

## DOCUMENTATION GUIDELINES

### SPECIFIC LEARNING DISABILITY

Students requesting accommodations because of a specific learning disability (SLD) must provide documentation by a qualified professional, a person who is licensed or otherwise properly credentialed and possesses expertise in the disability for which modifications or accommodations are sought. Documentation must provide evidence of a disability, and the evaluation must have occurred after the student reached the age of 13.

A school plan such as an IEP or 504 Accommodation Plan is **insufficient** documentation. Clinical chart notes and/or printed electronic records from the provider's patient portal are also insufficient. Testing instruments normed for use with adults are preferred. A history of accommodations does not in itself warrant the provision of similar accommodations at Trenholm State Community College. The final determination of appropriate and reasonable accommodations rests with Trenholm State Community College.

Documentation must include, but is not limited to, the following elements:

#### **1. DIAGNOSTIC INTERVIEW**

The interview must relate a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); a discussion of comorbidity where indicated; and relevant information regarding the student's academic history.

#### **2. ASSESSMENT**

For the neurological or psychological evaluation to illustrate a substantial limitation to learning, the comprehensive assessment battery must address the following domains:

##### **(a) Aptitude / Cognitive Ability**

An assessment of global intellectual functioning is required, as measured by the **latest version** of **one** of the following acceptable instruments. **Subtest and standard scores** must be reported:

- Wechsler Adult Intelligence Scale (WAIS). The WAIS is the preferred instrument.
- Woodcock-Johnson Tests of Cognitive Ability (WJIV)
- Stanford-Binet Intelligence Scale (SB5)

##### **Unacceptable Instruments**

- Wechsler Intelligence Scale for Children (WISC) – this instrument is **not** standardized for use on adults, but will be considered on a case-by-case basis

(b) **Academic Achievement**

A comprehensive achievement battery with subtest and standard scores, indicating current level of functioning in the academic areas of **reading, math, oral and written language**, must be included, as measured by the **latest version** of **one** of the following achievement batteries:

- The Woodcock-Johnson Psychoeducational Battery Tests of Achievement (WJIV ACH)
- Wechsler Individual Achievement Test (WIAT)
- Stanford Test of Academic Skills (TASK)
- Scholastic Abilities Test for Adults (SATA)
- Specific achievement tests such as the Test of Written Language (TOWL), Woodcock Reading Mastery Tests – Revised, or the Stanford Diagnostic Mathematics Test.

**Unacceptable Instruments**

- The Wide Range Achievement Test (WRAT)
- Mini Battery of Achievement (MBA)

(These are **not** comprehensive measures of achievement and are therefore not suitable for documentation purposes at Trenholm State.)

(c) **Information Processing**

To address the specific areas of short and long-term memory, sequential memory, auditory and visual perception, processing speed, executive function, and motor ability, a comprehensive battery with subtest and standard scores must be administered.

- Information from the Woodcock-Johnson Tests of Cognitive Ability, the WAIS, **or** the Detroit Tests of Learning Aptitude – Adult (DTLA-A), **as well as** other instruments relevant to the presenting learning problem(s) may be used to address these areas.

**3. DIAGNOSIS**

A clear and specific statement that the student is diagnosed with a learning disability and the accompanying **DSM-V diagnostic code(s)** are required to determine eligibility for services.

**4. CLINICAL SUMMARY**

The **substantial limitations** to major life activities posed by the specific learning disability, and the extent to which these limitations impact the academic context for which accommodations are being requested.

**5. ADDITIONAL REQUIREMENTS**

(a) Interpretation of results is required. Test protocol sheets, handwritten summary sheets or scores alone are **not** sufficient.

(b) All reports must be in narrative format, **typed**, signed by the diagnosing clinician, and must include the names, titles and professional credentials (e.g., licensed psychologist) of the evaluators as well as the date(s) of testing.