Guidelines for Documentation of a Learning Disability

Students with documented learning disabilities are entitled to reasonable accommodations and/or support services under the Americans with Disabilities Act (ADA) Section 504 of the Rehabilitation Act of 1973. Students must provide adequate documentation to the Learning Center in order to determine reasonable and appropriate accommodations. In addition to the documentation from a qualified professional, students must also submit the Self-Disclosure and Accommodation Request Form that is available either on the website or from the Learning Center.

Documentation should include, but is not limited to, the following:

1. Diagnosis from a qualified professional: Documentation should include the name of the diagnosing professional, title and professional credentials of the evaluator, the area of specialization of the professional, and the current contact information. The diagnosis should be placed on letterhead, signed and dated.

2. Current documentation: Professional evaluation and documentation must be current in order to provide students with the best possible support services in their present academic environment. In most cases, testing should be conducted within the last three years. Testing older than three years may be considered on an individual basis.

3. Comprehensive testing: Documentation should include actual test scores and should indicate discrepancies resulting in a substantial functional limitation to learning. Documentation should clearly state the learning disability and indicate the current status of the disability. Documentation that notes individual “learning styles” and “learning differences” may not necessarily constitute a documented learning disability.

Documentation should include evaluation of the following three areas: Aptitude, Achievement, and Information Processing. The following tests are considered acceptable for documentation purposes:

- **Aptitude**: Wechsler Adult Intelligence Scale, Revised (WAIS-III); Stanford-Binet Intelligence Scale IV; Woodcock-Johnson Psych-Educational Battery, Revised; Test of Cognitive Ability.

- **Achievement**: Woodcock-Johnson Psych-Educational Battery Revised; Wechsler Individual Achievement Test, Second Edition (WIAT- II); Scholastic Abilities Test for Adults (SATA). Also specific achievement tests such as the Test of Written Language -3 (TOWL-3), Woodcock Reading Mastery; Nelson-Denny Reading Skills Test.
• Information Processing: This information is often included as subsets from other achievement tests. If not included, specific testing on information processing (i.e. short and long term memory, auditory and visual perception/processing, processing speed, etc.) should be included.

4. Summary of evaluation: A summary of the diagnostic evaluation should be provided including: qualitative information supporting the diagnosis; area(s) and level of educational impact; recommendation and explanation of reasonable academic accommodations necessary; and previous record of accommodations or auxiliary aids, including information under what environment they were necessary.

Please note that documentation will be handled on an individual basis and students may be required to submit more recent or complete documentation.

All documentation is confidential. Documentation and inquiries should be submitted to:

Meaghan Bodemer
Assistant Director
Jose M. Calhoun Learning Center
Green Mountain College
One Brennan Circle
Poultney, VT 05764
(802) 287-8812
(802) 287-8288
calhounlearningcenter@greenmtn.edu