

Guidelines for Documentation Intellectual Disability/Specific Learning Disorder

I. A qualified professional must conduct the evaluation.

- Name, title, signature, professional credentials, licensure/certification information, and location of practice must be included on any reports submitted.
- Evaluators must have training in, and experience with, evaluating learning disorders in adolescents and/or adults.
- Appropriate professionals may include clinical psychologists, neuropsychologists, educational psychologists, school psychologists and psychiatrists. Learning disability specialists (and others) may be part of a diagnostic team, though they are not generally recognized as primary evaluators for post-secondary students.
- Evaluations performed by members of the student's family are not acceptable.
- All reports must be signed by the evaluator, and should include a completed Office of Accessibility form (if feasible), as well as any additional information typed on letterhead.

II. Documentation must be current.

- Reports must reflect adult norms and should be based on evaluations performed within the last 3 years.
- All documentation (including any supplements), should describe the current impact of the diagnosed condition(s).
- All documentation should make recommendations currently appropriate to a college academic environment.

III. Documentation must be comprehensive.

- Reports should include a history (medical, developmental, academic, familial), and indicate evidence of early impairment, even if not formally diagnosed in childhood or early adolescence.
- Reports should indicate evidence of current impairment, including the results of a diagnostic interview and a battery of psychoeducational tests designed to identify learning disorders.
- Minimally, testing must include a) assessment of cognitive ability/intellectual functioning, b) measurement of academic achievement, c) instruments that measure various domains of information processing, d) other instruments to help rule in or rule out the diagnosis of learning disorder.
- A specific diagnosis must be included if indicated. If the evaluation does not clearly indicate the existence of a learning disability, the examiner must state that fact.
- All test scores must be included, along with an interpretation of each and a summary.
- Documentation should address any coexisting disorders or suspected coexisting disorders.
- Reports must indicate that criteria have been met for any DSM-5 diagnosis.
- Documentation must indicate whether or not the diagnosed impairment(s) substantially limits the students learning in the academic environment.
- Documentation should include recommendations for accommodations that are directly related to the functional limitations, including a rationale explaining why each recommendation for accommodation is appropriate, should be given.

Documentation Verification

Intellectual Disability/Specific Learning Disorder

The Office of Accessibility at The University of Akron provides academic accommodations to students with diagnosed disabilities that reflect a **current substantial limitation to learning**. To ensure the provision of reasonable and appropriate accommodations for our students, this office requires current and comprehensive documentation of the condition from a current treatment/assessment professional that is legally qualified to make the diagnosis. The Office of Accessibility has the right to request additional documentation in order to provide appropriate services. **Documentation must include the following information:**

1. A **neuropsychological or comprehensive psycho-educational evaluation** for the diagnosis of an intellectual disability/learning disorder needs to be provided as documentation. The report must provide clear and specific evidence of an intellectual disability/learning disorder and include the following information:
 - a. A **diagnosis of a disorder** and **rationale of diagnosis** made by a **qualified professional** (i.e. licensed school psychologist, licensed psychologist, licensed clinical/counseling psychologist, educational psychologist, neuropsychologist) which must be submitted on letterhead.
 - b. A **comprehensive assessment battery** and the resulting diagnostic report including a diagnostic interview, assessment of aptitude, academic achievement, information processing and a diagnosis. All testing **needs to be current and developmentally appropriate**. All **tests scores, including subtest scores**, must be included in the following:
 - i. Complete **aptitude battery** is needed with all subtest and standard scores. Assessments **normed for adults** is preferred. For example: WAIS-III, WAIS-IV and Woodcock Johnson III.
 - ii. Comprehensive **academic achievement battery** is needed with all subtests and standard scores. The battery should include current levels of academic functioning relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language and be based on adult norms.
 - iii. Specific areas of **information processing** (e.g. short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability) should be assessed.

Suggested accommodations for the student in a college/university setting are helpful with a rationale for each accommodation. It is important that these suggestions are based upon functional limitations.

If you are providing information from the public schools, include the above information and most recent **Evaluation Team Report (ETR) and Individualized Education Plan (IEP)**. **An IEP or a 504 Plan alone is insufficient documentation, but it can be included as a part of a more comprehensive assessment battery.**

In addition to the aforementioned information, **transfer students** should provide written verification from their previous institution stating date of service and accommodations used.

NOTE: Students with coexisting diagnoses of any other disability may need to provide the results of a comprehensive medical, educational or psychological assessment for that particular disability.

Please note: The Office of Accessibility will not accept disability-related documentation from treatment professionals who are related, in any way, to the student requesting services. In order to provide the appropriate analysis to documentation received, the Office of Accessibility must be able to rely on treatment professionals with the highest capacity for objectivity.

The information provided is maintained in the Office of Accessibility according to the guidelines of the Family Educational Rights and Privacy Act (FERPA).

Please return the completed documentation to the student.

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