



COUNSELING & ACCESSIBILITY
SERVICES

LEARNING DISABILITY DOCUMENTATION REQUEST FORM

****This form must contain ALL of the REQUESTED INFORMATION and be TYPED or PRINTED in order to apply for accommodations through the Office of Counseling & Accessibility Services.****

Students requesting accommodations from Office of Counseling & Accessibility Services due to a learning disability must provide current and comprehensive documentation of the learning disability be provided from a **Qualified Professional**. A qualified professional includes the following types of licensed psychologists: clinical, educational, school, and neuropsychologist **who is not a family member of the student**. **TO BE CONSIDERED CURRENT, AN EVALUATION PERFORMED BEFORE AGE 18 MUST HAVE BEEN PERFORMED WITHIN 3 YEARS BEFORE THE STUDENT'S REQUEST FOR ACCOMMODATION(S). AN EVALUATION PERFORMED DURING OR AFTER AGE 18 MUST BE NO MORE THAN 5 YEARS OLD. IF AN EVALUATION IS PERFORMED OUTSIDE OF CAS' DOCUMENTATION POLICY, THE DOCUMENTATION WILL BE EVALUATED FOR COMPLETENESS ON A CASE-BY-CASE BASIS.**

The documentation provided must include information that diagnoses a learning disability, describes the functional limitations in an educational setting, includes appropriate testing as outlined in # 5 and all standardized scores, and indicates the severity and longevity of the learning disability for the purpose of determining academic adjustment(s) or other accommodations.

The following information is a guide to what must be contained in the documentation.

1. Diagnosis (**as diagnosed by the DSM-V**)
2. Level of Severity : Mild Moderate Severe
3. Date of Diagnosis
4. Date of Last Contact with Student
5. One of each of the following **MUST** be included in the documentation.

Diagnostic Interview (including history)

Aptitude - **Suggested tests include:**

- Weschler Adult Intelligence Scale-III
- Woodcock-Johnson Psychoeducational Battery Revised: Test of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Stanford-Binet Intelligence Scale
- Binet Intelligence Scale (4th Edition)

Achievement - **Suggested tests include:**

- Scholastic Abilities Test for Adults
- Stanford Test of Academic Skills

- Woodcock-Johnson Psychoeducational Battery-Revised: Test of Achievement
- Wechsler Individual Achievement Test
- Information Processing (if applicable)

*note: screening instruments such as the WRAT, or abbreviated testing instruments do not provide enough detailed information and may not be sufficient to determine eligibility and accommodations.

The documentation should also contain the following information:

6. Provide a summary of the student's educational, 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)

7. Describe the symptoms that meet the criteria for the DSM-V diagnosis with the approximate date of onset

8. Describe the student's functional limitations (i.e., current and/or anticipated problems associated with the condition) in an educational setting:

9. RECOMMENDATIONS you have regarding appropriate auxiliary aids or services or other accommodations to equalize the student's educational opportunities at BRCC as justified based on the identified functional limitations.

NOTE: Our policy regarding documentation prohibits the dissemination of documentation to you or anyone requesting it once it is received. Therefore, once this form is submitted, we will be unable to disseminate copies to anyone.

PLEASE NOTE: Counseling & Accessibility Services **strongly recommends** maintaining copies of any submitted documentation for personal records.

Counseling & Accessibility Services
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