

Documentation Guidelines for Specific Learning Disability

Students seeking accommodations at the University of Maine at Farmington must document a disability as defined by the Rehabilitation Act, Section 504 and the Americans with Disabilities Act. This documentation must be provided to the Office of Academic Support for Students with Disabilities (OASSD) prior to receiving services. Students qualified under these laws are protected from discrimination in all University programs, activities, services and facilities.

Under these laws, an individual with a disability means any person who:

1. Has a **physical or mental impairment which substantially limits** one or more major life activities, including caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, sitting, standing, lifting and working, as well as mental and emotional processes such as thinking, concentrating and interacting with others;
2. has a record of such an impairment; or,
3. is regarded as having such an impairment.

Students with disabilities must provide evidence of both the disorder and its **current, significant, functional impact** to become eligible for accommodations with the Office of Academic Support for Students with Disabilities. Designed to provide equal access, accommodations only are provided in response to the functional limitations of a disability as they clearly intersect with academic demands. Accommodations do not include interventions, which are remedial, needed for personal study and care, or designed to ensure desired outcomes.

Students with learning disabilities may request accommodations from the Office of Academic Support for Students with Disabilities. In order to consider this request, as well as ensure the provision of reasonable and appropriate accommodations, University policy requires that a qualified professional provide current and comprehensive verification of the learning disability. In order to be considered current the documentation must be **within 3 years** prior to the date of the most recent request to the Office of Academic Support for Students with Disabilities. A qualified professional includes a trained and certified and/or licensed psychologist, learning disability specialist, speech and language pathologist, or licensed psychiatrist who have experience in working with an adult population.

Acceptable documentation includes:

1. information that diagnoses the learning disability
2. describes the learning disability in an educational setting
3. indicates the severity and longevity of the condition
4. offers recommendations for necessary and appropriate auxiliary aid(s), or service(s), academic adjustment(s) or other accommodations.

Documentation of a Specific Learning Disability

(To be completed by a qualified Professional)

The University requires specific diagnostic information in order to determine a student's eligibility for academic accommodations. To facilitate the gathering of this information please respond to the following questions, attach the diagnostic report, and return to the University of Southern Maine, Office of Academic Support for Students with Disabilities. If detailed responses to these questions are included in the diagnostic report attach the report to this form and return to the address above.

1. DSM IV

Diagnosis: _____

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2. Level of Severity (circle one): Mild Moderate Severe

3. Date of Diagnosis _____ Date of Last Contact with Student _____

4. List measures used to assess the following: (**attach diagnostic report including standard scores, percentiles and grade equivalencies**):

A) APTITUDE

The Wechsler Adult Intelligence Scale-III with **subtest scaled scores** is the preferred instrument. The Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale: 4th edition are acceptable.

B) ACHIEVEMENT

Current levels of functioning in reading, mathematics and written language are required and any other academic areas affected by the disability. Scores must be reported as **standard scores, percentiles and grade equivalencies**. Acceptable instruments include the Woodcock-Johnson Psycho-Educational Battery-Revised: Test of Achievement; Standard Test of Academic Skills; Scholastic Abilities Test for Adults; or specific achievement tests such as the Test of Written Language-2 (TOWL-2), Woodcock Reading Mastery Tests-Revised, or the Stanford Diagnostic Mathematics Test. *The Wide Range Achievement Test - Revised* is **NOT** a comprehensive measure of achievement and therefore is not acceptable.

C) INFORMATION PROCESSING

Specific areas of information processing (e.g., short and long term memory: sequential memory; auditory and visual perception/processing; processing speed) must be assessed.

D) SOCIAL-EMOTIONAL

E) OTHER

5. Provide a summary of the student=s education, medical, and family history that may relate to the learning disability. (Must demonstrate that difficulties are not the result of sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction.)
6. Describe the symptoms which meet the criteria for the DSM-IV diagnosis with the approximate date of onset:
7. Describe the student’s functional limitations in an educational setting:
8. A. Recommend appropriate auxiliary aids or services, academic adjustments or other accommodations necessary to provide the student equal access to educational opportunities.
B. Explain how these aids or accommodations serve the particular disability. Please substantiate these conclusions with diagnostic data.
9. In addition to the diagnostic report, please attach and describe other information relevant to this student’s academic adjustment.

Qualified Professional’s Signature _____

License and/or certification # _____

Printed Name and Title _____

Daytime telephone number _____

Address _____

Date _____