



## Guidelines for Documentation Intellectual Disability/Specific Learning Disorder

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

- Name, title, signature, professional credentials, licensure/certification information, and location of practice must be included on any reports submitted.
- Evaluators must have training in, and experience with, evaluating learning disorders in adolescents and/or adults.
- Appropriate professionals may include clinical psychologists, neuropsychologists, educational psychologists, school psychologists and psychiatrists. Learning disability specialists (and others) may be part of a diagnostic team, though they are not generally recognized as primary evaluators for post-secondary students.
- Evaluations performed by members of the student's family are not acceptable.
- All reports must be signed by the evaluator, and should include a completed Office of Accessibility form (if feasible), as well as any additional information typed on letterhead.

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

- Reports must reflect adult norms and should be based on evaluations performed within the last 3 years.
- All documentation (including any supplements), should describe the current impact of the diagnosed condition(s).
- All documentation should make recommendations currently appropriate to a college academic environment.

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

- Reports should include a history (medical, developmental, academic, familial), and indicate evidence of early impairment, even if not formally diagnosed in childhood or early adolescence.
- Reports should indicate evidence of current impairment, including the results of a diagnostic interview and a battery of psychoeducational tests designed to identify learning disorders.
- Minimally, testing must include a) assessment of cognitive ability/intellectual functioning, b) measurement of academic achievement, c) instruments that measure various domains of information processing, d) other instruments to help rule in or rule out the diagnosis of learning disorder.
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## Documentation Verification Intellectual Disability/Specific Learning Disorder

The Office of Accessibility at The University of Akron provides academic accommodations to students with diagnosed disabilities that reflect a **current substantial limitation to learning**. To ensure the provision of reasonable and appropriate accommodations for our students, this office requires current and comprehensive documentation of the condition from a current treatment/assessment professional.