



Documentation Guidelines for Specific Learning Disability

These documentation guidelines are provided for students with a diagnosis of a specific learning disability who are seeking classroom accommodations through the Disability Resource Office at Colorado State University – Pueblo.

Professionals conducting assessment and rendering diagnoses of specific learning disabilities (SLD) must be qualified. A qualified professional needs to hold a degree in a field related to the diagnosis of SLD. Recommended practitioners may include: certified and/or licensed psychologists, learning disabilities specialists and educational therapists.

Documentation should include the name, title, professional credentials, address, and telephone number of the practitioner as well as the date(s) of testing. The practitioner must be an impartial individual who is not a family member of the student.

The following documentation requirements will assist the Disability Resource Coordinator in working with each student to determine appropriate accommodations. Documentation is the foundation that supports a student's request for appropriate accommodations.

An Individualized Education Plan (IEP), a 504 Plan, or an Accommodation Plan from another institution is not considered sufficient documentation. Recommended documentation includes all of the following:

1. Testing that is comprehensive, including a measure of Aptitude and Achievement in the areas of reading, mathematics and written language. Examples of acceptable testing assessments are listed below.
2. A narrative summary which supports the diagnosis. This summary should include all results of testing and standardized scores (Verbal, Performance, Full Scale, and Subtests).
3. Documentation for eligibility must be current, within the last three years, and reflect the current impact the learning disability has on the student's functioning.
4. A clear statement that a learning disability is present along with the rationale for this diagnosis. (Note: individual "learning deficits," "learning styles," and "learning differences," **do not**, in or of themselves, constitute a learning disability).

5. A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual.
6. Recommendations of accommodations that would be appropriate for the student based on the diagnosis and testing results.

Further assessment by an appropriate professional may be required if co-existing AD/HD or other disabling conditions is indicated.

The student and the Disability Resource Coordinator at Colorado State University – Pueblo will work together to determine accommodations with the final decision made by the Disability Resource Coordinator.

The following are suggested assessments:

Aptitude

- Wechsler Adult Intelligence Scale Revised (WAIS-R or WAIS III) [Preferred] or the Wechsler Intelligence Scale for children (WISC-R or WISC III) Assessment must include Full Scale IQ, Performance IQ, and all subtest scores
- Woodcock Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability must include either tests 1-7 or 1-14
- Stanford-Binet Intelligence Scale
- Kaufman Adolescent and Adult Intelligence Test

Achievement

Reading

- Woodcock Johnson Psychoeducational Battery-Revised: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Nelson Denny Reading Test (Vocabulary, Comprehension, and Reading Rate)
- Woodcock Reading Mastery Tests Revised

Mathematics

- Woodcock Johnson Psychoeducational Battery-Revised: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Test of Mathematical Abilities (TOMA)
- Stanford Diagnostic Mathematics Test

Written Language

- Woodcock Johnson Psychoeducational Battery-Revised: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Test of Written Language (TOWL)

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