

Becker College: Collaborative Learning Centers

30 Roxbury St., Worcester
(508) 373-9704

Marsh Hall, Leicester
(774) 354-0652

Disability Documentation Guidelines

This document is provided in order to help students and families better understand the documentation requirements necessary to verify the presence of a learning disability, for students seeking reasonable academic accommodations at Becker College. Students must submit documentation as close as possible to the beginning of the academic semester in order to ensure that each student's needs are met sufficiently. The following are guidelines for acceptable disability documentation based on information from the U.S. Department of Education, the Association on Higher Education and Disability (AHEAD), and the U.S. Office for Civil Rights (OCR).

GENERAL GUIDELINES

- **Qualifications of Testing Evaluator(s):**
 - The name, title and professional credentials of the evaluator must be clearly stated in the documentation (including information about license or certification, area of specialization, state/province in which the individual practices)
- **Current Documentation:**
 - Students must provide recent and appropriate documentation, as eligibility for academic adjustment/services under the provisions of ADA is based on the current impact of the disability. A diagnostic evaluation, therefore, must have been completed within the past 3-5 years.
 - If the available documentation is not sufficient and/or does not address the student's current level of functioning and need for academic adjustment, a reevaluation may be necessary. The updated evaluation should include:
 - A detailed assessment of the current impact of the disability
 - A rationale for ongoing services and academic adjustments
 - A summary of previous diagnostic information
- **Comprehensive Documentation:**
 - Disability documentation must verify the nature and extent of the disability, as the need for specific academic adjustments must be clearly substantiated. Documentation should confirm the need for services based on the individual's current level of academic functioning.
 - Comprehensive documentation should generally include the following:
 - Evidence of current impairment
 - Background information
 - Relevant testing
 - Specific diagnosis
 - An integrated summary

Please contact the Collaborative Learning Center (CLC) director with any questions at: marylou.roberts@becker.edu or 508-373-9763 (updated 4/2014)

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- **Rationale for Recommended Accommodations/Academic Adjustments:**
 - Accommodation needs can change over time and are not always identified through an initial diagnostic process.
 - The diagnostic report should include specific recommendations for accommodations that are reasonable. A detailed explanation should be provided for why specific accommodations are recommended. The accommodations should be correlated with the student's specific functional limitations determined through the testing and observation.
 - Although prior documentation may have been useful in determining appropriate accommodations in the past, the current documentation should validate the need for services on the postsecondary level based on the student's present levels of functioning.

SPECIFIC GUIDELINES FOR LEARNING DISABILITY DOCUMENTATION

Documentation for students with learning disabilities must include:

- A complete assessment of intellectual (cognitive) functioning/aptitude as measured by acceptable testing batteries
- A comprehensive academic achievement battery that measures current levels of functioning in reading, math and oral/written language
- Assessment of specific areas of information processing (e.g., short/long term memory, auditory and visual perception/processing, processing speed, executive functioning, etc.).
- Diagnosis of a specific learning disability

Examples of acceptable standardized testing batteries:

- **Cognitive Assessments:**
 - Wechsler Adult Intelligence Scale-III (WAIS-III)
 - Woodcock-Johnson Psychoeducational Battery-III NU (WJ-III NU), Tests of Cognitive Abilities
 - Stanford Binet-Intelligence Scales 5th Edition (SBS-V)
 - Kaufman Adolescent and Adult Intelligence Test
- **Academic Achievement Assessments:**
 - Woodcock-Johnson-III NU: Tests of Achievement (General and Extended batteries including fluency measures)
 - Wechsler Individual Achievement Test (WIAT II) with reading rate measure
 - Kaufman Test of Educational Achievement, 2nd (KTEA-II)
 - Test of Written Language III (TOWL III)

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- **Tests used to measure academic achievement in a timed setting:**
 - Nelson Denny Reading Test, with standard time and extended time measures Stanford Diagnostic Reading Test (SDRT)
 - Stanford Diagnostic Math Test (SDMT)
 - Woodcock-Johnson III Fluency Measures
 - Test of Written Language-Third Edition (TOWL-3)

References

Association on Higher Education and Disability (AHEAD):

- <http://www.ahead.org/>
- AHEAD, 107 Commerce Center Drive, Suite 204 , Huntersville, NC 28078 USA work voice and text: (704) 947-7779 work fax: (704) 948-7779 ahead@ahead.org

Connecticut Association on Higher Education and Disability (CTAHEAD):

- <http://www.ahead.org/ctahead/>
- Office of AccessAbility Services, Eastern Connecticut State University, 83 Windham Street, SSC 252 Willimantic, CT 06226-2295; (860) 465-5573

U.S. Department of Education (DOE):

- <http://www.ed.gov/>

U.S. Office for Civil Rights (OCR):

- <http://www.ed.gov/about/offices/list/ocr/>

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