

# Learning Disabilities Documentation Guidelines

The following guidelines describe the components of acceptable documentation for students with learning disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

Documentation must include all of the following elements:

1. Test performed by a **qualified evaluator**: clinical, educational, or school psychologist, learning disabilities specialist, or physician known to specialize in learning disabilities. Information about professional credentials, including licensing and certification, and areas of specialization must be clearly listed in the report.
2. Current testing: administered **within the past three (3) years** for students age eighteen and older, and within one year for students under the age of eighteen. *Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is necessary to provide recent documentation.*
3. Comprehensive psycho-educational evaluation with appropriate standardized instruments (see below), and includes a diagnostic interview and clinical summary. The evaluation report should also include:
  - **Dates** of testing.
  - An indication to the **norm-reference group**. For example, the report must specifically indicate how the student performs in relationship to the average person in the general population.

The following areas may be assessed using standardized instruments. Actual scores from all above instruments should be provided. If grade equivalent scores are included, they must be accompanied by standard scores and/or percentile rank scores.

## **Aptitude**

### **Achievement**

Assessment of comprehensive academic achievement in the areas of reading (decoding and comprehension), mathematics (calculation and problem solving), oral language, and written expression (spelling, punctuation, capitalization, writing samples) is required.

### **Information Processing**

Specific areas of information processing (e.g. short and long term memory, sequential memory, auditory and visual perception processing, and processing speed) is also recommended.

A diagnosis as per the American Psychiatric Association's *Diagnostic and Statistical Manual – V (DSM-V)* is also required.

Testing must demonstrate that the Learning Disability currently limits a major life activity, and indicate how the student's current participation in courses, programs, services, or any other activity of the university may be affected.

Please also note:

- A student's Individualized Educational Plan (IEP) or Summary of Performance (SOP) may be submitted as evidence of past accommodations.
- Students who received disability accommodations in high school or at a previous college or university are encouraged to meet with Disability Resources to determine whether accommodations are needed for their IIT classes.