

To: Treating Professional
From: Disabilities Curricular Accommodations Committee
College of Letters & Science
University of Wisconsin-Madison
Re: Application for substitution of Foreign Language Requirement

We would like your help in evaluating whether the individual who has provided you with these materials has a disabling condition that would directly impair their ability to learn a foreign language. We have a standard set of questions that are attached to this memo. Your answers will help us evaluate whether this individual qualifies for a curriculum substitution package. Because these questions were developed for a broad range of disabilities, we recognize that you may not be able to comment on or you may have limited information regarding some of the questions. Should this occur, please indicate that in your response. Please note that these questions relate specifically to the interaction between the disorder and foreign language learning. If you have questions about this request, you may contact the McBurney Disability Resource Center, (608) 263-2741.

The client's name, your name, the date, and your license number should be included in your response. **Please provide your answers in the fillable PDF below. *Handwritten responses will not be accepted.***

Thank you in advance for your time and efforts in this matter.

**GUIDELINES FOR THE TREATING PROFESSIONAL FOR THE FOREIGN
LANGUAGE SUBSTITUTION COURSE SUBSTITUTION APPLICATION
COLLEGE OF LETTERS & SCIENCE, UNIVERSITY OF WISCONSIN-MADISON**

The following information should be provided in the fillable PDF below. Handwritten responses will not be accepted:

1. The client's name:
2. Your name:
3. Date:
4. Your license number:
5. What is the client's disability?
6. How severe is the disability? (Include evidence that the client's performance is unusual relative to the general population.)

7. How does the disability interfere with learning in general? Please address the degree to which the disorder may affect cognitive skills, attendance, participation in classroom activities, etc.

8. What evidence or assessment methods did you utilize to measure this interference with learning in general?

9. Is there evidence of the client's average/above average aptitude? (i.e., rule out low aptitude as a contributing factor to poor performance in foreign language learning.)

10. Has the student been provided treatment or interventions in other classes? If so, how have they mitigated the impact of the disorder such that the individual has been able to compensate adequately?

11. How does the disability specifically interfere with foreign language learning? Please address the degree to which the disorder may affect cognitive skills, regular attendance within and across semesters, and/or participation in classroom activities that may be unique to traditional foreign language instruction.

12. What evidence or assessment did you utilize to document this interference with foreign language learning?

13. What treatment or intervention has been implemented in foreign language (e.g., tutorial support, test accommodations, repeating of classes, etc.) prior to seeking the course substitution and what has been the outcome? Specify the type of intervention, treatment, or accommodation; its implementation (duration, intensity, frequency); the client's effort and consistency in adhering to the treatment/implementation plan; and the outcome(s) for the client and others.

14. What alternative explanations for the difficulties with foreign language have been considered (e.g., motivation, limited English proficiency, inadequate instruction, limited attendance) and how have they been ruled out?