of a program or activity or is disruptive. In addition, animals not covered under the ADA service animal definition can be asked to leave a higher education facility or program. Questions related to</li> </ul>

Please note: information listed is only for general guidance. Students should contact institutions for specifics.

Post-secondary Disability Category	Functional Limitations	Evidence to Support Functional Limitation
		<p>the use of a service animal on a particular campus should be directed to the campus ADA officer.</p> <ul style="list-style-type: none"> <li>• Other pertinent diagnoses or recommendations for other evaluations that may be needed. This may include, but is not limited to: cognitive ability, academic skill development, and receptive and expressive language information</li> <li>• Academic achievement in reading, writing, and math skills as measured by standardized and comprehensive individual achievement tests, such as the Woodcock-Johnson Revised or the Wechsler Individual Achievement Test-II. Specific achievement tests may also be used, such as the Test of Written Language-3 or the Stanford Diagnostic Mathematics Test</li> <li>• Receptive and expressive language - assessed using standardized measures of receptive and expressive language ability</li> <li>• Clinical observation/interview</li> <li>• Teacher observation</li> </ul>

Please note: information listed is only for general guidance. Students should contact institutions for specifics.

# Section VI

## VI. WEBSITES FOR DISABILITY DOCUMENTATION INFORMATION AT WISCONSIN COLLEGES

Many colleges and universities have information about disability services and required documentation on their websites. The following web addresses show the location for available information for each of the colleges and universities in Wisconsin.

### UNIVERSITY OF WISCONSIN CAMPUSES

UW System	<a href="http://www.uwsa.edu/acss/disability/">http://www.uwsa.edu/acss/disability/</a>
UW Colleges	<a href="http://www.uwc.edu">http://www.uwc.edu</a>
UW-Eau Claire	<a href="http://www.uwec.edu/SSD/">http://www.uwec.edu/SSD/</a>
UW Green Bay	<a href="http://www.uwgb.edu/ds/understanding/index.asp">http://www.uwgb.edu/ds/understanding/index.asp</a>
UW La Crosse	<a href="http://www.uwlax.edu/drs/">http://www.uwlax.edu/drs/</a>
UW-Madison	<a href="http://www.mcburney.wisc.edu/">http://www.mcburney.wisc.edu/</a>
UW-Milwaukee	<a href="http://www4.uwm.edu/sac/">http://www4.uwm.edu/sac/</a>
UW-Oshkosh	<a href="http://www.tts.uwosh.edu/dean/disabilities.htm">http://www.tts.uwosh.edu/dean/disabilities.htm</a>
UW-Parkside	<a href="http://www.uwp.edu/departments/disability.services/facultystaff07.cfm">http://www.uwp.edu/departments/disability.services/facultystaff07.cfm</a>
UW-Platteville	<a href="http://www.uwplatt.edu/Disability/">http://www.uwplatt.edu/Disability/</a>
UW-River Falls	<a href="http://www.uwrf.edu/AcademicSuccess/DisabilityServices.cfm">http://www.uwrf.edu/AcademicSuccess/DisabilityServices.cfm</a>
UW-Stevens Point	<a href="http://www.uwsp.edu/special/disability/">http://www.uwsp.edu/special/disability/</a>
UW-Stout	<a href="http://www.uwstout.edu/disability/index.cfm">http://www.uwstout.edu/disability/index.cfm</a>
UW-Superior	<a href="http://www.uwsuper.edu/dr/index.cfm">http://www.uwsuper.edu/dr/index.cfm</a>
UW-Whitewater	<a href="http://www.uww.edu/csd/index.html">http://www.uww.edu/csd/index.html</a>

## WISCONSIN TECHNICAL COLLEGES

Wisconsin Technical College System

[www.witechcolleges.com/](http://www.witechcolleges.com/)

Blackhawk

<http://www.blackhawk.edu/AcademicSupportDivision/ServicesforStudentswithDisabilities.aspx>

Chippewa Valley

[www.cvtc.edu/pages/1252.asp](http://www.cvtc.edu/pages/1252.asp)

Fox Valley

[www.fvtc.edu/public/content.aspx?ID=1385&PID=14](http://www.fvtc.edu/public/content.aspx?ID=1385&PID=14)

Gateway

[www.gtc.edu/page.asp?q=28](http://www.gtc.edu/page.asp?q=28)

Lakeshore

<http://gotoltc.com/>

Madison Area

<http://matcmadison.edu/disability-resource-services-drs>

Mid-State

[www.mstc.edu/students/disabilityservices.htm](http://www.mstc.edu/students/disabilityservices.htm)

Milwaukee Area

[www.matc.edu/student/resources/needs.html](http://www.matc.edu/student/resources/needs.html)

