



University Documentation Guidelines for Learning Disabilities

To ensure the provision of reasonable and appropriate services and accommodations, students requesting these services must provide current documentation of their disability. This documentation must identify a significant discrepancy between achievement and ability or an intra-cognitive discrepancy not attributable to other disabling conditions or to environmental deprivation. In addition, the assessment should measure the student's specific strengths and weaknesses and report how the student's disability has interfered with educational achievement. Appropriate services and/or accommodations will be determined from the specific information provided.

The documentation should validate the need for services based on the student's current level of functioning. A comprehensive assessment battery and the resulting diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, information processing, and a diagnosis.

- 1) Testing must be comprehensive. More than one assessment device should be administered for the purpose of diagnosis. Testing must address, at a minimum, the following three domains:

APTITUDE: Acceptable instruments are the Wechsler Adult Intelligence Scale-III (WAIS-III, or the WAIS-R is acceptable) and the Wechsler Intelligence Scale for Children-III (WISC-III). In either case, subtest scores should be included.

ACHIEVEMENT: Current levels of functioning in reading, mathematics, and written language are required. Acceptable instruments include the Wechsler Individual Achievement Test (WIAT), Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement (WJ-R), Scholastic Abilities Test for Adults (SATA), the Stanford Test of Academic Skills (TASK); or specific achievement tests such as the Test of Written Language-2 (TOWL-2), Woodcock Reading Mastery Tests-Revised, or the Stanford Diagnostic Mathematics Test. **NOTE:** The Wide Range Achievement Test-Revised (WRAT) is NOT a comprehensive measure of achievement and is therefore not suitable.

INFORMATION PROCESSING: Specific areas of information processing (e.g., short and long term memory; sequential memory; auditory and visual perception/process; processing speed) must be assessed. Use of subtests from the WAIS-III, WISC-III, or the Woodcock-Johnson Tests of Cognitive Ability is acceptable.

- 2) Documentation of the need for accommodations must be current. In most cases, this means that within the past three to five years. However, exceptions are sometimes necessary depending upon the individual case. The evaluation must provide a clear and specific statement that a disability does or does not exist. Individual "learning styles" and "learning differences" do not by themselves constitute a learning disability. In addition, the assessment report should include test scores and be in written form.

- 3) The evaluation should also include a comprehensive diagnostic summary. The summary should indicate how the student's cognitive patterns of processing reflect the presence of a disability which substantially limits learning or other major life activities. Suggested recommendations for accommodations can be helpful.

These conditions are necessary because assessment constitutes the basis for determining reasonable services and accommodations. At times, the University also examines diagnostic information when determining the appropriateness of academic adjustments for a given student. Both the student and the University are well served by assessment that clearly substantiates the appropriateness of various responses to a student's needs or requests.

- 4) Finally, professionals conducting assessment and rendering diagnoses of specific learning disabilities must be qualified to do so. Experience in working with an adult population is essential. Diagnostic reports must include the names, titles, and license numbers of the evaluators as well as the date(s) of testing.

RELEASE OF INFORMATION

I, _____, hereby authorize the release of the following information to _____ at Butler University for the purpose of determining my eligibility for educational accommodation.

Date

Student's Signature

Is there any indication that this student may have an additional diagnosis such as depression, anxiety, attention deficit disorder, etc.? _____

Have you recommended any type of therapy? _____

Please attach the student's psychoeducational assessment report as well as any additional information which you feel we should know in order to assist this student. Thank you for your help in providing this information so that we may begin considering services as soon as possible. Please return this form to the address below.

Sincerely,

Michele Atterson
Director of Student Disability Services
Butler University
136 Jordan Hall, 4600 Sunset Avenue
Indianapolis, IN 46208-3485

Available in alternative format upon request.

*Guidelines for Documenting Learning Disabilities
Revised March 1998*