



Learning Disability

To ensure the provision of reasonable and appropriate accommodations, students requesting services must provide current documentation of their disability. This documentation should provide information regarding the onset and severity of disability, as well as describe how it interferes with educational achievement. In order to establish that an individual is covered under ADAAA and Section 504 of the Rehabilitation Act of 1973, documentation must demonstrate that the individual has a disability and that it substantially limits some major life activity, including learning. The documentation must show how the disability impacts the major life activity of learning and if you are requesting accommodations, academic adjustment and/or auxiliary aids, the documentation must support your request.

The following documentation requirements are provided in the interest of assuring the LD documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments, and/or auxiliary aids. Documentation of a learning disability must identify significant discrepancy not attributable to other disabling conditions or to environmental deprivations. Requirements for documentation consist of four important components: (1) qualifications of the evaluator; (2) current evaluation information; (3) comprehensive assessment and use of appropriate clinical/diagnostic instruments; and (4) evidence to establish a rationale supporting the need for accommodations.

Copies of neuropsychological, psycho educational and learning disabilities specialist's reports which includes all four components should be submitted to Student Accessibility Services.

- 1. A qualified professional must conduct the evaluation.** Diagnostic reports must include the names, titles and license numbers of the evaluators as well as the date(s) of testing.
- 2. Documentation of the disability and the need for accommodation must be current.** Although a learning disability is typically viewed as life-long, the severity of the condition may change over time and current evaluation information is essential in determining appropriate accommodations. In most cases, testing should have been conducted within the past three years. Individuals who submit documentation that is not current, and/or inadequate scope and content or that does not address the current candidate's current level of functioning or the need for accommodation(s) will be required to update the evaluation report.
- 3. Assessment must be comprehensive and must include a specific diagnosis.** Nonspecific diagnosis, such as individual "learning styles," "Learning differences," "academic problems," "slow reader" etc. in and of themselves do not constitute a learning disability. More than one assessment device should be administered for the purpose of diagnosis and actual test scores from standardized test instruments must be provided.

Testing must address, at a minimum, the following three domains:

APTITUDE/COGNITIVE ABILITY

A complete intellectual assessment with all subtest and standard scores should be included. (Assessment instruments may include but are not limited to: *Wechsler Adult Intelligence Scale – III, Stanford-Binet Tests of Intelligence – IV, Woodcock-Johnson Test of Cognitive Ability – III, Kaufman Adolescent and Adult Intelligence Test.*)

ACADEMIC ACHIEVEMENT

Comprehensive assessment of current levels of academic functioning in reading, mathematics and written language are required. Subtests, standard scores, percentiles and grade equivalent scores should be included. (Assessment instruments may include but are not limited to: *Woodcock-Johnson Tests of Achievement – III, Wechsler Individual Achievement Test, Scholastic Abilities Test for Adults, Stanford Test of Academic Skills*)

The Wide Range Achievement Test -3 (WRAT-3) is not a comprehensive measure of achievement and therefore is not useful as the sole measure of achievement.

INFORMATION PROCESSING

Specific areas of information processing (e.g., short and long term memory; sequential memory, auditory and visual perception/processing; processing speed; executive functioning; motor ability) should be assessed. (Assessment instruments may include, but are not limited to *Detroit Test of Learning Aptitude – 3rd Edition or Adult*, and specific subtest of the *Wechsler Adult Intelligence Scale – III* or *Woodcock-Johnson Tests of Cognitive Ability – III* would be appropriate.)

4. Each accommodation recommended by the evaluator **MUST INCLUDE** a rationale.

The assessment must provide data that support the requests for any academic adjustment. In the event that a student requests an academic adjustment or accommodation that is not supported by the data in the assessment or if the initial verification is incomplete or inadequate to determine the extent of the disability, then it is incumbent on the student to obtain supplemental testing or assessment at the student's expense.

Accommodations and academically-related services for students with learning disabilities are designed to accommodate a perceptual disorder, which impairs the student's ability to acquire, process, or communicate information. They are not designed to provide remediation. Accommodations and services are determined by the nature of the learning disability and are provided in collaboration with the student, faculty, and the CDS. Each academic accommodation is determined on an individual basis and made available to the extent that it does not compromise the academic integrity of the student's program.

Questions regarding documentation may be addressed to the Coordinator of Student Accessibility Services at UW-Green Bay, 2420 Nicolet Dr. SS1600, Green Bay, WI 54311, tel. (920) 465-2841, fax (920) 465-2191 or email sas@uwgb.edu.