

## Required Documentation for a Learning Disability

Students requesting support services from Academic Counseling Center and Educational Support Services (ACCESS) are required to submit documentation of a disability to verify eligibility under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Geneva College's policies. ADA defines a disability as a substantial limitation of a major life function. The diagnostic report must document a disability.

Submission of documentation is not the same as the request for services. Request for services and/or reasonable accommodations **must be initiated by the student** once he/she is confirmed at Geneva College. The student must schedule an intake appointment with ACCESS so that support services and reasonable accommodations may be discussed. Documentation will be reviewed by ACCESS prior to the appointment. Reasonable accommodations cannot be implemented until the student's documentation is complete. ACCESS is responsible for the determination of reasonable accommodations.

A school plan such as an Individualized Education Plan (IEP) or a 504 Plan is **insufficient** documentation.

In addition, diagnostic assessments must have been completed **within the past three years** in order to reflect current functioning.

### The Diagnostic Battery

*Diagnostic assessments must include a measure of aptitude and measures of achievement in reading, math, and written language.*

#### Aptitude

- Wechsler Adult Intelligence Scale-Revised (WAIS-R or WAIS-III) or Wechsler Intelligence scale for children (WISC-R or WISC-III). Must include Full Scale IQ, Verbal IQ, Performance IQ, and all subtest scores
- Woodcock Johnson Psychoeducational Battery-Revised (WJ-R): Tests of Cognitive Ability Must include either tests 1-7 or 1-14 or Woodcock Johnson III: Tests of Cognitive Ability (Tests 1-10 or 1-20)
- Stanford-Binet Intelligence Scale
- Kaufman Adolescent and Adult Intelligence Test

#### Achievement

##### Reading

- WJ-R: Tests of Achievement or WJ-III: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Nelson Denny Reading Test (Vocabulary, Comprehension and Reading Rate)
- Woodcock Reading Mastery Tests Revised

##### Mathematics

- WJ-R: Tests of Achievement or WJ-III: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Test of Mathematical Abilities (TOMA)
- Stanford Diagnostic Mathematics Test

### **Written Language**

- WJ-R: Tests of Achievement or WJ-III: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Test of Written Language (TOWL)

The above list is not intended to be exhaustive or to limit assessment in other areas that may be pertinent to identifying the individual's strengths and weaknesses.

## **The Diagnostic Report**

### **Diagnosis**

The report must include a **clear statement** of the learning disability and the **rationale** for this diagnosis as supported by the current diagnostic battery. Individual "learning styles," "learning deficits," "learning differences," and "learning disorders" **do not**, in and of themselves, constitute a disability.

### **Test Scores**

**All** test scores must be included in the report, specifically standard scores and percentiles. The data should reflect a substantial limitation to learning (below average).

### **Critical Information**

Report should indicate:

1. Evidence of substantial limitation to a major life activity and degree of impact;
2. Patterns in the individual's cognitive abilities, achievement, and information processing that reflect the presence of a learning disability;
3. The evaluator ruled out alternative explanations for the academic problems.

### **Accommodations**

- Although ACCESS is ultimately responsible for the determination of reasonable accommodations, the report should indicate a recommended reasonable accommodation(s) which are appropriate at the post-secondary level. Specific test results must support each recommended reasonable accommodation. Prior history of a reasonable accommodation does not, in and of itself, warrant continued provision of the reasonable accommodation(s).
- If extended time for examinations is recommended, results from a timed achievement measure (such as the Nelson Denny Reading test) must support the need for that accommodation and be included in the evaluation.

### **Diagnostician**

Professionals conducting assessments and rendering diagnoses of specific learning disabilities must be qualified to do so. Trained and certified and/or licensed psychologists, neuropsychologists, learning disabilities specialists, and educational therapists are considered qualified to evaluate specific learning disabilities. Diagnostic reports should include the names, titles, professional credentials, addresses, and phone numbers of the evaluators as well as the date(s) of testing.