



Guidelines for Documentation of Learning Disabilities

Documentation of a Learning Disability must come from a licensed professional on their official letterhead; and must contain their name, address, credentials, and a signature. The following professionals are considered qualified:

- Clinical or Educational Psychologist,
- School Psychologist,
- Neuropsychologist,
- Learning Disorder Specialist, or
- Medical Doctor with experience and training in the assessment of learning problems.

The documentation should be recent (in most cases, no more than five years old) and should include:

- 1) A Statement of Condition or Diagnosis, including a clear diagnostic statement describing how the condition was diagnosed and detailing the anticipated and/or typical progression or prognosis of the condition.
- 2) Diagnostic Methodology, including a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. The reporting of test scores must be complete; therefore, both summary data and specific test scores and percentiles are required.

Clear evidence that a specific Learning Disability exists must be provided via a full neuropsychological or psychoeducational evaluation, consisting of a comprehensive, individualized, standardized, and norm-appropriate assessment battery. At minimum, the evaluation should include descriptions of performance in the following domains (suggested evaluation instruments are listed):

Aptitude/Cognitive Ability (IQ): Accepted instruments include, but are not limited to:

- Wechsler Adult Intelligence Scale – Third Edition (WAIS-III),
- Woodcock-Johnson Psychoeducational Battery III: Test of Cognitive Ability,
- Stanford Binet Intelligence Scale (5th edition).

Academic Achievement: Accepted instruments include, but are not limited to:

- Woodcock-Johnson Psychoeducational Battery-III: Tests of Achievement,
- Wechsler Individual Achievement Test II (WIAT-II).

Cognitive and Information Processing: Accepted instruments include, but are not limited to:

- Detroit Test of Learning Aptitude – 3 (DTLA-3),
- WAIS-III Index Scores (verbal comprehension, perceptual organization, working memory, and processing speed).

Depending upon the degree and scope of the information it contains, a school-based document such as an Individualized Education Plan (IEP), a Section 504 plan, a Summary of Performance (SOP), or transition document may be included as part of a more comprehensive documentation packet.

- 3) Information regarding how the Condition Substantially Limits Major Life Functions, including a clear sense of the severity, frequency and pervasiveness of the condition.
- 4) Current Treatment.
- 5) Specific Recommendations for Reasonable Accommodations and an Explanation of the need for Specific Recommendations.

Please forward the requested information to:

Disability Services Center, Craig-Lee 127
Rhode Island College, 600 Mount Pleasant Avenue
Providence, RI 02908
Voice: 401-456-2776, Fax: 401-456-9525

NOTE: If you have NOT yet registered with the Disability Services Center, please DO NOT MAIL (or FAX) your documentation. Please bring it with you to your first appointment.