



WHAT TO INCLUDE IN A LEARNING DISABILITY REPORT

1. **A description of the presenting problem including:**
 - Any significant histories: developmental, medical, psychosocial, employment
 - Discussion of dual diagnosis, if indicated
2. **Complete assessment of intellectual functioning/aptitude using one of the following:**
 - WAIS III, including subtest scores
 - Woodcock-Johnson Psychoeducational Battery –Revised Tests for Cognitive Ability
 - Stanford-Binet Intelligence Scale- Fourth Edition
3. **Comprehensive academic achievement battery** that measure current levels of functioning in Reading, Math, and Oral and Written Language, including all standard scores standard deviation and percentiles for subtests. The following test batteries are recognized as acceptable for documentation:
 - Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement
 - WIAT (Wechsler Individual Achievement Test)
 - Stanford Test of Academic Skills (TASK)
 - Scholastic Abilities Test for Adults (SATA)
 - Test of Written Language-3 (TOWL-3)
 - Woodcock Reading Mastery Tests-Revised
 - Stanford Diagnostic Mathematics Test
4. **Assessment of information processing**, e.g., short and long-term memory, sequential memory, sequential and simultaneous processing, auditory and visual perception/processing, processing speed, motor ability. The following are recognized as acceptable for documentation:
 - Subtests on the WAIS III
 - Subtests on the Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability
 - Subtests on the Detroit Tests of Learning Aptitude-Adult (DTLA-A)
5. **Other assessment**, such as non-standard measures and informal assessments and observations to distinguish:
 - Performance across a variety of domains
 - Differentiate learning disability from co-existing neurological and psychiatric disorders
6. **Diagnosis of a specific learning disability** indicating how patterns in the student’s cognitive ability, achievement, and information processing reflect the presence of a disability. (ruling out and differentiating it from poor motivation, poor study skills, emotional problems, attentional problems, cultural/language problems, etc.)

7. **An integrated summary** which:

- Indicates the substantial limitation to major life activities posed by the learning disability
- Describes the extent to which these limitations impact the academic context for which accommodations are being requested
- Suggests how the specific effects of the learning disability may be accommodated,
- States how the effects of the learning disability are mediated by the recommended accommodations

The assessment and report must be completed by a qualified evaluator, such as a clinical or educational psychologist, school psychologist, neuropsychologist, or learning disability specialist. The certifying professional is one who has undergone comprehensive training and has relevant experience in the assessment of learning problems in adolescents and/or adults. Include the name, title, and credentials of the evaluator.

Refer any questions to:

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