

Documentation for Learning Disabilities (LD) and Attention Deficit Disorders (AD/HD)

Documentation requirements:

- **Qualification of the evaluator – the diagnosis has to be given by a person who holds a degree in a relevant field (e.g. psychology, medicine).**
- **Testing must be current – Although a diagnosis of LD and AD/HD is normally viewed as life-long, the severity of the condition may change over time. It is important for the college to know the current impact of the individual's disability so it is in the student's best interest to provide recent and appropriate documentation (within the past three years).**
- **There must be a specific DSM-IV diagnosis.**
- **The diagnostic report must include specific recommendations for accommodations as well as a detailed explanation of why each accommodation is recommended.**

Learning Disabilities

Documentation must be comprehensive and include information from the following areas:

- Clinical Interview – a combination of self-report, interviews with others and historical documentation such as report cards and transcripts is recommended.
- Aptitude as shown by a test such as the:
 - Wechsler Adult Intelligence Scale- Revised (WAIS-R)
 - Woodcock-Johnson- Revised: Cognitive Tests (WJ-R-Cognitive)
- Academic Achievement as shown by a test such as:
 - Scholastic Abilities Test for Adults (SATA)
 - Woodcock-Johnson- Revised: Achievement Tests (WJ-R-Achievement)
 - Wechsler Individual Achievement Test (WIAT)
 - The Stanford Test of Academic Skills (TASK)
 - and/or specific tests such as:
 - Woodcock Reading Mastery Tests- Revised
 - Nelson-Denny Reading Skills Test
 - Stanford Diagnostic Mathematics Test
 - Test of Written Language-3 (TOWL-3)
- Information Processing as shown by:
 - Detroit Test of Learning Aptitude-3
 - subsets of WAIS-R and/or WJ-R-Cognitive, WISC-R

If a student's foreign language acquisition is a concern, the assessment process should include the following:

- Modern Language Aptitude Test (MLAT)
- The Comprehensive Test of Phonological Processing for ages 7-24 (CTOPP)
- An official letter from the student's high school stating the background history of the student's language acquisition level and/or exemption rationale.

Attention Deficit Disorders

Documentation must include:

- A clear statement of Attention Deficit Disorder with the DSM-IV diagnosis.
- Evidence that AD/HD symptoms were present in childhood. Report age of onset. Provide information that AD/HD symptoms significantly interfered with the student's academic and social functioning (e.g. report cards, teacher's reports, parent's/guardian's reports).
- Evidence that symptoms currently meet DSM-IV criteria in their nature and severity.
- A description of the assessment procedures such as: behavior rating scales, vigilance and sustained attention tasks, and/or neuro-psychological tests, and a summary of the results.
- A statement of any medical treatment program now in effect for the student.
- Suggestions of reasonable accommodations which might be appropriate at the post-secondary level.