

Guidelines for Documentation of a Specific Learning Disorder

Students who are seeking support services from NWFSC's Accommodation Resource Center (ARC) based on a diagnosed learning disability are required to submit documentation to verify their eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 and its 2008 amendment. All documents concerning the diagnosis must come from a licensed professional. Protection under Section 504 and the ADA is based upon documentation of a disability that **currently substantially limits** some major life activity such as learning.

The following guidelines are provided in the interest of assuring that the documentation provided is appropriate to verify eligibility and support requests for reasonable accommodations, academic adjustments and/or auxiliary aids. The Accommodations Resource Center is available to consult with diagnosticians regarding any of these guidelines.

All documentation must be typed in English, on letterhead, signed and dated by a licensed professional. A doctor's prescription note or an Individualized Educational Plan (IEP) or 504 plan is not sufficient documentation by itself but may be included and used as part of a more comprehensive, evaluative report.

The documentation provided must be current (within the past three years) and must include:

- The names, titles, and professional credentials (e.g. licensed physician) of those providing the diagnostic report along with the date(s) of testing.
- A summary of, or background information, about the student's educational, medical, and family histories related to disability.
- A comprehensive test, minimally addressing, but not limited to discussing, the following domains:
 - **Aptitude** as measured by the Wechsler Adult Intelligence Scale, 3rd edition (WAIS III) with subtest scores. The Woodcock-Johnson Psycho-educational Battery Test of Cognitive Ability, 3rd edition (WJ III), or the Stanford-Binet Intelligence Scale, 5th edition (SB5) are also acceptable.
 - **Achievement** concerning the student's current levels of functioning in reading, mathematics, and written languages as measured by the Woodcock-Johnson Psycho-educational Battery Tests of Achievement, 3rd edition; the Wechsler Individual Achievement Test, 3rd edition (WIAT III); the Standard Test of Academic Skills (TASK); the Scholastics Abilities Test for Adults (SATA); or any specific achievement test such as the Stanford Diagnostic Mathematics Test, 4th edition.
 - **Information Processing** concerning the student's specific areas of information processing (e.g. short and long-term memory, sequential memory, auditory and visual perception/processing, and processing speed). Information from subtests on the WAIS III, the WJ III, or other instruments relevant to learning problem(s) may be used.
 - A clear statement on the DSM-5 diagnosis of the type of learning disability or disabilities with evidence to support this identification. Individual "learning styles" or "learning differences" do not constitute a learning disability. Alternative explanations for stated learning problems utilizing terms such as "seems", "appears", "suggests", or "probable" in any diagnostic summary will be considered equivocal and inconclusive.
- Actual test scores must be provided. Standard scores or percentiles are acceptable. Grade equivalents are not acceptable unless standard scores or percentiles are also included.

Appropriate **reasonable accommodations** and services are individually determined by the ARC in consultation with the student on the basis of the documentation provided.

All documentation is confidential and should be submitted to:

Northwest Florida State College
Accommodation Resource Center
Susan Myers Learning Resource Center
Bldg. 500, Rm. 106
100 College Blvd. E.
Niceville, FL, 32578
Email: arc@nwfsc.edu
Telephone: (850)729-6079
Fax: (850)729-4948
Florida Relay Service: 1-800-955-8770