

Guidelines for Documentation of Learning Disabilities

Documentation of a Learning Disability must come from a licensed professional on their official letterhead; and must contain their name, address, credentials, and a signature.

The following professionals are considered qualified:

- Clinical or Educational Psychologist,
- School Psychologist,
- Neuropsychologist,
- Learning Disorder Specialist, or
- Medical Doctor with experience and training in the assessment of learning problems.

The documentation should be recent (in most cases, no more than five years old) and should include:

- 1) A Statement of Condition or Diagnosis, including a clear diagnostic statement describing how the condition was diagnosed and detailing the anticipated and/or typical progression or prognosis of the condition.
- 2) Diagnostic Methodology, including a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. The reporting of test scores must be complete; therefore, both summary data and specific test scores and percentiles are required.

Clear evidence that a specific Learning Disability exists must be provided via a full neuropsychological or psychoeducational evaluation, consisting of a comprehensive, individualized, standardized, and norm-appropriate assessment battery. At minimum, the evaluation should include descriptions of performance in the following domains (suggested evaluation instruments are listed):

Aptitude/Cognitive Ability (IQ): Accepted instruments include, but are not limited to:

- Wechsler Adult Intelligence Scale –Third Edition (WAIS-III),
- Woodcock-Johnson Psychoeducational Battery III: Test of Cognitive Ability,
- Stanford Binet Intelligence Scale (5th edition).

Academic Achievement: Accepted instruments include, but are not limited to:

- Woodcock-Johnson Psychoeducational Battery-III: Tests of Achievement,
- Wechsler Individual Achievement Test II (WIAT-II).

Cognitive and Information Processing: Accepted instruments include, but are not limited to:

- Detroit Test of Learning Aptitude –3 (DTLA-3),
- WAIS-III Index Scores (verbal comprehension, perceptual organization, working memory, and processing speed).

Depending upon the degree and scope of the information it contains, a school-based document such as an Individualized Education Plan (IEP), a Section 504 plan, a Summary of Performance (SOP), or transition document may be included as part of a more comprehensive documentation packet.

3) Information regarding how the Condition Substantially Limits Major Life Functions, including a clear sense of the severity, frequency and pervasiveness of the condition.

4) Current Treatment.

5) Specific Recommendations for Reasonable Accommodations and an Explanation of the need for Specific Recommendations.

Please forward the requested information to:

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