



Documentation Guidelines for Learning Disability

To help students with learning disabilities (LD) overcome the effect of disability on their academic performance, MSU-Bozeman makes reasonable accommodations on the basis of individual need.

To enable determination of eligibility for academic accommodations under MSU guidelines and identification of specific accommodations a student will need in order to experience academic success, MSU requires full documentation of a learning disability and its effect on academic achievement.

Please forward this handout to the professional whose diagnostic report will be sent to MSU.

A learning disabilities assessment which reflects the current impact of identified impairments on academic performance must be done by a licensed or certified professional who is qualified to administer and interpret intelligence and achievement tests. It is not considered appropriate for professionals to evaluate members of their own families. A diagnostic report based upon that assessment must be submitted to:

Office of Disability Services
P.O. Box 173960
MSU-Bozeman
Bozeman, MT 59717-3960
voice(406)994-2824, fax(406)994-3943, tty(406)994-6701

The report must be on letterhead. It must be typed, signed, and dated, and it must include the diagnostician's area of professional licensure/certification and license/certificate number.

Since an assessment constitutes the basis for determining reasonable accommodations, it is in a student's best interest to provide recent and appropriate documentation. In most cases, this means within the past **three to five years and that testing reflects an adult-based evaluation**. This assessment serves as the basis for decision-making about a student's needs for accommodations in a college environment.

NOTE:

The **student** must complete the "Request for Documentation Review" (included in the information packet the student received) and return it to the Disabled Student Services office at the above address.

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A. LD ASSESSMENT - *The learning disability assessment must include the following:*

- < a comprehensive diagnostic interview and a review of relevant records to investigate current and past symptoms and educational, medical, and family history;
- < an individually administered comprehensive intelligence test (this office strongly encourages an adult-based evaluation);
- < comprehensive individually administered achievement tests measuring current achievement in basic reading skills, reading comprehension, math reasoning, and math calculation; and a functional assessment or standardized test of written expression (The Wide Range Achievement Test-3 is not a comprehensive measure of achievement and, therefore, is not useful if used as the sole measure of achievement.);
- < assessment of specific areas of information processing (e.g., short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed). Information from subtests on the WAIS-III, the Woodcock-Johnson Tests of Cognitive Ability or other instruments relevant to the presenting learning problem(s) may be used to address these areas.

B. DIAGNOSTIC REPORT - *The written diagnostic report must include the following:*

- < a written summary of the student's relevant educational, medical, and family histories;
- < the names of the tests administered and age-based standard and/or percentile scores (standard scores are preferred) for all normed measures (all subtests scores must be reported);
- < an analysis/interpretation of test performance, including a discussion of information processing strengths and weaknesses that contribute to the **substantial limitation** to learning for which the student is requesting accommodation;
- < a clear statement identifying a specific learning disability: Individual "learning styles" and "learning differences" do not constitute a learning disability. The diagnosis should be based on a comprehensive assessment battery which does not rely solely on any one subtest or tests;
- < a history of past accommodations and the effectiveness of those accommodations.