

Guidelines for Documentation of Specific Learning Disabilities

A specific learning disability must currently substantially limit some major life activity, including learning, to support eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Documentation must, therefore, support this eligibility, as well as any requests for reasonable accommodations. The following guidelines describe the necessary components of acceptable documentation for students with learning disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

1. Testing must involve a comprehensive psychoeducational evaluation and must address all of the following:
 - **Aptitude**: The WAIS-III (Wechsler Adult Intelligence Scale, Third Edition) or WAIS-R with subtest scores is required. The WASI is **not** acceptable.
 - **Achievement**: The Woodcock-Johnson Psychoeducational Battery-Revised (WJ-R) is required to assess the current levels of functioning in reading, math and written language. The Wide Range Achievement Test (WRAT) is **not** acceptable.
 - **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 and should be addressed in the written interpretative summary of the WAIS-III, WAIS-R or the Woodcock Johnson Test Tests of Cognitive Ability.
2. Testing must be **current**, conducted during the past three years or after age 18, to assess the current impact of the student's disability on academic performance.
3. Clear and specific evidence of a learning disability must be presented. Terms such as "learning differences", "learning styles", "learning differences" or "weaknesses" are **not** the equivalent of learning disability.
4. Actual test scores must be provided along with an interpretation of test results. Test protocol sheets or scores alone are not sufficient.

5. A professional qualified to conduct assessments and render a diagnosis of learning disability must perform testing. Names and credentials, including licensing, certification and their areas of specialization must be clearly indicated on the report. All reports must be typed and dated.
6. Testing must include information about the functional limitations of the student. Please indicate how the student's disability will affect his/her current participation in courses, programs, services, or any other activities of the University.
7. Recommendations for accommodations must be based on objective evidence of a **substantial** limitation to learning and be supported by test results and clinical observations.
8. Individual Education Programs (IEPs) should be provided, if available. However, please note that IEPs alone **do not** provide sufficient documentation to establish accommodations.

***Please note that the University and the Office of Disability Support Services reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.**