

Office for Students with Disabilities

Documentation Requirements for Specific Learning Disabilities

In order to provide reasonable and appropriate academic accommodations to self-identifying students with disabilities under the Americans with Disabilities Act (ADA), Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act of 1973, LSSC's Office for Students with Disabilities (OSD) requires documentation which shows the current disability and its impact on academic functioning. The documentation provided must include the following information:

- Documentation **must** be reasonably current. If a full childhood assessment is available this may be utilized depending on accommodations the student is seeking.
- The name, title, and professional credentials of the evaluator, including license or certification numbers, **must** be included in the letter or report. Professionals conducting the evaluation/assessment must be qualified to do so.
- Letters or reports **must** be on letterhead, typed, dated, with a signature of the doctor or evaluator and must clearly state the specific diagnosis of the disability. A doctor's prescription pad note or hand-written notes are not appropriate forms of documentation. Terms such as "suggest" or "is indicative of" are not acceptable.
- Reports **must** include the names of standardized tests administered, the scores derived from these tests, a discussion of the data that clearly indicates the presence of a disability, and must be based on adult norms. The OSD reserves the right to determine which tests are acceptable for diagnosing the disability (see list of tests below).
- The diagnostic report should include specific recommendations for reasonable academic accommodations and the rationale for the accommodations. This information will assist the OSD in determining eligibility and identifying effective and reasonable accommodations and or auxiliary aids. If the submitted documentation does not sufficiently address the student's current functional impairment, additional information will be required.
- A clinical diagnosis is not synonymous with a disability. Documentation **must** indicate the student's specific current functional impairment(s) and describe how the disorder/impairment substantially limits one or more major life activities (related to academic performance).
- If symptoms involve cognitive recall (memory), appropriate testing needs to be conducted.
- **Sufficient documentation must clearly show the presence of a disabling condition and justify the need for reasonable accommodations. K-12 plans such as a 504 Plan or Individualized Educational Plan (IEP) are not sufficient documentation, but can be included as part of a comprehensive evaluative report. Please be aware that evaluation reports themselves do not automatically qualify a student for services with the OSD.**

LSSC's documentation requirements are listed below and will be reviewed and discussed during the intake meeting. Additional documentation or information may be necessary, however; all information is confidential and will be used only to determine eligibility for services and to assist the student.

Specific Documentation Information Needed

Specific Learning Disabilities

A comprehensive psycho-educational evaluation from a psychologist or learning disabilities specialist that includes:

NOTE: All of these tests must be based on adult norms.

- Clear statement of the specific learning disability with the DSM-IV or DSM-5 diagnosis.
- A test used to measure intellectual ability, including scores and subtest scores.

- **Acceptable IQ Tests:**
 - Kaufman Adolescent and Adult Intelligence Test
 - Stanford Binet 4th Edition
 - Wechsler Adult Intelligence Scale - III or IV (WAIS-III or IV)
 - Woodcock-Johnson III General Intellectual Ability (GIA)
- **Not Acceptable:**
 - Kaufman Brief Intelligence Test (KBIT)
 - Slosson Intelligence Test
 - Wechsler Abbreviated Scale of Intelligence (WASI)
 - Wechsler Intelligence Scale for Children - III (WISC-III)
- A test used to measure academic achievement, including scores and subtest scores.

- **Acceptable Achievement Tests:**
 - Nelson-Denny Reading Test
 - Scholastic Abilities Test for Adults (SATA)
 - Wechsler Individual Achievement Test - II (WIAT-II)
 - Woodcock-Johnson III Tests of Achievement
 - Woodcock Reading
 - Mastery Tests - Revised
- **Not Acceptable:**
 - Wide Range Achievement Test - 3 (WRAT-3)
- A test used to measure processing ability, including scores and subtest scores

- **Acceptable Processing Tests:**
 - Detroit Tests of Learning Aptitude - Adult
 - Woodcock-Johnson III Tests of Cognitive Abilities
- Profile of academic strengths and weaknesses and how these relate to the academic limitation(s)
- Clinical summary of the information with recommendations for reasonable academic accommodations.