



Accessibility Services (AS)

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DOCUMENTATION GUIDELINES FOR LEARNING DISABILITIES

Disability Category:

- Learning Disability

Professional Diagnostician(s) to be consulted:

- Psychologist,
- Neuropsychologist,
- School Psychologist, or
- Educational Specialist who have at least a Master's, Doctorate, or post-doctorate degree in their specialty.

Guidelines

- Documentation of a disability must be generated by a medical or professional expert in the related field of disability and submitted in writing to Accessibility Services where it will be kept in a separate, confidential file. (**NOTE:** *A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA, Section 504 or Washington State Law.*)
- The documentation should be prepared on **letterhead paper** from the diagnosing or attending appropriate professional (Licensure information and address and phone number need to be included).
- The documentation should include a description of the disability, names and results of tests administered (if appropriate), and a statement of how the disability impacts the student in an educational setting.
- Note clear and specific evidence which identifies specific learning disabilities and reflects the individual's historical and/or recent level of adult functioning in processing and intelligence, as well as achievement. Individual learning styles and learning differences in and of themselves do not specify or constitute a learning disability.
- Include in the report, the exact instruments used and procedures followed to assess the learning disabilities, test results (including subtests score data), a written interpretation of the results by the professional doing the evaluation, the name of the evaluator, and dates of testing.
- The diagnostician should provide sufficient data to support the particular academic adjustment or accommodations recommended.
- The diagnostician should address the student's ability to function in the college environment (ability to focus, organize one's time, attend class, work in groups, work independently, etc.).

(Please see other side)

Updated 1.29.24

- The diagnostician should rule out any alternative diagnoses or explanations of the functional learning limitations.

Please Note: IEP's or ITP's, and 504 Plans may be included as part of a more comprehensive assessment battery as described in this document. The final determination for providing appropriate accommodations rests with the Accessibility Services Office and Grays Harbor College.