Documentation Requirements
Learning Disability

Documentation should include a comprehensive neuropsychological or psychoeducational evaluation, including assessments that are technically sound, reliable, and valid and standardized for use with the adolescent/adult population, and include the following components:

1. Pertinent background information
   - Description of the presenting problem
   - Significant and relevant histories of development, education, medical, psychosocial, etc.
   - Discussion of dual diagnosis, if indicated

2. Complete assessment of intellectual functioning/aptitude using a credible assessment
   - Credible assessments examples include: Wechsler Adult Intelligence Scale, Woodcock-Johnson Psychoeducational Battery, Kaufman Adolescent and Adult Intelligence Test, Stanford-Binet Intelligence Scale

3. Comprehensive academic achievement battery measuring current functionality in Reading, Math, and Oral and Written Language
   - All standard scores, standard deviations, and percentiles must be reported for subtests
   - Assessment battery cannot rely on any one test or subtest

4. Assessment of information processing
   - Short-and long-term memory, sequential memory, sequential and simultaneous processing, auditory and visual perception/processing, processing speed, working memory, and motor ability should be addressed as needed

5. Additional assessments
   - Any non-standard measures and informal assessments and observations to distinguish performance across a variety of domains, and to differentiate learning disability from co-existing neurological and psychiatric disorders

6. Diagnosis of specific learning disability
   - Indication of how patterns in the student’s cognitive ability, achievement, and information processing reflect the presence of a disability, ruling out and differentiating it from poor motivation, poor study skills, emotional problems, attentional problems, cultural/language problems, etc.

7. Suggestions for how the functionally limiting manifestations of the disabling condition/s may be accommodated in a college setting
   - Describe the extent that the limitations would impact the academic context for which accommodations are being requested

8. The credentials of the evaluator
   - A qualified evaluator, such as a clinical or educational psychologist, school psychologist, neuropsychologist, or learning disability specialist, must complete the assessment and report. A certifying professional has undergone comprehensive training and has relevant experience in the assessment of learning problems in adolescents and/or adults. The diagnostician must be an impartial individual with no relationship to the family. The name, title, and professional credentials of the evaluator should be clearly stated in the documentation.

This information will be used 1) to determine the presence of a qualifying ADA disability (substantially limiting a major life activity) and 2) as a reference to create reasonable accommodations in the college setting that give the student access to college courses and activities.

Documentation should be sent to:

Academic Support Center – Disability Services
South Central College
1920 Lee Boulevard
North Mankato, MN 56003

Confidential Fax: (507) 389-7464

This material can be made available in alternative formats by contacting the Academic Support Center at 507-389-7222