



Office of Disability Services

Guidelines for Disability Documentation

To the extent to which the disabling condition for which accommodations are being requested is not obvious, students are required to provide diagnostic documentation from a licensed clinical professional familiar with the history and functional implications of their respective disabilities. Disability documentation must adequately verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for all of the student's specific accommodation requests. If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, the University has the discretion to require additional documentation. Any cost incurred in obtaining additional documentation when the original records are inadequate is borne by the student. If the documentation is complete but the University desires a second professional opinion, the University bears the latter cost. In general, it is not acceptable for such documentation to include a diagnosis or testing performed by a member of the student's family. Additionally, students requesting accommodations for the manifestations of multiple disabilities must provide evidence of all such conditions which are not self-evident.

The disability documentation submitted to ODS should conform to the following criteria:

1. Students requesting accommodations on the basis of mobility, systemic or disease-related disabilities must provide documentation consisting of:
 - a. An identification of the disabling condition(s)
 - b. An assessment of the functionally limiting manifestations of the condition(s) for which accommodations are being requested
 - c. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated
2. Students requesting accommodations on the basis of being deaf or hard of hearing must provide documentation consisting of:
 - a. An audiological evaluation and/or audiogram
 - b. An interpretation of the functional implications of the diagnostic data and hearing aid evaluation, when appropriate
 - c. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated
3. Students requesting accommodations on the basis of low vision or blindness must provide documentation consisting of:
 - a. An ocular assessment or evaluation from an ophthalmologist
 - b. A low-vision evaluation of residual visual function, when appropriate
 - c. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated
4. Students requesting accommodation on the basis of a specific learning disability or

traumatic brain injury must provide documentation which includes, but is not restricted to the following:

- a. A diagnostic interview including a description of the presenting problem(s); developmental, medical, psycho-social and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of comorbidity where indicated
- b. An assessment of global intellectual functioning as measured by the Wechsler Adult Intelligence Scale-II (WAIS-R or later edition) with standard scores and scaled scores in table format of subtests
- c. The Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability to corroborate the functional limitations attributable to the diagnosis, and for which academic accommodations are being requested. The standard scores, standard deviations and percentiles of each subtest and test cluster are required in table format.
- d. A comprehensive academic achievement battery (e.g., Woodcock-Johnson Psychoeducational Battery Revised: Tests of Achievement) with all standard scores, standard deviations and percentiles reported in table format for those subtests administered.
- e. A specific diagnosis which conforms to the following 4 diagnostic criteria for a specific learning disability:
 1. Exclusionary Condition. The specific learning problem is the result of a presumed central nervous system dysfunction which does not primarily result from a sensory disability such as visual, auditory, or tactile loss or impairment, other neurological trauma or condition, a psychiatric condition or the consequences of an impoverished or disadvantaged environment.
 2. Cognitive Potential. The range of intellectual function is an IQ of 85 and above on either the Verbal, Performance or Full Scale IQ score as measured on the WAIS-R.
 3. Potential vs. Performance Discrepancies. Two types of discrepancies are used in these evaluations: aptitude-achievement and intra-achievement. An aptitude achievement discrepancy reflects the amount of disparity between certain intellectual capabilities of an individual and his or her actual academic performance. An intra-achievement discrepancy is present within individuals who have specific achievement deficits, such as inadequate reading comprehension or spelling skills.
 4. Chronicity. The problems must have existed throughout the developmental stages of learning.
- f. A clinical summary which:
 - (1.) indicates the substantial limitations to major life activities posed by the specified learning disability,
 - (2.) describes the extent to which these limitations impact the academic context for which accommodations are being requested,
 - (3.) suggests how the specific effects of the learning disability may be accommodated, and
 - (4.) states how the effects of the learning disability are mediated by the recommended accommodations.
- g. The report should be on letterhead, dated, signed and include the name, title, and professional credentials of the evaluator, including information

about license or certification.

5. Students requesting accommodations on the basis of attention deficit-hyperactivity disorder (ADHD) must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., psychologists, neuropsychologists, psychiatrists and other relevantly trained medical doctors).

