DOCUMENTATION GUIDELINES FOR LEARNING DISABILITIES

GREEN RIVER COMMUNITY COLLEGE
DISABILITY SUPPORT SERVICES (DSS):
12401 SE 320th Street; Auburn, Washington 98092-3622
Telephone: 253-833-9111 ext. 2631
Fax: 253-288-3471 TDD: 253-288-3359

- Documentation of a disability must be generated by a medical or professional expert in the related field of disability and submitted in writing to Disability Support Services where it will be kept in a separate, confidential file. **(NOTE: A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA, Section 504 or Washington State Law).**

- For a Learning Disability, the appropriate professional to be consulted would be one of the following: Psychologist, Neuropsychologist, School Psychologist, or Educational Specialist who have at least a Master's, Doctorate, or post-doctorate degree in their specialty.

- The documentation should be prepared on letterhead paper from the diagnosing or attending appropriate professional (Licensure information and address and phone number need to be included).

- The documentation should include a description of the disability, names and results of tests administered (if appropriate), and a statement of how the disability impacts the student in an educational setting.

- The use of a single instrument (such as Slingerland, and Scopotic Sensitivity Screening) is not acceptable for purposes of diagnosis. Areas to be addressed must include:
  - **Aptitude:** For the IQ test, the WAIS-III is preferred (in lieu of a WAIS III, a WAIS-R or two WISC-III tests that are correlated within 15 IQ points of each other may be acceptable.) Please include all sub-test scores. The Leiter International Performance Scale or the Comprehensive Test of Non Verbal Intelligence is accepted when cultural bias or hearing loss is a concern.
  - **Achievement:** Current levels of functioning in reading, mathematics and written language are required. Acceptable instruments include the Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement Stanford Test of Academic Skills (TASK); or specific achievement tests such as the Test of Written Language-2 (TOWL-2), Woodcock Reading Mastery Tests-Revised, or the Stanford Diagnostic Mathematics Test. **(Please NOTE: The Wide Range Achievement Test Revised (WRAT) is NOT a comprehensive measure of achievement and therefore is not suitable.)**
  - **Information Processing:** Specific areas of information processing (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of subtests from the WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability is accepted. (This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as a vocational interest and aptitudes.)
  - Note clear and specific evidence which identifies specific learning disabilities and reflects the individual's historical and/or recent level of adult functioning in processing and intelligence, as well as achievement. Individual learning styles and learning differences in and of themselves do not specify or constitute a learning disability.
  - Include in the report, the exact instruments used and procedures followed to assess the learning disabilities, test results (including subtests score data), a written interpretation of the results by the professional doing the evaluation, the name of the evaluator, and dates of testing.
    - The diagnostician should provide sufficient data to support the particular academic adjustment or accommodations recommended.
    - The diagnostician should address the student's ability to function in the college environment (ability to focus, organize one’s time, attend class, work in groups, work independently, etc.).
    - The diagnostician should rule out any alternative diagnoses or explanations of the functional learning limitations.

**Please Note:** IEP's or ITP's, and 504 Plans may be included as part of a more comprehensive assessment battery as described in this document. The final determination for providing appropriate and reasonable accommodations rests with the Disability Support Services Office and Green River Community College.