



Documentation Guidelines: Students with 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 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.

Current Impact of Disability

Documentation should be recent and should validate the need for services based on the individual's current level of functioning in the educational setting. In most cases, testing needs to be recent within 3 years. Learning disabilities do not change, but can resurface or intensify with the rigors of college. Framingham State University may be flexible in accepting documentation older than 3 years if it is applicable to the student's current or anticipated setting.

If documentation is inadequate in scope or content, or does not address the student's current level of functioning and need for accommodations, reevaluation may be warranted.

Documentation Must Include:

- Clinical diagnosis of a specific learning disability and a rationale for the diagnosis with quantitative and qualitative information that supports the diagnosis.
- Information regarding current, specific functional limitations affected by, and the severity of, the diagnosis.
- Recommendations for classroom accommodations.

Documentation of a specific learning disability should be comprehensive and address each of the following domains using these recommended tests.

Aptitude

- Wechsler Adult Intelligence Scale – Revised (WAIS-R)
- Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Cognitive Ability
- a complete neuropsychological battery

Academic Achievement

- 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

IEPs and 504 plans are not sufficient documentation, but are helpful supplemental documentation when submitted with the documentation outlined above. While a qualified evaluator may make recommendations regarding accommodations, FSU is responsible for determining a reasonable accommodation.

