

Documentation of Learning Disabilities

As suggested by the *Association on Higher Education and Disability (AHEAD)*, psychoeducational evaluation documents should include the following components:

- **Diagnostic Interview:** A description of presenting problem(s); developmental, medical, psychosocial, and/or employment histories; family history; and a discussion of dual diagnosis where indicated.
- **Assessment:** Measures that document both the nature and severity of the learning disability and address the following areas:
- **Aptitude:** A complete intellectual assessment. The *Wechsler Adult Intelligence Scale (WAIS-IV)* is preferred. NOTE: The Slossen Intelligence Test – Revised, the *Weschler Abbreviated Scale of Intelligence (WASI)* and the *Kaufman Brief Intelligence Test* are primary screening devices that are **NOT** comprehensive enough to provide the kinds of information necessary to make accommodation decisions.
- **Achievement:** An assessment of current levels of academic functioning in areas such as reading, mathematics, and oral/written language. NOTE: The *Wide Range Academic Achievement Test (WRAT)* is **not** a comprehensive measure of achievement and thus, is unacceptable.
- **Information Processing:** An assessment of specific areas including short and long term memory, sequential memory, auditory and visual perception, processing speed, executive functioning, and motor ability.
- **Specific Diagnosis:** A clear and direct statement that the evaluation does or does not give evidence to the presence of a specific learning disability, not a “learning difficulty” or “learning deficit.”
- **Test Scores:** Standard scores and/or percentiles should be provided for all normed measures.
- **Clinical Summary:** Provides a well written diagnostic summary based on a comprehensive evaluation process, integrating data from testing, background information, professional observations, the degree to which the learning disability impacts the student, and why the specific accommodations are necessary.

Documentation of Attention Deficit Hyperactivity Disorder (ADHD)

** Applicants to the CAL Program who have Attention Deficit Hyperactivity Disorder (ADHD) are also required to submit a comprehensive assessment and should include the following components:

- **Primary Cause of ADHD:** Testing should show evidence that anxiety disorders, disorders of depression, mood disorders, schizophrenia, borderline personality disorder, dissociative disorder, or substance-related disorders are NOT the primary disability and are NOT the primary cause of ADHD.
- **Standardized Assessment Measures** should be utilized in the diagnosis of ADHD (i.e. *T.O.V.A.*, *Continuous Performance Test*, neuropsychological evaluation).
- **History of ADHD Symptoms** by the age of seven should be included in the report and corroborated by another independent source.
- **Corroboration of Current ADHD symptoms** across multiple settings by one or more adults with knowledge of the client's functioning should be documented.
- **Documentation on Two Rating Scales** of ADHD behaviors/symptoms that have appropriate age norms (i.e. rating scales for childhood and adult behavior) should be included.
- **Evidence of Interference of ADHD** with appropriate academic or social functioning should be provided.