Moraine Park

<http://www.morainepark.edu/services/student-resources/disability-services/>

Nicolet Area

[www.nicoletcollege.edu/currentstudents/student-services/disability-support-services/index.html](http://www.nicoletcollege.edu/currentstudents/student-services/disability-support-services/index.html)

Northcentral

<http://www.ntc.edu/accom-serv-pgs/disability-documentation-guidelines.html>

Northeast Wisconsin

[www.nwtc.edu/services/advising-counseling/Special%20Needs/Pages/Home.aspx](http://www.nwtc.edu/services/advising-counseling/Special%20Needs/Pages/Home.aspx)

Southwest Wisconsin

[www.swtc.edu/blue.aspx?ID=3306](http://www.swtc.edu/blue.aspx?ID=3306)

Waukesha County

[http://www.wctc.edu/student\\_services/students\\_with\\_disabilities/index.php](http://www.wctc.edu/student_services/students_with_disabilities/index.php)

Western

<http://www.westerntc.edu/services/disability.asp>

Wisconsin Indianhead

[www.witc.edu/academics/supportsvcs/disability.htm](http://www.witc.edu/academics/supportsvcs/disability.htm)



## WISCONSIN INDEPENDENT COLLEGES

Wisconsin Independent Colleges

<http://www.privatecollegezone.org/home.aspx>

Alverno College

[www.alverno.edu/campus\\_resource/Academic\\_support/disability.html](http://www.alverno.edu/campus_resource/Academic_support/disability.html)

Beloit College

[www.beloit.edu/dss/](http://www.beloit.edu/dss/)

Cardinal Stritch University

[www.stritch.edu/content.aspx?id=974](http://www.stritch.edu/content.aspx?id=974)

Carroll University

[www.carrollu.edu/studentlife/wyc/disability.asp?nav=5346](http://www.carrollu.edu/studentlife/wyc/disability.asp?nav=5346)

Carthage College

<http://www.carthage.edu/advising/learning/>

Concordia University

[www.cuw.edu/Departments/lrc/index.html](http://www.cuw.edu/Departments/lrc/index.html)

Edgewood College

[http://edgenet.edgewood.edu/LSS/DisabilityServices/learning\\_guidelines.htm](http://edgenet.edgewood.edu/LSS/DisabilityServices/learning_guidelines.htm)

Lakeland College

<http://lakeland.edu/StudentServices/arc/disabilities.asp>

Lawrence University

[www.lawrence.edu/dept/student\\_acad/disability\\_services/index.shtml](http://www.lawrence.edu/dept/student_acad/disability_services/index.shtml)

Marion University

[www.marianuniversity.edu/interior.aspx?id=779](http://www.marianuniversity.edu/interior.aspx?id=779)

Marquette University

<http://www.marquette.edu/disability-services/>

Milwaukee Institute of Art & Design

[www.miad.edu/content/view/120/238](http://www.miad.edu/content/view/120/238)

Milwaukee School of Engineering

[www.msOE.edu/life\\_at\\_msOE/current\\_student\\_resources/academic\\_resources/index.shtml](http://www.msOE.edu/life_at_msOE/current_student_resources/academic_resources/index.shtml)

Mount Mary College

[www.mtmary.edu/disability.htm](http://www.mtmary.edu/disability.htm)

Northland College

[www.northland.edu/student-life-support-disability.htm](http://www.northland.edu/student-life-support-disability.htm)

Ripon College

[www.ripon.edu/studentlife/student\\_support/index.html](http://www.ripon.edu/studentlife/student_support/index.html)

St. Norbert College

<http://www.snc.edu/academicsupport/disabilities.html>

Silver Lake College

[www.sl.edu/learningresource.asp](http://www.sl.edu/learningresource.asp)

Viterbo University

[www.viterbo.edu/DisabilityServices.aspx](http://www.viterbo.edu/DisabilityServices.aspx)

Wisconsin Lutheran College

[www.wlc.edu/students/index.aspx?id=1086](http://www.wlc.edu/students/index.aspx?id=1086)

# Section VII

## RESOURCE WEBSITES

### **American Psychological Association (APA)**

Based in Washington, DC, the APA is a scientific and professional organization that represents psychology in the United States. With 148,000 members, APA is the largest association of psychologists worldwide. The mission of the APA is to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives.

<http://www.apa.org/>

### **Americans with Disabilities Act (ADA)**

A comprehensive guide to the ADA, resources, and publications.

<http://www.ada.gov/>

### **Association on Higher Education and Disability (AHEAD)**

AHEAD is the premiere professional association committed to full participation of persons with disabilities in post-secondary education.

<http://www.ahead.org/>

### **Disability.Gov**

Your online connection to the federal government's disability-related information and resources. A great website that serves as a reference for people with disabilities. This site has its own section for education.

