

EASTERN KENTUCKY UNIVERSITY
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Guidelines for Documentation of a Specific Learning Differences

The Center for Student Accessibility (CSA) provides independent eligibility determinations to enable students to receive reasonable accommodations pursuant to the Americans with Disabilities Act (ADA), as amended (ADAA), Fair Housing Title VIII of the Civil Rights Act of 1968, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. A student must provide CSA with sufficient and appropriate disability documentation, and documentation must be provided prior to the onset of a request for accommodation. Once disability documentation is evaluated by the CSA professional staff, accommodations may be provided.

1. Assessments must be on official letterhead and signed and dated by the clinical diagnostician.

2. Testing Should Be Current.

Testing provided should be the most recent you have available. If assessments are more than 5 years old we may ask for testing to be redone, or a current IEP be provided to validate the history of the diagnosis. Assessments will be accepted if they are a complete and accurate representation of the student's learning disability. In providing services, decisions concerning reasonable accommodations are based on documentation and student's self-reported history.

3. Testing Must Be Comprehensive.

Most educational testing includes several assessments for the purpose of diagnosis. Minimally, domains should include:

- a. **Aptitude:** The Wechsler Adult Intelligence Scale - (WAIS-IV) with subtest scores is preferred. The Woodcock-Johnson Tests of Cognitive Abilities and the Stanford - Binet Intelligence Scale, 5th Edition are acceptable.
- b. **Achievement:** Current levels in Reading, Mathematics, and Written Language are required.
Acceptable instruments include:
Woodcock-Johnson Test of Achievement
Wechsler Individual Achievement Test WIAT-II
Scholastic Abilities Test for Adults (SATA)
- c. **DSM-V Diagnosis**
- d. **Information processing:** Specific areas of information processing, short and long-term memory, sequential memory, auditory and visual memory perception/processing. Processing speed must be assessed. Information from the subtests of the WAIS-III or the Woodcock Johnson Tests of Cognitive Ability as well as other instruments relevant of the presenting learning problem may also be used.
- e. **Summary:** A written summary of the individual's educational and medical, histories that relate to the learning disability must be included. Recommendations for academic adjustment should also be included.

NOTE: These documentation guidelines are only for Specific Learning Disabilities. For other conditions such as health, mental health, or to request an ESA, please contact the CSA office or you may locate these documentation guidelines on our Applying for Services webpage.