

## OFFICE OF LEARNING SERVICES

### DOCUMENTATION GUIDELINES: LEARNING, NEUROLOGICAL, ADHD, COGNITIVE, ETC.

**Students with learning, neurological, ADHD, cognitive and other disabilities** who are seeking support services from the Office of Learning Services at Millersville University are required to submit documentation to verify eligibility under the Americans with Disabilities Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973. Protection under these civil rights statutes is determined on a case-by-case basis and is based upon documentation of the disability that currently substantially limits a major life activity, including learning.

The following guidelines are provided to ensure that documentation is appropriate to verify eligibility and to support requests for reasonable accommodations, academic adjustments, and/or auxiliary aids.

1. The documentation should be made by a licensed or certified professional. Trained, certified, and/or licensed school psychologists, neuropsychologists, clinical psychologists, learning disabilities specialists, or other professionals with training and experience relevant to adults and their evaluation are typically involved in the process of assessment.
2. Diagnostic reports must include the names, titles, and professional credentials of the evaluators as well as the date(s) of testing. All reports must be typed. Handwritten scores or summary sheets are not acceptable. Diagnoses written on physician scripts are not acceptable without a written report.
3. The testing must be current. In most cases, testing has been conducted **within the past three (3) years**.
4. 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. Verbal/performance discrepancies alone will not be accepted as the basis for a learning disability. Functional limitations as a result of a disability must be clearly outlined. A diagnosis alone without evidence of functional impairment is insufficient to request services.
5. Testing must be comprehensive. It should include, but not be limited to, the areas of:
  - a. **Aptitude:** the Wechsler Adult Intelligence Scale - Fourth Edition (WAIS-IV), the Woodcock-Johnson Cognitive Normative Update (WJIII COG NU) or Woodcock-Johnson Cognitive (WJIV); the Cognitive Assessment System 2<sup>nd</sup> Edition (CAS2); the Stanford-Binet Intelligence Scale - Fifth Edition; or the Scholastic Abilities Test for Adults (SATA) with subtest scores are the preferred instruments for cognitive assessments. Neuropsychological evaluations should have appropriate and relevant tests.
  - b. **Achievement:** current levels of functioning in reading, mathematics, and written language are required. Fluency measures are expected when requests for services include extended time for exams and quizzes. Acceptable instruments include the Wechsler Individual Achievement Test – Third Edition (WIAT-III); the Woodcock-Johnson Tests of Achievement Normative Update (WJIII ACH NU) or the Woodcock-Johnson Tests of Achievement 4<sup>th</sup> Edition (WJIV); the Scholastic Abilities Test for Adults (SATA); or specific achievement tests such as the Nelson Denny Reading Test; Gray Oral Reading Test – 4<sup>th</sup> Edition (GORT-4); Test of Written Language-3 (TOWL-3), Test of Word Reading Efficiency or other tests with high reliability and validity.
  - c. **Information Processing, Memory & Learning:** specific areas of information processing (e.g., auditory and visual perception/processing, processing speed, short- and long- term memory, working memory) must be assessed. Information from subtests of the WAIS-4; WJIII COG NU or WJIV; CAS2; the Detroit Tests of Learning Aptitude-Adult (DTLA-A), Wide Range Assessment of Memory and Learning – 2<sup>nd</sup> Edition (WRAML-2), California Verbal Learning Test – 2<sup>nd</sup> , Test of Memory and Learning – 2<sup>nd</sup> Edition (TOMAL-2) or other instruments relevant to the presenting learning problem(s), may be used.

- d. **Attention Deficit/Hyperactivity Disorder:** The documentation must specifically diagnose ADHD in accordance with the criteria set forth by the DSM-IV TR or DSM-V. The evaluation must have included the use of two rating scales (self and other observer preferred) of ADHD behaviors, detailed history, a continuous performance test, etc. Other measures of attention to support the diagnosis are encouraged. Documentation must also include how the diagnosis substantially limits the student's learning, why specific accommodations are necessary, and how the effects of ADHD are mitigated by the recommended accommodations. Medical check handwritten reports without the impact on the student's learning constitute insufficient documentation to support accommodations. The University reserves the right to review the diagnosis and to require additional documentation.
6. Actual test scores must be provided. Standard scores and percentiles are required; age and grade equivalents are not acceptable unless standard scores and percentiles are also included.
7. In addition to actual test scores, interpretation of results is required. Test protocol sheets or scores alone are insufficient.
8. Tests used to document eligibility must be technically sound (i.e., statistically reliable and valid) and standardized for use with an adult population.
9. A written summary of, or background information about, the student's relevant educational, medical, and family histories that relate to the learning disability must be included.
10. Any recommendation for an accommodation must be based on objective evidence of **functional limitations** by specific test results and clinical observations. Reports should establish the rationale for any accommodation recommended, using test data and history to document the need.
11. Students who have been receiving ongoing services in high school for a learning disability may submit **Evaluation/Re-evaluation Reports and 504 plans for Other Health Impaired** that will be considered as long as all scores listed in #6 of this document and/or evidence of impairment are included. Scores may be from a prior intellectual assessment. **However, current achievement scores from the most recent re-evaluation must be included. Achievement scores older than three (3) years will be considered. Reports must list the student's current disability as well as appropriate accommodations.**
12. Individual Education Plans (IEP) may be submitted to support the most recent Evaluation Reports; however, they will not be considered in lieu of the full evaluation or re-evaluation report. They may be submitted to support accommodation requests.
13. Summary of Functional Performance will not be accepted in lieu of an Evaluation/Re-evaluation Report, Psycho-educational/Psychological, or Neuropsychological Report.

### **Services Available**

Through consultation with the Director, students can determine how to best meet their academic requirements and achieve educational goals. Support services may include, but are not limited to, the following:

- One-on-one assistance in developing learning strategies, time management, note-taking, and study skills
- Advocacy with faculty and administration, housing, and assistance in developing self-advocacy skills
- Assistance in obtaining content-area tutors, note-takers, readers, assistive technology, etc.
- Assistance in obtaining alternative textbooks
- Assistance in obtaining alternative test-taking arrangements
- Coaching and specialty workshops