<http://www.disability.gov/>

### **DSM Diagnoses and Codes**

This site gives a detailed list of all DSM-IV diagnoses in order by number.

<http://www.dr-bob.org/tips/dsm4a.html>

### **Educational Testing Service (ETS)**

Our Mission: To advance quality and equity in education by providing fair and valid assessments, research and related services. Our products and services measure knowledge and skills, promote learning and educational performance, and support education and professional development for all people worldwide.

<http://www.ets.org/>

### **Great Lakes ADA & IT Center**

The DBTAC: Great Lakes ADA Center provides information, materials, technical assistance and training on the ADA of 1990. Topics addressed includes the non-discrimination requirements in employment, the obligations of state and local governments and business to ensure that programs, services and activities are readily accessible to and useable by people with disabilities. This includes access to the information technology used by these entities including but not limited to websites, software, kiosks, etc.

<http://www.adagreatlakes.org/>

### **HEATH Resource Center**

The HEATH Resource Center provides online, web-based resources on post-secondary education for individuals with disabilities. The HEATH Resource Center has information for students with disabilities on educational disability support services, policies, procedures, adaptations, accessing college or university campuses, career-technical schools, and other post-secondary training entities. We have information on financial assistance, scholarships, and materials that help students with disabilities transition into college, university, career-technical schools, or other post-secondary programs.

<http://www.heath.gwu.edu/>

### **Job Accommodation Network (JAN)**

JAN's mission is to facilitate the employment and retention of workers with disabilities by providing employers, employment providers, people with disabilities, their family members and other interested parties with information on job accommodations, entrepreneurship, and related subjects.

<http://janweb.icdi.wvu.edu>

### **National Association for Adults with Special Learning Needs (NAASLN)**

NAASLN advocates for adults with special learning needs in the areas of national policy development, legislation, and program funding. They provide professional development and technical assistance to teachers, tutors and others who interact with adults with special learning needs in a teaching or training capacity. The NAASLN disseminates relevant information and research to its members via conferences and its web site. They also act to increase awareness of the holistic nature and best practices for serving adults with special learning needs.

<http://www.naasln.org/>

### **National Center on Secondary Education and Transition (NCSET)**

The NCSET coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures. NCSET is headquartered at the Institute on Community Integration in the University of Minnesota's College of Education and Human Development.

<http://www.ncset.org/>

### **Private College Zone**

Private College Zone is an online resource to help students and their families select a college, apply for admission, and plan to finance higher education. Private College Zone offers access to information and admissions applications for independent colleges and universities within Wisconsin. When a student applies for admission to a college or university, he or she is charged a standard fee by the school; otherwise, the Private College Zone is provided free-of-charge

<http://www.privatecollegezone.org/home.aspx>

### **University of Wisconsin System**

The University of Wisconsin System is one of the largest systems of public higher education in the country, serving more than 173,000 students each year and employing more than 32,000 faculty and staff statewide.

<http://www.uwsa.edu/>

### **University of Wisconsin Two-year Colleges**

The University of Wisconsin has 13 freshman-sophomore campuses that provide the foundation for the bachelor's degree.

<http://www.uwc.edu/>

### **U.S. Department of Education, Office for Civil Rights**

#### **Overview and Mission of the Agency**

We serve student populations facing discrimination and the advocates and institutions promoting systemic solutions to civil rights problems. An important responsibility is resolving complaints of discrimination. Agency-initiated cases, typically called compliance reviews, permit OCR to target resources on compliance problems that appear particularly acute. OCR also provides technical assistance to help institutions achieve voluntary compliance with the civil rights laws that OCR enforces. An important part of OCR's technical assistance is partnerships designed to develop creative approaches to preventing and addressing discrimination.

<http://www2.ed.gov/about/offices/list/ocr/index.html>

### **U.S. Department of Education, Office for Civil Rights**

#### **Students with Disabilities Preparing for Post-secondary Education: Know Your Rights and Responsibilities**

More and more high school students with disabilities are planning to continue their education in post-secondary schools, including vocational and career schools, two- and four-year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities post-secondary schools have toward you. Being well informed will help ensure you have a full opportunity to enjoy the benefits of the post-secondary education experience without confusion or delay.

<http://www2.ed.gov/about/offices/list/ocr/transition.html>

### **U.S. Department of Labor, Office of Disability Employment Policy (ODEP)**

The ODEP provides national leadership on disability employment policy by developing and influencing the use of evidence-based disability employment policies and practices, building collaborative partnerships, and delivering authoritative and credible data on employment of people with disabilities

<http://www.dol.gov/odep/>

### **U.S. Equal Employment Opportunity Commission (EEOC)**

Our Mission Statement clearly and concisely conveys to employers and employees alike that the Commission will pursue fair and vigorous enforcement where there is any form or level of employment discrimination covered by the laws we implement. The Commission believes that it embodies the hopes and dreams of our society expressed in our founding documents the Declaration of Independence and the Constitution of the United States of America as well as the statutes enacted by Administrations and Congresses led by both political parties over the last 40 years. Discrimination in the workplace on account of race, color, national origin, gender, age, religion or disability deprives the nation of the skills and talents needed to sustain economic growth and deprives families of the quality of life they deserve.

