

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Services to Students with Disabilities
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Documentation Guidelines for Learning Disabilities

To participate in the assessment process, students must present appropriate documentation of their disability. Test instruments used must have been norms on an adult population.

1. The evaluation must be performed by a professional whose education, training, and experience render that person qualified to diagnose learning disabilities in adults. Examples of such professionals include the following:
 - A. Licensed Educational Psychologist
 - B. Licensed Clinical Psychologist
 - C. School Psychologist
 - D. Learning Disabilities Specialist
 - E. Neuropsychologist
2. The documentation must be representative of the student's current level of functioning as it pertains to the academic environment and **must** include the following:
 - A. The name, title, license, certification, or credential information of the evaluator (The diagnostician should not be a family member)
 - B. Date of assessment
 - C. Summary of procedures and assessment instruments used
 - D. Summary of test results including all behavioral observations, standard scores for all subtest, composite, and index standard scores compared to the same age peers
 - E. Summary of relevant history
 - F. Statement of severity
 - G. Statement of impact on the student's academic performance

- H. Recommendations for academic adjustments and accommodations to minimize the impact of the learning disability on the student's performance
 - I. Narrative reporting including a clear statement of the presence of a processing disorder or learning disability, discussion of possible alternative explanations for results, a statement of strengths and functional limitations, and suggestions for reasonable accommodations which must be directly linked to the stated limitations and supported by standard scores
3. Documentation must include at least one each from A and B:
- A. Tests of aptitude/cognitive ability such as:
 - 1) *Wechsler Adult Intelligence Scale-III* (WAIS-IV)
 - 2) *Woodcock-Johnson Psycho-Educational Battery- III* (WJ-III)- Cognitive Battery (preferred)
 - 3) *Stanford-Binet Intelligence Scale- V*
 - 4) *Kaufman Adolescent & Adult Intelligence Test*
 - B. Test of achievement such as:
 - 1) *Woodcock-Johnson Psycho-Educational Battery- III* (WJ-III)- Achievement Battery
 - 2) *Wechsler Individual Achievement Test- II or III*

Optional: Specific subject area achievement tests can be administered in addition to those above to clarify individual strengths and weaknesses when the results are interpreted within the context of other diagnostic information. These tests include:

- a) *Nelson-Denny Reading Skills Test*
- b) *Stanford Diagnostic Mathematics Test*
- c) *Stanford Test of Academic Skills*
- d) *Scholastic Abilities Test for Adults*
- e) *Test of Written Language- III* (TWOL-3)
- f) *Woodcock Reading Mastery Tests Revised*

Note: The *Slosson Intelligence Test*, the *Kaufman Brief Intelligence Test*, the *Wide Range Achievement Tests*, and the *Nelson-Denny Reading Tests* **are not** considered

to be comprehensive measures and thus **are not adequate** if used as the sole measure.

4. Special assessment requirements for a **mathematics** disorder minimally must include the following:
 - A. WJ-II Cognitive Tests: 1, 3, 4, 5, 6, 7, 9, 11, 15, 16, 17
 - B. WAIS-IV Tests: VCI + PRI + GAI + MR + VP + ARI + BD + PC
5. Special assessments for a **reading** disorder minimally must include the following:
 - A. WJ-III Cognitive Tests: 1, 6, 7, 9, 11, 19, 17
 - B. WAIS-IV Tests: VCI + PRI + GAI + Sim + Voc + Comp + Inf + Ari
6. **Information processing** acceptable instruments include:
 - A. *Detroit Tests of Learning Aptitude- Adult (DTLA-A)*
 - B. *Woodcock-Johnson Psycho-Educational Battery- III (WJ-III)- Cognitive*
 - C. *Bender Gestalt Visual Motor Test*
 - D. *WAIS-IV FSIQ + PSI + Cancel +FW + VP + PC + Cd + SS*