



Center for Student Accessibility

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Phone: **(859) 622-2933**
Fax: **(859) 622-6794**
Website: <https://www.eku.edu/accessibility/>

Whitlock Suites 112 & 129
CPO 66, 521 Lancaster Avenue
Richmond, Kentucky 40475-3102
Email: accessibility@eku.edu

Guidelines for Documentation of a Specific Learning Disability

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. **A 504 plan and IEP expire once a student leaves high school. Therefore, these documents alone are insufficient to support accommodations in higher education.**

Once the CSA professional staff evaluates disability documentation, accommodations may be provided. **Assessments must be on official letterhead and signed and dated by the clinical diagnostician.**

1. Testing Must Be Current

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 the student's self-reported history.

2. Testing Must Be Comprehensive

Most educational testing includes several assessments for diagnostic purposes. Minimally, domains should include:

- ☐ **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.
- ☐ **Achievement:** Current levels in Reading, Mathematics, and Written Language are required. **Acceptable instruments for this criterion include:**
 - Woodcock-Johnson Test of Achievement
 - Wechsler Individual Achievement Test WIAT-II
 - Scholastic Abilities Test for Adults (SATA)
- ☐ **DSM-V Diagnosis:** List the DSM-V diagnosis along with corresponding codes.
- ☐ **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 to the presenting learning problem, may also be used.

- **Summary:** A written summary of the individual's educational and medical histories that relate to the learning disability must be included.
- **Recommendations:** The documentation provided in support of the request for an academic adjustment should also be included, and the recommendations for accommodation must align with the actual learning disability diagnosis.