

## Guidelines for Documentation of a Learning Disability

I. Submit an official notice of testing accommodations granted for each standardized test you have taken with accommodations; SAT, ACT, LSAT.

II. Submit a letter documenting provision of accommodations at any secondary institutions.

III. Submit a comprehensive psycho-educational evaluation.

- What is it? A 4-6 hour battery of tests and information about you.
- How recent must it be? Typically the evaluation must have been conducted within the past three to five years and must be based on adult evaluations. In some cases, older documentation may be acceptable.
- Who conducts it? A professional trained in evaluating adolescent or adult learning disabilities, such as a psychologist or educational diagnostician. Share this page with the person conducting the assessment.
- Where can I go? Many private psychologists and learning clinics offer these services. The Office of Disability Services can also provide a non-inclusive referral list of qualified psychologists, diagnosticians and health care providers.

What is in it?

1. Background information: developmental history, medical history, primary language dominance, past and current academic functioning, previous evaluations, a history of lifelong functional limitations related to the disability, and a history of services for disabilities, including accommodations and results of accommodations. This information can be gathered from previous evaluations, self-reports, report cards, and transcripts. First-time adult evaluations of a learning disability must provide detailed clinical evidence of lifelong functional limitations, an explanation of past success without accommodations, and why accommodation is needed at this time.
2. A measure of adult intellectual functioning. The *Wechsler Adult Intelligence Test* is the preferred instrument. Screening instruments are unacceptable.
3. Standardized, individualized, achievement tests for adults in reading comprehension, reading decoding, written expression for content and mechanics. Tests measuring receptive and expressive language and math functioning will also be considered.
4. Assessment devices for information processing including: short-term memory, long-term memory, processing speed, academic fluency, and executive functioning.
5. All standardized test scores and subtest scores, including percentiles must be included, along with a narrative interpretation of test results.
6. A specific diagnosis based on a significant discrepancy (of more than 15 points) between the IQ score and one of the achievement test scores. A single subtest score will not suffice to document a functional limitation. If an alternate method of diagnosis has been used, include a justification.
7. A discussion of alternative explanations or co-morbid, co-existing diagnoses.
8. A clear and specific statement of how the learning disability significantly impairs a major life function, documented by the information in the evaluation and actual class functioning.
9. Suggested accommodations, with a specific rationale for each. Educational documentation must be cited for educational accommodations. Thus, documentation of a math disability will not provide a need for additional time to write an essay.