

Guidelines Regarding Documentation of a Learning Disability

The following guidelines are provided to help assure that the evaluation and documentation are appropriate for verifying eligibility. Documentation presented to Disability Support Services (DSS) should be filed in a private, confidential file in the DSS office. The cost and responsibility for providing this information **shall be borne by the student**. The Coordinator for DSS is available to consult with diagnosticians regarding any of these guidelines.

The documentation must be prepared by a *licensed professional* (e.g. psychologist or learning specialist). Additional information may be necessary from other health care providers, such as but not limited to therapists, neuropsychologist, physicians, etc.

The documentation should demonstrate the individual has a disability in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. It should also provide sufficient data to support the particular academic adjustment(s) requested. Since the documentation provided constitutes the basis for determining accommodations, it is in a student's best interest to **provide appropriate documentation of adult level functioning** to serve as the basis for decision making about a student's need for accommodations in an academically competitive environment.

The following guidelines are provided in the interest of assuring that the evaluations and reports are appropriate for documenting eligibility and identifying and determining reasonable accommodations. The documentation should include:

- A diagnosis that is consistent with the diagnostic criteria found in the *American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition* (DSM- IV) or successive editions;
- Results of tests sufficient to diagnose the learning disability. Minimally, areas to be addressed should include, but not be limited to:
 - Aptitude: e.g. Wechsler Adult Intelligence Scale-Revised (WAIS-III) or successive editions with sub-test scores, Stanford-Binet, or other applicable tests.
 - Achievement: e.g. Woodcock-Johnson Psycho-educational Battery-Revised or successive editions or other applicable tests.
 - Information Processing: Specific areas of information processing (e.g. short or long-term memory, auditory and visual perception/processing, processing speed) should be assessed to verify presenting issues.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable;
- A description of the type and severity of current symptoms; and
- A summary of how the disability impacts the student in the postsecondary educational environment.

Documentation should be on professional letterhead, signed by the professional and include the licensed professional's title, license number, address, and phone number.

Suggestions regarding academic adjustments, auxiliary aids and services may be included; however, the final determination rests with the Disability Support Services office.

If there are questions regarding documentation, please contact the Program Coordinator for Disability Support Services at (206) 281-2272.