

Learning Disabilities

The diagnosis of a learning disability should be evidenced by a psychological/educational evaluation performed by a qualified and licensed professional such as a clinical or educational psychologist, school psychologist, neuro-psychologist, medical doctor, educational diagnostician or other qualified professional. Because the provision of reasonable accommodations is based upon assessment of the current impact of the disability on the student's academic functioning, **The office of Services for Students with Disabilities at John Carroll University requests this evaluation to have been performed by a qualified professional within the last three years.**

Professional Evaluator Checklist:

- A. **A Comprehensive assessment which addresses the following domains:**
 - ▶ **APTITUDE** - A complete intellectual assessment with all scores reported. The WAIS-R or the WIAS-III is the highly preferred instrument. The Woodcock-Johnson, Kaufman and Stanford-Binet are also acceptable.
 - ▶ **ACHIEVEMENT** -A comprehensive academic achievement battery is essential. Preferred instruments include the Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement; WAIT; SATA; or specific achievement tests.
- B. **A thorough evaluation report of the above assessment by a licensed professional.**
 - ▶ **All subtest scores must be reported; all standard scores and percentiles must also be reported and interpreted on your written evaluation. Grade equivalents are not useful unless standard scores and percentiles are also included.**
- C. **Please also include the following items in narrative report form by a licensed professional:**
 - 1. DSM IV **Diagnosis**; date of diagnosis; date of last contact with the student
 - 2. Please indicate the **nature** and **severity** of the learning disability (LD), explaining **how** patterns in the student's cognitive ability, achievement and information processing reflect the presence of LD.
 - 3. Please indicate the current **substantial limitation** to learning or other major life activity presented by the LD **and the degree to which it impacts the individual** in the learning context for which reasonable accommodations are being requested.
 - 4. Please provide an individualized, **detailed** history of the student's educational, medical, psychosocial, and family histories that relate to the LD, including evidence to **rule out any alternate explanation or diagnosis..**
 - 5. Please provide your *recommendations* for **reasonable** academic accommodations **to equalize** this student's opportunities at a post-secondary level.
 - ▶ Include your rationale for arriving at these recommendations and how they would be helpful in **equalizing** the student's opportunities.
 - ▶ Please note that a **low processing speed score alone does not indicate a need for testing accommodations** (e.g. extended test time). Please document how a low speed impacts overall academic skills under timed conditions.
 - ▶ Please include any record of student's prior accommodation or auxiliary aides, including information about specific conditions under which the accommodations were used (e.g. standardized testing, final exams, licensing/certification exams) and discuss how accommodations were helpful or not helpful.
 - ▶ **Please note that under Section 504 and ADA, the notion that a student "would benefit from" a certain accommodation is not a sufficient rationale for providing accommodations. The intent of the law is to equalize educational opportunities, not to "guarantee success" in postsecondary education.**
 - 6. Please describe any relevant information you may have, that has not been addressed, regarding this student's potential for success at JCU.
 - 7. In your report, please include the following information: Your name and signature, degree, license and certification information (including title and credentials), place of employment, and contact information.