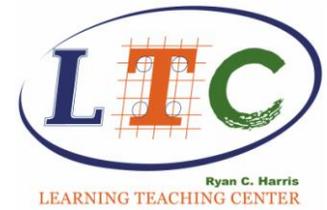




## Verification Guidelines Learning Disability



Documentation should meet the criteria outlined in the Diagnostic Statistical Manual IV-TR (DSM IV-TR) and be based on adult norms.

- Professionals conducting assessments, rendering diagnoses of Learning Disabilities (LD) and making recommendations for appropriate accommodations must be qualified to do so. The following professionals would generally be considered qualified to conduct evaluations provided that they have additional training and experience in evaluating adolescents and adults with learning disabilities: clinical and educational psychologists; psychiatrist; neuropsychologists; and learning disabilities specialists. Use of diagnostic terminology indicating a diagnosis of a LD by someone whose training and experience is not in these fields is not acceptable. It is not appropriate for professionals to evaluate members of their own families or children of close friends.
- Documentation and recommendations must be appropriate to the postsecondary setting.
- Clearly state the diagnosed condition, following DSM-IV-TR diagnostic criteria. Alternative diagnoses or explanations should be ruled out.
- Describe the functional impact or limitations of the disorder or disability on learning or other major life activity, and the degree to which it impacts the individual in the learning context for which accommodations are being requested supporting the need for requested accommodations.
- Be current: Although some individuals have long-standing or permanent diagnoses, because of the changing manifestations of a *LD*, it is essential for those individuals to provide recent and appropriate documentation from a qualified evaluator. Current is defined as generally within the last 5 years to indicate the impact of the individual's disabilities on his or her current academic performance.
- Include complete educational, developmental, and medical history relevant to the disability for which testing accommodations are being requested. A school plan, such as an individualized education program (IEP) or a 504 Plan, is insufficient documentation in and of itself but can be included as part of a more comprehensive assessment battery. A comprehensive age-appropriate assessment battery and the resulting diagnostic report must include a diagnostic interview, assessment of aptitude, measure of academic achievement and information processing.
- Include a list of all test instruments used in the comprehensive age-appropriate assessment report and relevant subtest scores used to document the stated disability. When selecting a battery of tests, it is critical to consider the technical adequacy of instruments, including their reliability, validity, and standardization on an appropriate norm group. Test scores are to be age equivalent. The professional judgment of an evaluator in choosing tests is important.
  - The Slosson Intelligence Test - Revised and the Kaufman Brief Intelligence Test are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation(s) decisions.
  - Specific achievement tests are useful instruments when administered under standardized conditions and when the results are interpreted within the context of other diagnostic information. The Wide Range Achievement Test - 3 (WRAT-3) is not a comprehensive measure of achievement and therefore should not be used as the sole measure of achievement.
- Include an interpretative summary.
- Describe specific requests for reasonable accommodation with rationale for each.
- Be typed or printed in English on official letterhead, dated and signed by an evaluator qualified to make the diagnosis (include information about license or certification and area of specialization).

**\*\*\* Note that submission of documentation is not the same as the request for services. Student must meet with Office of Student Learning Services Disability Staff after determination is processed to discuss next steps, if applicable.**

### Disability verification should be sent to:

Office of Student Learning Services  
Attn: Disability Services  
University of Dayton  
300 College Park  
Dayton, OH 45469-1302  
Fax Number: (937) 229-3270  
TTY Number: (937) 229-2059

For questions or concerns, please call: (937) 229-2066