The documentation must include:

- a. Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.
- b. Evidence of current impairment. A history of individual's presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings must be provided.
- c. A diagnostic interview. The interview must contain self-report, and third-party information pertaining to: developmental history, family history of ADHD or other learning or psychological difficulties, relevant medical and medication history, a thorough academic history, a review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems
- d. Relevant employment history
- e. Evidence of alternative diagnoses or explanations being ruled out. The documentation must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological and/or personality disorders that may confound the ADHD diagnosis. For a diagnosis of ADHD, the symptoms may not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder, and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).
- f. Neuropsychological or psychoeducational assessments needed to determine the current impact of the disorder on the individual's ability to function in an academic setting. Such data should include standard scores, standard deviations and percentiles reported in table format for those subtests administered.
- g. A specific psychological diagnosis as per the Diagnostic and Statistical Manual IV (DSM IV). Symptoms of hyperactivity/impulsivity which were present in childhood, and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work, home) must also be identified.
- h. An indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.
- i. clinical summary which:
 - (1.) indicates the substantial limitations to major life activities posed by the disability,
 - (2.) describes the extent to which these limitations would impact the academic context for which accommodations are being requested, and
 - (3.) suggests how the specific effects of the disability may be accommodated, and
 - (4.) states how the effects of ADHD are mediated by the recommended

accommodations

- j. The report should be on letterhead, dated, signed and include the name, title, and professional credentials of the evaluator, including information about license or certification.
6. Students requesting accommodations on the basis of a psychiatric disability must provide the current documentation from a licensed psychologist or physician which includes:
- a. A specific, current psychiatric diagnosis as per the DSM IV which indicates the nature, frequency and severity of the symptoms upon which the diagnosis was predicated. A diagnosis without an explicit listing of current symptoms is not sufficient.
 - b. Primary and secondary Axis I and Axis II diagnoses are required, and a measure of functioning using the Global Assessment of Functioning Scale in the DSM-IV is highly recommended. Using the GAF indicate the student's general, highest and lowest GAF score and describe behaviorally the student's performance at each GAF level using as much detail as is known.
 - c. Prescribed medications, dosages and schedules which may influence the types of accommodations provided.
 - d. A clinical summary which:
 - (1.) indicates the substantial limitations to major life activities posed by the psychiatric disability,
 - (2.) describes the extent to which these limitations would impact the academic context for which accommodations are being requested,
 - (3.) suggests how the specific effects of the psychiatric disability may be accommodated, and
 - (4.) states how the effects of the psychiatric disability are mediated by the recommended accommodations.
 - e. The report should be on letterhead, dated, signed and include the name, title, and professional credentials of the evaluator, including information about license or certification.

Additional Information:

1. If you are a veteran, you are reminded to contact you nearest Veterans Administration office to determine your eligibility for sponsorship in educational training. If you are not a veteran or if you are a veteran without eligibility under active law, contact the district office of your State Division of Vocational Rehabilitation; or in Illinois contact the Department of Rehabilitation Services.
2. Once the proper documentation has been received, it will be reviewed to ensure that it meets all documentation criteria. From this point a meeting will be arranged with the student and the Director of ODS to discuss academic accommodations.
3. At the time of the meeting, both student and Director will discuss recommended and requested accommodations. A plan will be developed to carry out the need for reasonable accommodations.

4. A copy of each accommodation request will be given to both the student and the instructor. The student is required to meet with each instructor for which the student is enrolled in a course. This ensures the facilitation of a positive working relationship between faculty, students and the staff.
5. In subsequent semesters, the student shall meet with the staff of ODS in order to request accommodations for the upcoming semester. In the event that the accommodation plan is not sufficient or there are alterations to the initial plan, the student is required to meet with the Director prior to issuance of request for Accommodation forms.

*****Reminder*****

Services will not be provided without proper documentation on file.

- Please note that these materials are not considered to be an application to admission to the University of Illinois Springfield. Students with disabilities must apply to UIS in the same manner and are evaluated in accordance with the same criteria used for all other UIS applicants. To be admitted to UIS you must apply through the Admissions Office.
- Your timely submission of the aforementioned disability related documentation and information will help ensure that the Office of Disability Services has adequate opportunity to prepare for your enrollment at UIS. You may send disability related material to :

Susy Woods
 Visiting Director of Disability Services
 University of Illinois Springfield
 One University Plaza HRB - 80
 Springfield, IL 62703

I, _____, have read, understood, and agreed to all of the terms in this packet. Furthermore, I am fully aware that the terms of these accommodations may be reviewed throughout the semester as needs occur. I agree to keep in contact with the Director of Disability Services as well as the instructors, BEFORE and during each semester in which I anticipate the need for services.

Signed

Date

Witness

Date