

Documentation Guidelines Learning Disabilities

Please provide the following documentation:

- Disability documentation* should reflect a student's current functional limitations; the determination of recency (how current the documentation is) is based on the professional judgment of the Disability Service Provider (DSP). Disability documentation will be approved/denied after careful review by the DSP. Appropriate accommodations will be determined after the student participates in an interactive interview with the DSP. Accommodations requested may differ from what is recommended in a student's documentation and/or what was provided in High School or at other institutions.
 - *If student already has disability documentation and is unsure if it meets the guidelines set forth, please submit it for review so the DRC can determine if additional documentation may/may not be needed.
- Documentation should be on a letterhead, dated and signed by a qualified professional or evaluator, e.g. identifying credentials with license number(s).
- The substantial limitation in a major life activity should be described.
- Recommendations of appropriate accommodations (e.g. extra time, frequent breaks).
- Clear and specific identification of a learning disability must be stated. For example, the terms "Learning styles" or "Learning differences" are not synonymous with a learning disability.
- Documentation of a developmental and educational history consistent with a learning disability.
- Documentation of learning disabilities should include standardized measures of academic achievement, cognitive/linguistic processing, and/or intellectual functioning that have normative data representing the general population. All standardized measures must be represented by standard scores and percentile ranks based on published age-based norms.
- Documentation of one or more cognitive/linguistic processing deficits that is associated in a meaningful way with the identified area(s) of academic limitation. Cognitive/linguistic processes commonly associated with academic achievement (selection dependent upon case) include the following:
 - Fluency/Automaticity
 - Executive functioning
 - Memory/Learning
 - Oral Language
 - Phonological Processing
 - Orthographic Processing
 - Visual-Motor, Visual-Perceptual/Visual Spatial
- Documentation suggesting that the academic limitations are unexpected is necessary. As a result, evidence that substantially limited areas of achievement fall significantly below higher-level cognitive and/or linguistic abilities (e.g. broad intellectual functioning, reasoning, vocabulary, crystallized knowledge) must be included.

- Objective (quantitative and qualitative) evidence that symptoms are associated with significant functional impairment in the academic setting. In the case of Learning Disabilities, documentation must include evidence of substantial limitation(s) in one or more of the following areas of academic achievement:
 - Reading (decoding, fluency, and/or comprehension)
 - Mathematics (calculations, math fluency, and/or applied reasoning)
 - Written Language (spelling, fluency, and/or written expression)
- Academic impairments, processing deficits, and evidence of intact functioning in other domains (e.g. higher-level cognitive functioning), should be evident on multiple measures.
- Documentation that alternative explanations for the academic and cognitive/linguistic limitation(s) have been considered and ruled out (e.g. low cognitive ability, other mental or neurological disorders, lack of adequate education, visual or auditory dysfunction, emotional factors such as anxiety or depression, cultural/language differences, poor motivation, symptom exaggeration).