<http://eoc.gov>

### **U.S. Government Disability Information**

Disability.gov is an award-winning federal website that provides quick and easy access to comprehensive information about disability programs, services, laws and benefits. You can begin your search by visiting any of the nine subject areas at the top of this page. To find disability resources in your state just click on the *Find State and Local Resources* map located in each of these subject areas.

<http://www.disability.gov/>

### **Wisconsin Department of Public Instruction**

The Department of Public Instruction is the state agency that advances public education and libraries in Wisconsin. The department is headed by the State Superintendent of Public Instruction, a nonpartisan, constitutional officer elected every four years.

<http://dpi.wi.gov/>

### **Wisconsin Department of Workforce Development, Division of Vocational Rehabilitation**

DVR provides employment services and counseling to people with disabilities. They also provide or arrange for services to enable an individual to go to work and they provide training and technical assistance to employers regarding disability employment issues

<http://dwd.wisconsin.gov/dvr/division.htm>

### **Wisconsin Private/Independent Colleges and Universities**

This web site provides a list of independent colleges and universities throughout Wisconsin

<http://www.e-referencedesk.com/education/schools-private/wisconsin-state/>

### **Wisconsin Statewide Transition Initiative (WSTI)**

A wealth of resources can be found about Indicator 13, a directory for statewide transition resources, Information about Transition Advisory Councils (TAC) and resources and information about the state-wide transition conference

<http://www.wsti.org/>

### **Wisconsin Technical College System**

Take a look at this web site to answer questions about the Wisconsin Technical system. See what programs are offered and how to apply to the system. High school students find out what is available to you while still in high school

<http://www.witechcolleges.org/>

### **Wisconsin Association on Higher Education and Disability (WI AHEAD)**

WI AHEAD is committed to the principles of equal access and opportunities for all qualified students with disabilities so they can become full participants in higher education and in society at large. It is the mission of WI AHEAD to provide professional support and development to post-secondary disability service providers in Wisconsin and to other individuals and organizations who share this same commitment.

<http://services.exams.wisc.edu/wiahead/>

### **Wisconsin Department of Veterans Affairs (WDVA)**

The Wisconsin Department of Veterans Affairs (WDVA) was created in 1945 to consolidate separate veterans programs under one agency. Today, WDVA provides grants, loans and a variety of services to eligible Wisconsin veterans and their families.

<http://dva.state.wi.us/>

## **APPENDIX**

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Introduction to the Summary of Performance (SoP)

Teacher Tips for the Summary of Performance (SoP)

"Effective Practice" Summary of Performance (SoP) Form

Example from Kenosha Unified School District No. 1 Collaboration  
of Post-School Transition Planning for Students with Disabilities

Acronyms Used in this Guide

## APPENDICES

The reauthorization of IDEA led to many changes in the area of transition for students with disabilities from K-12 education to post-secondary education, training, employment, and independent living. One of the most significant changes involves the Summary of Performance (SoP). This is a requirement placed on the LEA (local education agency) to provide students with disabilities with a summary of their academic achievement, functional performance, and recommendations to help them achieve their post-secondary goals.

The following pages in the Appendix provide information on how to complete the SoP, as well as sample forms that teachers can use. The SoP, when completed using the guidelines included in the Appendix, has been a useful tool for students who are moving from high school to post-secondary education. Disability services staff at the post-secondary level look to the SoP for information regarding current skill descriptions in key academic areas, as well as information about accommodations that the student may have used in high school.

It should be noted that the SoP is NOT the sole source of disability documentation information. Every student entering post-secondary education should check with his/her campus for a complete list of required documentation for admission and to determine eligibility for services.

For more information on the SoP, visit the Wisconsin Statewide Transition Initiative website: <http://www.wsti.org/>

If you have any questions regarding the SoP, please contact:

Jen Ledin, Transition Coordinator for CESA #12.

