

## GUIDELINES FOR DOCUMENTATION

### **North Dakota Colleges & Universities Disability Services Council**

Documentation should indicate how the disability substantially limits the student in a major life activity. The information submitted is used to determine appropriate and reasonable accommodations for students with disabilities in the North Dakota University System.

Documentation provided by the student should include the following:

A diagnostic statement identifying the disability, date of the current diagnostic evaluation and the date of the original diagnosis

A description of diagnostic criteria:

LD documentation must include test scores and interpretation of aptitude, achievement, and, when possible, information processing. (See AHEAD Guidelines for Documentation, July 1997, Appendix B

- A description of how the disability currently affects the student in the learning environment, e.g. functional limitations
- Treatment, medications, assistive devices/services currently prescribed/used
- A description of the expected progression or stability of the impact of the disability over time
- The relevant credentials such as medical specialty and professional licensure of the diagnosing professional(s).

### Appendix B

Guidelines for Documentation of a Learning Disability in Adolescents and Adults (July 1997)  
AHEAD (Association for Higher Education and Disabilities)

### **Tests for Assessing Adolescents and Adults**

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments including their reliability, validity, and standardization on an appropriate norm group. The professional judgment of an evaluator in choosing tests is important. The following list is provided as a helpful resource, but it is NOT intended to be definitive or exhaustive.\*

### **Aptitude**

- Wechsler Adult Intelligence Scale--Revised (WAIS-R)
- Woodcock - Johnson Psychoeducational Battery--Revised: Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test

- Stanford--Binet Intelligence Scale (4th Ed)

The Slosson Intelligence Test -- Revised and the Kaufman Brief Intelligence Test are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation decisions.

### **Academic Achievement**

- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Woodcock-Johnson Psychoeducational Battery--Revised: Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)

### **Or specific achievement tests such as:**

- Nelson--Denny Reading Skills Test
- Stanford Diagnostic Mathematics Test
- Test of Written Language -- 3 (TOWL-3)
- Woodcock Reading Mastery Tests -- Revised

Specific achievement tests are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The Wide Range Achievement Test-3 (WRAT-3) is not a comprehensive measure of achievement and therefore is not useful if used as the sole measure of achievement.

### **Information Processing**

Acceptable instruments include the Detroit Test of Learning Aptitude-- 3 (DTLA-3), the Detroit Tests of Learning Aptitude--- Adult (DTLA-A), information from sub-tests on WAIS-R, Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability, as well as other relevant instruments.

*\*The North Dakota Colleges and Universities Disability Services Council recognizes and accepts future revisions of these assessments.*