Learning Disability (LD) Documentation Guidelines for Service Eligibility & Determination

In order to establish eligibility for support services and/or reasonable accommodations, students must provide comprehensive disability documentation on official letterhead from a professional licensed or certified to diagnose learning disabilities (e.g., psychologist, neuropsychologist). Documentation should be current and is intended to provide information on the present functional impact of the disability.

Comprehensive disability documentation should include:
- Diagnosis and relevant codes from the Diagnostic and Statistical Manual of Mental Disorders.
- History of substantial learning difficulties present since childhood.
- Observational data from the evaluation.
- Test scores from a comprehensive psychoeducational or neuropsychological assessment which provide information on the disability’s present functional impact on cognitive and academic functioning. Such standardized measures may assess cognitive/academic skills, processing speed, fluency, memory, and executive functioning and should include the following:
  - Adult cognitive assessment (e.g., WAIS-IV, Stanford-Binet 5, TOCA)
  - Achievement measures including measures of fluency (e.g., W-J III, WIAT-III)
- Students with a co-existing diagnosis of Attention Deficit Hyperactivity Disorder should refer to the ADHD documentation guidelines.
- Current functional limitations due to the disability, including severity and impact on academic performance.
- Information on previous accommodations and how these supported equal access needs.
- Interpretation of results including explanation as to why differential diagnoses were ruled out.
- Specific recommendations and rationale regarding accommodations and/or services believed to be necessary for equal access.

These standards of acceptable documentation are designed to provide the staff of Services for Students with Disabilities with meaningful insights into the strengths, weaknesses, and disability-related needs of the students who seek our assistance. They have been developed in line with the professional practices of post-secondary education.