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**MSU-Bozeman Disability Documentation Guidelines**

**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.

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.

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.

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 uploaded to the students ACCOMMODATE profile (https://montana-accommodate.symplicity.com/) using their NetId and password

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**Specific Documentation Guidelines:**

**Learning Disability**

1. **LD ASSESSMENT -** *The learning disability assessment must include the following:*
   1. A comprehensive diagnostic interview and a review of relevant records to investigate current and past symptoms and educational, medical, and family history;
   2. An individually administered comprehensive intelligence test (this office strongly encourages an adult-based evaluation);
   3. 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.);
   4. 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.
2. **DIAGNOSTIC REPORT** - *The written diagnostic report must include the following:*
   1. A written summary of the student’s relevant educational, medical, and family histories;
   2. 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);
   3. 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;
   4. 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;
   5. A history of past accommodations and the effectiveness of those accommodations.

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