Phone: 715-682-2363 Ext. 149

Email: [jenniferm@cesa12.k12.wi.us](mailto:jenniferm@cesa12.k12.wi.us)



## INTRODUCTION TO THE SUMMARY OF PERFORMANCE (SoP)

The SoP is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The language as stated in IDEA 2004 regarding the SoP is as follows: For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency "shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post-secondary goals" [20 USC 1414(c) (5) (B) (ii)]. The information about the student's current level of functioning is intended to help post-secondary institutions consider accommodations for access. **These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in the post-secondary education or the employment setting. Post-secondary settings will continue to make eligibility decisions on a case-by-case basis.**

The SoP is best completed during the final year of a student's high school education. The timing of completion of the SoP may vary depending on the student's post-secondary goals. **If a student is transitioning to higher education, the SoP, with additional documentation, may be necessary after the student applies to a college or university.** Likewise, this information may be necessary as a student applies for services from state agencies, such as the Division of Vocational Rehabilitation (DVR). In some instances, it may be most appropriate to wait until the spring of a student's final year to provide an agency or employer the most updated information on the performance of the student. The SoP is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

## DEFINITIONS

**Accommodations** = a support or service that is provided to help a student fully access the general education curriculum or subject matter. An accommodation does not change the content of what is being taught or the expectation that the student meet a performance standard applied for all students.

**Modifications** = a change to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be modified so that the material is presented differently and/or the expectations of what the student will master are changed.

**Assistive Technology (AT)** = any device that helps a student with a disability function in a given environment. AT can include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other "low-tech" devices.

**Supports** = Connections or coordination with outside agencies, personnel or other services or supports used in high school.

The SoP can take any form, as long as the required areas are included (summary of academic achievement, summary of functional performance, and recommendations to assist the student in achieving post-secondary goals). Two forms are included in this guide: The Notice of Graduation

(DPI form) and the SoP form developed by the Wisconsin Statewide Transition Initiative (WSTI). The WSTI form includes additional optional information:

- 1) A list of possible additions to the SoP, including testing or other documentation. Students and teachers should contact the Disability Services office on the campus that the student is planning to attend to learn what additional documentation might be required.
- 2) Space to include information on accommodations, modifications, and assistive technology devices that have been helpful to the student during high school. When discussing assistive technology, be careful to include items that the student **ALREADY KNOWS** how to use. Keep in mind that the accommodations, etc., written on the SoP are **NOT** guaranteed at the post-secondary level.
- 3) Definitions of accommodations, modifications, assistive technology, and supports.

## TEACHER TIPS FOR THE SUMMARY OF PERFORMANCE (SoP)

The SoP must be completed for any student on an IEP who graduates with a regular diploma OR ages out of school.

### Components of the SoP:

- 1) Summary of Academic Achievement
  - a) Include grade level and description of skills
  - b) Address reading, math, and written language
  - c) Summarize those things in terms of the student's measurable post-secondary goal
  - d) Reading: Address decoding, comprehension and fluency and how those skills affect each other
  - e) Math: Address calculation, algebraic problem solving, and quantitative reasoning
  - f) Written Language: Address written expression, grammar and applied writing skills
  - g) Be sure to address any Assistive Technology in these areas that the student might require AND knows how to use
  
- 2) Summary of Functional Performance---consider the following:
  - a) General ability and problem solving (information processing)
  - b) Attention and executive functioning (impulse control, activity level, etc.)
  - c) Learning skills (note-taking, class participation, time management, study skills, etc.)
  - d) Communication
  - e) Social skills and behavior (interactions with adults and peers, capability of requesting assistance, emotional or behavioral concerns)
  - f) Independent living
  - g) Environmental access/mobility
  - h) Self-determination and self-advocacy (understanding of disability and how it affects learning, articulates post-secondary goals and needs, knowledge of learning style)
  - i) Career-vocational-transition-employment (what experiences has the student had, what supports were needed)
  - j) Additional considerations (medical or family concerns, other challenges)
  
- 3) Recommendations for the student to achieve his/ her measurable post-secondary goal.
  - a) What activities does the student still need to accomplish (disability documentation, disclosure to school or employer, applications to DVR, etc.)

## Summary of Performance (SoP)

\_\_\_\_\_ School District, \_\_\_\_\_ High School

**Background Information**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Year of Graduation/Exit: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone Number: \_\_\_\_\_  
                     (Street)                      (Town, State)                      (Zip code)

Student's Primary Disability: \_\_\_\_\_ Secondary Disability: \_\_\_\_\_

Primary Language: \_\_\_\_\_ If English is not the student's primary language, what services were provided for this student as an English language learner? \_\_\_\_\_

**Assessment Reports:** Check and **attach** the most recent copy of assessment reports attached that clearly identify the student's disability or functional limitations and that will assist in post-secondary planning:

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> Psychological/cognitive | <input type="checkbox"/> Response to Intervention (RTI) | <input type="checkbox"/> Adaptive behavior/FBA       | <input type="checkbox"/> Behavioral analysis          |
| <input type="checkbox"/> Neuropsychological      | <input type="checkbox"/> Language/proficiency           | <input type="checkbox"/> Social/interpersonal skills | <input type="checkbox"/> Classroom observations       |
| <input type="checkbox"/> Medical/physical        | <input type="checkbox"/> Reading assessments            | <input type="checkbox"/> Community-based assessment  | <input type="checkbox"/> Assistive technology         |
| <input type="checkbox"/> Achievement/academics   | <input type="checkbox"/> Communication                  | <input type="checkbox"/> Self-determination          | <input type="checkbox"/> Career/vocational assessment |
- Informal assessment (*specify*): \_\_\_\_\_
- Other (*specify*): \_\_\_\_\_

**Part 1: Measurable Post-secondary Goals** - This section states the student's specific measurable post-secondary goal(s). A goal must be written for training/education and employment and where appropriate, independent living. These can either be written as one combined goal or separate goals.

