



## **Center for Student Accessibility**

### **Guidelines for Documentation of a Specific Learning Disability**

Students who seek services on the basis of a diagnosed specific learning disability must submit documentation to verify eligibility as an "individual with a disability" pursuant to Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act of 1990 as amended. To ensure that documentation can both verify eligibility and support the requested reasonable accommodations, the following guidelines have been provided.

1. **Assessments must be on official letterhead and signed and dated by the clinical diagnostician.**
2. **Testing Must Be Current (within 3 years).**  
Assessments will be accepted if they are a complete and accurate representation of the student's learning disability. In providing services, decisions concerning reasonable accommodations are based on documentation and student's self-reported history.
3. **Testing Must Be Comprehensive.**  
Most educational testing includes several assessments for the purpose of diagnosis. Minimally, domains should include:
  - a. **Aptitude:** The Wechsler Adult Intelligence Scale - (WAIS-IV) with subtest scores is preferred. The Woodcock-Johnson Tests of Cognitive Abilities and the Stanford - Binet Intelligence Scale, 5th Edition are acceptable.
  - b. **Achievement:** Current levels in Reading, Mathematics, and Written Language are required. Acceptable instruments include:
    - Woodcock-Johnson Test of Achievement
    - Wechsler Individual Achievement Test WIAT-II
    - Scholastic Abilities Test for Adults (SATA)
  - c. **DSM-V Diagnosis:**
  - d. **Information processing:** Specific areas of information processing, short and long-term memory, sequential memory, auditory and visual memory perception/processing. Processing speed must be assessed. Information from the subtests of the WAIS-III or the Woodcock Johnson Tests of Cognitive Ability as well as other instruments relevant of the presenting learning problem may also be used.
  - e. **Summary:** A written summary of the individual's educational and medical, histories that relate to the learning disability must be included. Recommendations for academic adjustment should also be included.