



Documentation Guidelines: Learning Disabilities

Students who are seeking accommodations or academic support services on the basis of a learning disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973, the ADA of 1990, and ADA Amendments Act of 2009. The following guidelines are provided to assure that documentation is appropriate to verify eligibility.

Qualifications of the Evaluator

The following professionals are considered qualified to evaluate specific learning disabilities:

- Clinical or educational psychologists
- School psychologists
- Neuropsychologists
- Learning disabilities specialists

The name, title, and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. Reports should be on letterhead, typed, dated, signed, and otherwise legible.

Documentation

Documentation should be recent ***within the past three years*** and should validate the need for services based on the individual's current level of functioning in the educational setting. Learning disabilities do not change, but can resurface or intensify with the rigors of college. A school plan such as an Individualized Education program (IEP) or 504 plan is **insufficient** documentation, but can be included as part of a more comprehensive assessment battery.

Acceptable documentation should include:

- Diagnostic Interview
- Assessment of Aptitude, Academic Achievement and Information Processing
- Specific Diagnosis
- Test Scores
- Clinical Summary
- Recommendations for Academic Accommodations

Testing for Assessing Learning Disabilities in Adolescents and Adults

APTITUDE

- *Wechsler Adult Intelligence Scale – Revised (WAIS-R)*
- *Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Cognitive Ability*
- *Kaufman Adolescent and Adult Intelligence*

[continued]

ACADEMIC ACHIEVEMENT

- *Scholastic Abilities Tests for Adults (SATA)*
- *Stanford Test of Academic Skills*
- *Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Achievement*
- *Wechsler Individual Achievement Test (WIAT)*

Or specific achievement tests such as:

- *Nelson-Denny Reading Skills Test*
- *Stanford Diagnostic Mathematics Test*
- *Test of Written Language – 3 (TOWL-3)*
- *Woodcock Reading Mastery Tests - Revised*

INFORMATION PROCESSING

- *Detroit Tests of Learning Aptitude – 3 (DTLA-3)*
- *Detroit Tests of Learning Aptitude – Adult (DTLA-A)*
- *Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability*