Measurable Post-secondary Goal Area	Measurable Post-secondary Goal
<b>Training or Education <u>and</u> Employment</b>	
<b>Training or Education</b>	
<b>Employment</b>	
<b>Independent Living</b> (where appropriate)	

**Part 2: Summary of Performance** - This section includes information on academic achievement and functional levels of performance. Next to each specified area, complete the student's present level of performance and the accommodations, modifications, assistive technology, and supports that were effective in high school to assist the student in achieving progress.

<b>Academic Achievement and Functional Performance</b>	<b>Present Level of Performance</b> (descriptive summary of grade level <u>and</u> description of skills)	<b>Effective Accommodations, Modifications, Assistive Technology and Supports</b>
<b>Reading</b> (basic reading/decoding, comprehension and fluency)		
<b>Math</b> (calculation, algebraic problem solving, quantitative reasoning)		
<b>Written Language</b> (written expression)		
<b>Functional Performance*</b> (e.g. general ability and problem solving, attention and organization, teaming styles, communication, social skills, behavior, independent living, environmental access and mobility, self-determination and self-advocacy, career, vocational, transition, employment, and additional considerations that may assist in making decisions about disability determination and accommodations)		

\*Present Level of Functional Performance is information that is considered in making decisions about disability determination and needed accommodations.

**3: Recommendations to assist the student meeting measurable post-secondary goal(s) (see Part 1)** - This section presents recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services, to enhance access and participation in measurable post-secondary goals.

<b>Recommendations to Assist the Student in Meeting Measurable Post-secondary Goals</b>	<b>Contact Information</b> - name and/or title, phone number, address, e-mail of person or agency.

For further information regarding regional and state resources, visit the Transition Resource Directory at: <http://www.wsti.org/>

**NOTICE OF GRADUATION**  
**Form P-3 (Rev. 7/06)**

\_\_\_\_\_ **SCHOOL DISTRICT**

[If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact \_\_\_\_\_ at \_\_\_\_\_.]

Dear \_\_\_\_\_ Date \_\_\_\_\_

On \_\_\_\_\_ the school district conducted a meeting to review the individualized education program (IEP) for \_\_\_\_\_

- You participated in this meeting.
- You did not participate in the meeting and the school district made three attempts to involve you as follows:

The purpose of the meeting was to consider whether graduation requirements will be met by the end of the current school year, whether the IEP goals will be substantially completed, and whether new goals are needed for the coming school year. At the meeting, the IEP team participants reviewed the following evaluation procedures, tests, records or reports as the basis for making decisions regarding graduation:

The IEP team participants determined that the graduation requirements will be met at the end of the current school year. The IEP team also decided that the IEP goals will be substantially completed, and new IEP goals are not needed for the coming school year. Therefore, your child is expected to graduate on \_\_\_\_\_

Other options, if any, (related to graduation requirements, substantial completion of IEP goals, and the need for new IEP goals for the coming school year) which were considered and the reason(s) they were rejected, and a description of any other factors relevant to the proposed action:

- None

Graduation will permanently end your child's entitlement to a free and appropriate public education (FARE) under the federal Individuals with Disabilities Education Act (IDEA) and Sub. V, Chapter 115, Wis. Stats., the state special education law. Therefore, after graduation your child will no longer be entitled to receive special education and related services from a school district or other local education agency.

Handout #2 DPI Form for Summary of Performance

Upon graduation the school district is required to provide you with the following summary information about your child.

Summary of academic achievement:

Summary of functional performance:

Recommendation to assist in meeting post-secondary goals:

You and your child have protection under the procedural safeguards (rights) of special education law. The school district must provide you with a copy of your procedural safeguards once a year. Enclosed is a copy or earlier this year you received a copy of your procedural safeguard rights in a brochure about parent and child rights. If you would like another copy of this brochure, please contact the district at the telephone number above. In addition to district staff, you may also contact \_\_\_\_\_ at \_\_\_\_\_ if you have questions about your rights.

