



# CONNECTICUT COLLEGE

## STUDENT ACCESSIBILITY SERVICES

### **Learning Disability (LD) Documentation Guidelines**

**Documentation must be based on a comprehensive neuropsychological /psycho-educational assessment and should include a detailed description of the following:**

#### **1) Professional Credentials**

The following professionals are generally considered qualified to submit documentation, provided they have comprehensive training and relevant experience in assessing learning disabilities in adolescents and adults: clinical psychologists, educational psychologists, school psychologists, and neuropsychologists. The professional conducting the assessment must be an impartial individual who is not a family member. The documentation must include the following: the name, title and professional credentials of the evaluator; license or certification number; the area of specialization; employment and state in which the individual practices. All reports should be on letterhead, typed, dated, and signed.

#### **2) Information Current**

Evaluation should be within 5 years and reflect recent functioning.

#### **3) Diagnostic Interview**

The report should provide a summary of the diagnostic interview that includes: a description of the presenting problem(s); developmental history; academic history, including results of prior standardized testing; reports of classroom performance; relevant family history; relevant psychosocial history; and a discussion of any pre-existing or co-existing diagnoses.

#### **4) Assessment**

Objective evidence of a substantial limitation to learning must be provided. The domains to be addressed must include the following:

##### **1) Aptitude/Cognitive Ability**

A complete intellectual assessment with all subtests and standard scores reported is essential.

##### **2) Cognitive and Information Processing**

Specific areas of information processing (e.g., short and long memory; sequential memory; auditory and visual perception/processing; processing speed; executive functioning; motor ability) should be addressed.

The particular profile of the student's strengths and weaknesses should reflect the functional limitations that necessitate the recommended accommodations.

Other assessment measures, such as classroom tests and informal assessment procedures or observations may be helpful in determining performance across a variety of domains. Other formal assessment measures may be integrated with the above instruments to help differentiate the LD from coexisting neurological and/or psychiatric disorders (i.e., to establish a differential diagnosis). In addition to standardized tests, it is also useful to include informal observations of the student during test administration.

## **5) Clinical Summary**

The report should include an interpretive summary that indicates:

- That the evaluator ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, problems with attention, and cultural/language differences.
- How patterns in the student's cognitive ability, achievement, and information processing reflect the presence of a learning disability.
- The substantial limitation to learning or other major life activity presented by the learning disability and degree to which it impacts the individual in the learning context for which accommodations are being requested.

## **6) Recommended Accommodations Justified**

Describe the specific accommodations requested, and explain why they are needed. The rationale for specific accommodations should focus on the nexus between the impact of the student's diagnosed condition and the requested accommodations.