

Learning Disability Documentation Policy

Evaluations must be conducted by a qualified impartial professional (clinical/educational psychologist, school psychologist, neuro-psychologist, psychiatrist, or learning disability specialist; not a family member). Doctor's excuses on prescription pads and handwritten letters are not sufficient for documentation of a disability.

Documentation must include:

- Letterhead (name, license/certification/degree, area of specialization, employment address, phone and signature)
- Diagnostic interview (including the presenting problem; developmental, academic, family, and relevant medical history)
- Assessment(s) (neuropsychological or psycho-educational assessment results which meet diagnostic criteria for learning disability, including evaluation instruments/procedures utilized in assessing the following fields, but must not be based on any one test/subtest):
- Aptitude/cognitive ability (with all subtests, standard scores and percentiles)
 - WAIS-III, WAIS-IV
 - WJ-IV
- Academic achievement (with all subtests, standard scores, percentiles, and grade equivalents in reading, decoding and comprehension, mathematics, and oral and written language)
- A clear, specific diagnosis of learning disability based on the DSM-V criteria
- Interpretive summary, including description of *current* residual symptoms and the degree of impact the learning disability has on learning in the post-secondary academic environment