

## Verification of LEARNING DISABILITIES

### **For all disabilities, the following information should be included:**

- Student's full name and date of birth
- Evaluating clinician's name, title, license/certification # and state, address, and phone number
- Date of document, date of evaluation/assessment, first and latest dates of contact with student
- Diagnosis(es) and date(s) of same
- Description of how each diagnosis was made (list assessments, tests, and measures used)
- Expected duration of impairment(s)
- **Symptoms or functional limitations associated with the impairment(s), and severity of each with and without mitigating measures, if applicable (e.g., medication, other treatment)**
- Current medications and possible side effects, if applicable
- Recommended academic adjustments (accommodations), based on functional limitations, and rationale as to why each is necessary

### **Learning Disabilities**

A neuropsychological or psychoeducational assessment is needed to determine the current impact of the condition on the student's functioning.

#### **A qualified professional must conduct the evaluation.**

A licensed professional with expertise in learning disabilities, trained in administering and interpreting the assessments used and experience working with adults or at least adolescents, such as a clinical psychologist, a neuropsychologist, or an educational/school psychologist should conduct the evaluation and write the report.

#### **Documentation must be current.**

Documentation needs to describe the current impact of the student's impairment(s) in the educational setting. Generally, evaluations conducted within the last five years will be considered timely. Please note that many testing agencies do not accept documentation older than three years.

#### **Documentation must be comprehensive.**

Documentation should include a relevant history of the student (developmental, medical, academic, familial), and indicate any evidence of early impairment, even if not formally diagnosed in childhood or early adolescence. Documentation should indicate evidence of current impairment, including the results of a diagnostic interview and a

battery of psychoeducational tests designed to identify learning disabilities. The following areas should be addressed using standardized instruments: aptitude, achievement, and cognitive and information processing.

Documentation should offer evidence of the student's performance in relation to an average person in the general population. A specific diagnosis must be included, if indicated. All test scores should be included, along with an interpretation of each, and a summary. Documentation should address any coexisting disorders or suspected coexisting disorders. Documentation should relate recommended academic adjustments directly to the student's functional limitations, and rationale (explaining why each academic adjustment is necessary) should be given.

Incomplete documentation could delay approval of eligibility for services. All required documentation should be submitted to the address listed above or [jsneddon@truman.edu](mailto:jsneddon@truman.edu)