

Documentation Guidelines for Learning Disabilities

I. A Qualified Professional Must Conduct the Evaluation

Professionals conducting assessments and rendering diagnoses of specific learning disabilities and making recommendations for appropriate accommodations must be qualified to do so. 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 in which the individual practices must be clearly stated in the documentation. Documentation from family members will not be accepted due to professional and ethical considerations.

II. Testing Must Be Current

Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his or her academic performance, it is in a student's best interest to provide recent and appropriate documentation. In most cases, this means that testing usually has been conducted within the past three years using adult-based norms.

III. Documentation Necessary to Substantiate the Learning Disability Must Be Comprehensive

An evaluation report should include the following:

A. Diagnostic interview including: a description of the presenting problem(s); developmental history; relevant medical history; academic history; relevant family history, psychosocial history; relevant employment history; a discussion of dual diagnosis, alternative or co-existing mood, behavioral, neurological, and/or personality disorders

B. Assessment: The tests used should be reliable, valid, and standardized for use with an adult population. Minimally, the domains to be addressed must include the following: Aptitude/ Cognitive Ability; Academic Achievement; Information Processing. The following are recommended assessment measures. Please note the list is not intended to be definitive or exhaustive.

Aptitude

- Wechsler Adult Intelligence Scale - Revised (WAIS-R)
- Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test
- Stanford-Binet Intelligence Scale (4th edition)

Academic Achievement

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

- Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability
- Detroit Tests of Learning Aptitude - 3 (DTLA-3)
- Detroit Tests of Learning Aptitude - Adult (DTLA-A)
- Information from subtests on WAIS-R
- other relevant instruments

IV. The Documentation Must Include a Specific Diagnosis

Nonspecific diagnoses, such as individual “learning styles,” “learning differences,” “academic problems,” and “test difficulty or anxiety,” in and of themselves do not constitute a learning disability. Tests must include a specific diagnosis via the DSM-IV-TR.

V. Actual Test Scores from Standardized Instruments Must be Provided

Standard scores and/or percentiles must be provided for all normed measures. Reports of grade equivalents should also accompany standard and percentile scores.

VI. Each Accommodation Recommended by the Evaluator Must Include a Rationale

The diagnostic report must include specific recommendations for accommodation(s) as well as an explanation of why each accommodation is recommended.