Sincerely,

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Name and Title of District Contact Person

**SEAMLESS COLLABORATION OF POST-SCHOOL TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES**

9-12 Psychologists	Transition/Work Experience Itinerant Teacher	Special Education Teachers	Community Agency Representatives	Students	Parents
<p>Respond to requests for abbreviated student evaluations (only when necessary) for students anticipating a need after high school (documentation should be less than 3 yrs. old)</p> <p>Updated testing may be necessary for students transitioning to: KAC, Goodwill, Great Lakes, and post-secondary</p> <p>Adequately verify the nature and extent of the disability (I.Q. and academic scores) and provide evidence of current impairment as well as a historical record of impairment when appropriate</p> <p>If transition testing, prepare typed summary report of current assessment(s) using school/district letterhead including date and signature</p> <p>Communicate/clarify school identified impairments and the</p>	<p>Facilitate consents for documentation required for post-secondary settings</p> <p>Assist with identifying and inviting appropriate community agency representatives to IEP transition planning meetings</p> <p>Collaborate with IEP case managers while they document and identify student's measurable post-secondary goals, appropriate courses of study, and transition activities</p> <p>Communicate student's transition needs and progress toward long-term goals</p> <p>Promote participation of students, parents and post-secondary agency involvement in IEP transition planning meetings</p> <p>Keep school staff informed of expectations and changes under IDEA</p> <p>Facilitate student referrals to community agencies</p>	<p>Empower and assist students in developing a clear post-school plan that will move them closer to fulfilling their measurable post-secondary goals</p> <p>Guide students in understanding their disability as well as effective self-advocacy skills that communicate their needs and promote independent and self-reliance</p> <p>Details must be based on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individualized assessments</li> <li><input type="checkbox"/> Documented supports that have promoted student's success in an educational setting (A generic list of accommodations should be avoided)</li> </ul> <p>Promote agency involvement in IEP transition planning and obtain consent for their participation</p> <p>Facilitate student and</p>	<p>Participate in service planning and coordination with local stakeholders (as appropriate) to promote successful transitions for youth</p> <p>Communicate with KUSD the services, eligibility requirements, and long-term funding support of the adult service provider represented</p> <p>Attend IEP transition meetings when invited and available (at least 2 years prior to graduation)</p> <p>Assess need for involvement at individual IEP meetings (outreach)</p> <p>Communicate necessity for early application and respond to applications in a timely manner</p> <p>For students found eligible, communicate long-term funding and service availability to referring source (KUSD)</p> <p>Request written consents</p>	<p>Take an active role in IEP transition planning meetings</p> <p>Participate in assessments and communicate needs/wishes for after high school (i.e.: ACT, PSAT, WisCareers, MECA, COPs, etc.)</p> <p>Engage in completing transition activities and strategies outlined in the IEP and record progress toward achieving goals</p> <p>Evaluate progress toward goals and make necessary changes based on reflection</p> <p>Create a binder/folder of information to be kept in a safe place at home with documents that might need to be shared with agencies</p>	<p>Take active role in IEP transition planning meetings and communicate needs/wishes for their child after high school</p> <p>Support their child in completing their transition activities and strategies as outlined in the IEP</p> <p>Report child's progress toward achieving their goals</p> <p>Give permission for medical diagnosis to be included in the IEP and Summary of Performance (SoP)</p> <p>Provide written consent for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Retaining critical school records</li> <li><input type="checkbox"/> Obtaining medical diagnosis</li> <li><input type="checkbox"/> Sharing special ed. records with appropriate post-secondary programs and services</li> </ul> <p>Ask questions (as needed) to help in</p>



9-12 Psychologists	Transition/Work Experience Itinerant Teacher	Special Education Teachers	Community Agency Representatives	Students	Parents
reasons for them	<p>(as appropriate and with consent) no later than 2 years prior to graduation</p> <p>Partner with students, families and IEP case managers to guide them in completing applications for employment, adult services and educational programs</p> <p>Support teachers in their efforts to complete a Summary of Performance (SoP) for all seniors and finalize SoP</p> <p>Maintain collaborative network with local education, employment, training and community service providers</p> <p>Invite students/parents to take an active role in the local Student Opportunities and Resource Transition Team (SORTT)</p> <p>Review &amp; revisit Interagency Agreements regarding local transition services</p>	<p>parent signatures for permission to retain behavior records</p> <p>Communicate the student's rights and responsibilities with turning 18 (age of eligibility)</p> <p>Facilitate and document transition/career assessments and communicate student interests with transition teacher</p> <p>For exiting seniors, prepare a Summary of Performance (SoP) and distribute copies to the student and cumulative folder</p> <p>Describe the functional limitation(s) to the individual student's specific accommodation needs (as specified in the IEP) and explain how the accommodation(s) mitigates the impact of the individual's disability on specific tasks or activities</p>	<p>in order to share information with KUSD staff</p> <p>Assist with aligning services with other stakeholders in the community</p> <p>Attend events that are intended to help groups of parents/guardians and/or students to be prepared for actions that can occur once the student turns 17 years 6 months</p>		<p>understanding the student's employment, training and independent living options after graduation</p> <p>Work with school and agency representatives to ensure coordination of IEP with adult service plans</p>

