



Verification of Learning Disabilities

The Disability Services Office provides accommodation to students with learning disabilities who meet the DSM-V diagnostic criteria for a Learning Disorder. Learning Disorders are diagnosed when the individual's achievement on individually administered, standardized tests in reading, mathematics, or written expression is substantially below that expected for age, schooling and level of intelligence. The learning disorder must significantly interfere with academic achievement or activities of daily living that require reading, mathematical, or writing skills. Learning Disorders must be differentiated from normal variation in academic attainment and from difficulties due to lack of opportunity, educational opportunities or cultural factors. In order to determine eligibility for these services, documentation must be provided by the diagnosing practitioner/evaluating practitioner (psychologist, neuro-psychologist, psychiatrist, or other appropriately trained practitioner) who has been properly trained and has experience in diagnosing learning disabilities. The testing/evaluation must have occurred after the student turned 18 years of age, or in the last three years. The healthcare professional must be an impartial individual who is not a family member of the student. All documentation must be typed, submitted on the healthcare professional's letterhead, and contain all of the following required information:

1. The name of the client and date of the most recent office visit and dates of testing.
2. A clear and specific diagnosis that conforms to the Diagnostic and Statistical Manual V (DSM-V) for Learning Disorders including Reading Disorder, Mathematics Disorders, Disorder of Written Expression, or Learning Disorder Not Otherwise Specified.
3. Documentation of a developmental and educational history consistent with a learning disability.
4. Information gained from standardized assessment instruments in addition to other established methods for diagnosing learning disabilities. All standardized measures must be represented by standardized measures of academic achievement and cognitive processing abilities that have age-appropriate normative data. All standardized measures must be represented by standard scores and percentile ranks based on published norms.
5. Current functional limitations on major life activities resulting from the Learning Disorder
 - a. Cognitive functioning
 - b. Academic skill levels
 - c. Behavioral functioning
 - d. Learning
 - e. Social functioning
 - f. Executive functions
6. Documentation that alternative explanations for the academic limitation(s) have been considered and ruled out such as low cognitive ability, anxiety, etc.
7. Recommended Accommodations: All accommodations should be directly related to functional limitations listed in the documentation. The rationale for each recommendation should be provided based on the functional limitations.
8. Recommendations for other supports, strategies or services that may benefit the individual in a higher education environment. This includes suggestions for the use of assistive technology, how the use of medications may alleviate symptoms as well as any other recommended intervention such as academic support services.
9. Documentation of differential psychiatric or medical disorders that were considered and ruled out.
10. Name, signature, and credentials of the provider.

Incomplete documentation will delay the approval of eligibility for services. All required documentation should be submitted to the DSO.