Documentation Requirements: Learning Disability (LD)

To access appropriate academic accommodations and supports on the basis of a Learning Disability (LD), students must submit a Psychoeducational Assessment Report. Supplementary information confirming past accommodations and supports can be helpful, for example: IEPs, a letter from the Disability/Accessibility Services Office of another postsecondary institution.

Criteria

1. Completed within the last 3-5 years and/or as an adult (age 18 or above).
2. Signed by a registered, licensed Clinical Psychologist, Educational Psychologist, School Psychologist, Neuropsychologist, or Psychological Associate experienced in psychoeducational assessment.
3. Clearly reports and interprets percentile scores from age-appropriate standardized tests of:
   - Cognitive Ability: e.g. Wechsler Adult Intelligence Scale-IV (WAIS-IV), Woodcock-Johnson-IV (WJ-IV) tests of Cognitive Ability, including:
     i. Phonological Processing: e.g. tests of Phonetic Coding from the WJ-IV tests of Cognitive Ability and Oral Language.
     ii. Visual processing, processing speed, visual-motor processing and working memory: e.g. WAIS-IV, WJ-IV, Beery-VMI.
   - Memory: e.g. Wide Range Assessment of Memory and Learning -2 (WRAML-2), Wechsler Memory Scales - IV (WMS-IV). Ideally, scores are reported and interpreted for immediate and delayed and (as warranted) cued recall of different types of visual and auditory information.
   - Achievement: e.g. WIAT-III, WJ-IV plus supplemental tests as warranted (e.g. Nelson-Denny Reading Test). Scores from tests of Reading (decoding: word and pseudoword, reading comprehension, reading fluency), writing (spelling, written expression\(^2\), writing fluency), and math (calculation, reasoning, fluency) should be assessed.
4. Provides clear evidence of statistically significant and clinically meaningful difference in measured performance between overall cognitive ability and the respective areas of cognitive and academic weaknesses.
5. Rules out other sources, past and present, as primary cause of the observed ability-achievement discrepancy. This is achieved through a summary of interview data, previous assessment documentation and school reports, and questionnaires regarding the individual's medical, developmental, educational, psycho-social and language history, as well as data from relevant questionnaires assessing behavioural and/or emotional functioning: e.g. Behavioural Assessment Scale of Children -3 (BASC-3), Conners’ Adult Attention Ratings Scales (CAARS).
6. Includes behavioural observations and a statement as to the validity of test results.
7. Contains an unambiguous diagnostic statement.
8. Provides recommendations for accommodations that are clearly based on the functional impact of the specific processing impairment(s) as evidenced by test results, and that are applicable to the postsecondary setting.

Please Note

If your LD documentation does not meet these criteria, please meet with a PMC Coordinator. He/she can provide referrals, help you access available funding, and determine any interim supports.

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1 Adapted from Recommended Practices for the Assessment, Diagnosis, & Documentation of Learning Disabilities (Learning Opportunities Task Force, 2002), Documentation Guidelines: Regional Assessment and Resource Centre (http://www.queensu.ca/rarc/), and Flanagan et al. (2013) Essentials of Cross-Battery Assessment, John Wily and Sons, Inc.: Hoboken, New Jersey

2 It is helpful to include a description of a recent sample of the individual’s writing at the university or senior high school level (Gregg, Noël (2009), Adolescents and Adults with Learning Disabilities and ADHD, Guilford Press: New York

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