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## Appendix Acronyms Used in this Guide

<u>Acronym</u>	<u>Description</u>
ACT	American College Test - some students take this test before going to college
ADA or ADAA	Americans with Disabilities Act/Americans with Disabilities Act Amendments
ADD	Attention Deficit Disorder
ADHO	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorders
<u>AT</u>	Assistive Technology
BIP	Behavior Intervention Plan
CAPD	Central Auditory Processing Disorder
CD	Cognitive Disability
CESA	Cooperative Educational Service Agency
CSHCN	Children with Special Health Care Needs, DHS
<u>DPI</u>	Department of Public Instruction
DSS	Disability Support Staff at post-secondary schools
DSM-IV	Diagnostic and Statistical Manual of Mental Disorders, 4th Edition
DVR	Division of Vocational Rehabilitation in the Department of Workforce Development
EBD	Emotional Behavioral Disability (formerly ED)
EC	Early Childhood
<u>ESY</u>	Extended School Year
FACETS	Family Assistance Center for Education, Training and Support The Statewide Parent Training and Information Center, funded by the U.S. Department of Education
FAPE	Free Appropriate Public Education
<u>FBA</u>	Functional Behavioral Assessment
GED/HSED	Graduation Equivalency Diploma /High School Equivalency Diploma
HI	Hearing Impairment (Deaf and Hard of Hearing)
HS	High School
<u>IDEA/IDEIA</u>	Individuals with Disabilities Education Act, the current federal special education law.
<u>IEP</u>	Individualized Education Program
K-12	Grades kindergarten through 12' grade (or PK-12 which refers to 4-year-old

	kindergarten)
LEA	Local Educational Agency In Wisconsin, school districts, DHFS, DOC, and non-district charter schools.
<u>LPP</u>	Local Performance Plan
LEP	Limited English Proficient (Previously referred to as ESL - English as a Second Language)
<u>LRE</u>	Least Restrictive Environment
<u>NCLB</u>	No Child Left Behind This national legislation reauthorized the Elementary and Secondary Education Act and has broad implications for the education of all children.
NVLD	Non-Verbal Learning Disability
OCR	Office for Civil Rights A part of the U. S. Department of Education responsible for enforcement of Section 504 of the Rehabilitation Act of 1973.
<u>OHI</u>	Other Health Impairment (Chronic Health Impairment)
<u>OI</u>	Orthopedic Impairment
OSEP	Office of Special Education Programs, U. S. Department of Education
OSERS	Office of Special Education and Rehabilitative Services
<u>OT</u>	Occupational Therapy
PDD-NoS	Pervasive Developmental Disorder - Not otherwise Specified
PSAT	Preliminary Scholastic Assessment Test - some students take this test prior to the SAT
<u>PT</u>	Physical Therapy
PLOEP	Present Level of Educational Performance
REACH	Responsive Education for All Children initiative
RSN	Regional Service Network
RtI	Response to Intervention
SAT	Scholastic Assessment Test - a college placement test
<u>SDD</u>	Significant Developmental Delay
SEA	State Educational Agency In Wisconsin, the Department of Public Instruction.
Section 504	Refers to the Section 504 of the Vocational Rehabilitation Act that provides protection against discrimination to individuals with disabilities across environments
<u>SLD</u>	Specific Learning Disability (formerly just LD)
SIL	Speech and Language Impairment

SoP	Summary of Performance
<u>SPP</u>	State Performance Plan The SPP replaces the SIP beginning with 2005-2006.
TAC	Transition Advisory Councils
<u>TBI</u>	Traumatic Brain Injury
VI	Visual Impairment
<u>WAA-SwD</u>	Wisconsin Alternate Assessment for Students with Disabilities
<u>WATT</u>	Wisconsin Assistive Technology Initiative
WACLD	Wisconsin Association for Children with Learning Disabilities
WASDA	Wisconsin Association of School District Administrators
<u>WCBVI</u>	Wisconsin Center for the Blind and Visually Impaired
WEAC	Wisconsin Education Association Council
<u>WESPDHH</u>	Wisconsin Educational Services Program for the Deaf and Hard of Hearing
<u>WSD</u>	Wisconsin School for the Deaf, Delavan
WPHSOS	Wisconsin Post-High School Outcomes Survey
WSTI	Wisconsin Statewide Transition Initiative
<u>WSPEI</u>	Wisconsin Statewide Parent-Educator Initiative
WTCS	Wisconsin Technical Colleges