



Guidelines for Documentation of Specific Learning Disabilities

Academic accommodations for students with specific learning disabilities are provided by the Bryant University Academic Center for Excellence (ACE) in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

To request academic accommodations, the student must schedule an appointment to meet with the ACE Assistant Director of Access Services and submit documentation to verify the specific learning disability.

Students make appointments by coming to ACE, located on the first floor of the Unistructure at the entrance of Room 275 in the Center for Teaching and Learning or by calling (401) 232-6746.

Testing must be comprehensive and submitted in the English language. Individual Education Programs/Plans (IEPs) and Section 504 plans are useful but are not sufficient to establish the rationale for accommodations.

Bryant University has adopted the following guidelines for documentation based on the *Seven Essential Elements of Quality Disability Documentation* published by the Association on Higher Education and Disability (2004).

Qualifications of the evaluator

- The report must include the name, title, and professional credentials of the examiner and be signed by the examiner.
- Professionals conducting assessments and rendering diagnoses of learning disabilities must be qualified to do so. Trained, certified and/or licensed school psychologists, clinical psychologists, neuropsychologists, learning disabilities specialists, and other professionals with training and experience relevant to adults and their evaluation are typically involved in the process of assessment. Experience in working with an adult population is essential.
- Medical doctors must provide evidence of experience in the field of learning disabilities.
- It is not appropriate for professionals to evaluate members of their own families or close friends for the purpose of documentation of a disability.

Date of Documentation

- Bryant requests testing performed within the last three years of the date of enrollment.



Clinical evidence of the presence of a learning disability

- The evaluation report must rule out other causes of academic difficulty.
- A diagnostic code based on the DSM - V is preferred. There must be clear and specific evidence and identification of a learning disability. Individual learning styles and learning differences in and of themselves do not constitute a learning disability.
- Standard scores are required; percentiles and grade equivalents are not acceptable unless standard scores are also included. In addition to actual test scores, interpretation of results is required. Test protocol sheets or scores alone are not sufficient.

Comprehensive testing must be administered using valid and reliable measures, such as:

- **Aptitude**

Wechsler Adult Intelligence Scale - Revised (WAIS-R) or WAIS-III

Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability

Stanford-Binet Intelligence Scale: Fourth Edition

Kaufman Brief Intelligence Test (KBIT) is *not* a comprehensive measure and therefore is not suitable.

- **Achievement**

Current levels of functioning in reading, mathematics and written language are required.

Acceptable instruments include :

Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement

Wechsler Individual Achievement Test (WIAT)

Stanford Test of Academic Skills (TASK)

Scholastic Abilities Test for Adults (SATA)

Specific achievement tests such as:

Test of Written Language - 3 (TOWL-3)

Woodcock Reading Mastery Tests - Revised

Stanford Diagnostic Mathematics Test

Wide Range Achievement Test - 3 (WRAT-3) and the Mini-Battery of Achievement (MBA) are *not* comprehensive measures of achievement and therefore are 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.

Information from subtests on the WAIS-R (or WAIS-III), the Woodcock-Johnson Tests of Cognitive Ability, or the Detroit Tests of Learning Aptitude-Adult (DTLA-A), as well as other instruments relevant to the presenting learning problem(s) may be used to address these areas.

Evaluator's rationale to support the need for college level academic accommodations

The evaluator must include a detailed summary of the impact of the specific learning disability on academic performance as well as the significance of the impact in college level academic work.

The evaluator must suggest recommendations for reasonable academic accommodations in college and support each recommendation with specific test results and clinical observations. Such recommendations will be used as a suggested guide in the provision of accommodations. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate.

Please direct questions to:

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