

Student Name:

Student ID:

Student Phone:

**Policy on Documentation for
Specific Learning Disability (SLD)**

The following guidelines are provided in the interest of assuring that specific learning disabilities (SLD) documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids. It is the student's responsibility to secure documentation.

Professionals conducting assessment and rendering diagnoses of SLD must be qualified. A qualified professional will need to hold a degree in a field related to diagnosis of SLD and have at least one year of diagnostic experience with adults and late adolescents. Recommended practitioners may include: certified and/or licensed psychologists or psychiatrists, learning disabilities specialists, educational therapists, diagnosticians in public schools or colleges and rehabilitation services and private practitioners with the above characteristics. The diagnostician should be an impartial individual who is not a family member of the student.

The documentation should include, but is not limited to, the following:

1. Testing that is comprehensive, including a measure of both aptitude and achievement in the areas of reading, mathematics and written language. A list of commonly used tests is included.
2. Current documentation is required, preferably within the last four years depending on the disabling condition and the current status of the student.
3. A clear statement that a learning disability is present along with the *DSM-IV diagnosis and the rationale for this diagnosis.
4. A narrative summary, with all scores, which supports the diagnosis. Evidence of substantial limitation to learning or other major life activity must be included.
5. A statement of strengths and needs that will impact the student's ability to meet the demands of the postsecondary environment.
6. Suggestions of reasonable accommodations which might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis.

Further assessment by an appropriate professional may be required if co-existing AD/HD or other disabling conditions are indicated.

*DSM-IV: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition. DSM-IV diagnosis required for any diagnosis made **beginning January 1, 1996.**

TESTS FOR ASSESSING ADOLESCENTS AND ADULTS

The technical adequacy of testing instruments should be considered when selecting a battery of tests. The professional judgment of the evaluator is crucial in considering the reliability, validity and standardization on appropriate norm groups for each test used. The following list is provided as a helpful resource but 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 ed.)

The *Slosson Intelligence Test-Revised*, *Test Of Nonverbal Intelligence (TONI-2)* and the *Kaufman Brief Intelligence Test* are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodations decisions.

ACADEMIC ACHIEVEMENT

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

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

Specific achievement test are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The Wide Range Achievement Test-3 (WRAT-3) is not a comprehensive measure of achievement and therefore is not useful if used as the sole measure of achievement.

INFORMATION PROCESSING

Acceptable instruments include:

- Detroit Tests of Learning Aptitude-3 (DTLA-3)
- Detroit Tests of Learning Aptitude-Adult (DTLA-A)
- WAIS-R information subtests
- Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability

As well as other relevant instruments.

**Adapted from the Association on Higher Education and Disability Guidelines for Documenting LD– July 1997.

All documentation is confidential and should be submitted to Phil Robertson in Counseling & Testing:

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