

Guidelines for Documentation of Specific Learning Disabilities (LD)

Academic accommodations for students with specific learning disabilities are provided by Academic Services in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

Please read and review the following guidelines before submitting documentation to be sure all elements are included in the documentation. Often times, students will need to contact the secondary school to have them include more information than is included in the documentation. Testing must be comprehensive and submitted in the English language. Individual Education Programs/Plans (IEPs) and Section 504 plans are useful but are not sufficient to establish the rationale for accommodations.

- **Qualifications of the evaluator**

The report must include the name, title, and professional credentials of the examiner and be signed by the examiner. Trained, certified, and/or licensed school psychologists, clinical psychologists, neuropsychologists, and other professionals with training and experience relevant to adults and their evaluation are typically involved in the process of assessment. Medical doctors must provide evidence of experience in the field of learning disabilities. It is not appropriate for professionals to evaluate members of their own families or close friends for the purpose of documentation of a disability.

- **Date of documentation**

The testing performed within the last **three years** of the date of enrollment.

- **Clinical evidence of the presence of a learning disability**

The evaluation report must rule out other causes of academic difficulty. A diagnostic code based on the DSM - V is preferred. There must be clear and specific evidence and identification of a learning disability. Individual learning styles and learning differences in and of themselves do not constitute a learning disability. Standard scores are required; percentiles and grade equivalents are not acceptable unless standard scores are also included. In addition to actual test scores, interpretation of results is required. Test protocol sheets or scores alone are not sufficient.

- **Comprehensive testing must be administered**

- **Aptitude** – *please use the most recent version of measures such as:*
 - Wechsler Adult Intelligence Scale

- Woodcock-Johnson Psycho-educational Battery-Tests of Cognitive Ability
 - Kaufman Brief Intelligence Test (KBIT) is *not* a comprehensive measure and is not suitable
 - **Achievement** – *please use the most recent version of measures such as:*
 - Woodcock-Johnson Psycho-educational Battery - Tests of Achievement
 - Wechsler Individual Achievement Test (WIAT)
 - Wide Range Achievement Test (WRAT) and the Mini-Battery of Achievement (MBA) are *not* comprehensive measures of achievement and therefore are not suitable
 - **Information Processing**
 - Specific areas of information processing (e.g., short- and long-term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed.
- **Evaluator's rationale to support the need for college level academic accommodations**

The evaluator must include a detailed summary of the impact of the specific learning disability on academic performance as well as recommendations for reasonable academic accommodations. While the post-secondary institution has no obligation to adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate.

For more information please contact:

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Documentation for Learning Disability Services Checklist

Please be sure that the following information is provided as documentation:

- Evaluator's Credentials**
 - Letterhead
 - Legible signature

- Dates of Testing**
 - Must be current within three years of enrollment

- Testing Results**
 - Aptitude
 - Achievement
 - Information Processing

- Diagnosis**
 - Describe how diagnosis was determined (tests, interview, etc.)

- Impact on Learning**
 - Description of the of problem as it relates to the learning environment

- Suggested Accommodations**
 - Rationale for recommended accommodations
 - How these accommodations will mediate the diagnosis

- Integrative Summary**
 - Evaluation and observation of disability and services needed

- Confidentiality**
 - Client must complete the FERPA and/or HIPAA release for Hellenic College Holy Cross