

STUDENT ACCESSIBILITY AND RESOURCES (SAR) UNIVERSITY OF TEXAS AT TYLER LEARNING DISABILITY DOCUMENTATION GUIDELINES

Students requesting accommodations from Student Accessibility and Resources due to a learning disability must provide current and comprehensive documentation of the learning disability 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.

IN ORDER TO BE CONSIDERED CURRENT, AN EVALUATION PERFORMED BEFORE THE AGE OF 18 MUST HAVE BEEN PERFORMED WITHIN 3 YEARS PRIOR TO THE STUDENT'S REQUEST FOR ACCOMMODATION(S). AN EVALUATION PERFORMED DURING OR AFTER THE AGE OF 18 SHOULD BE NO MORE THAN 5 YEARS OLD. IF AN EVALUATION IS PERFORMED OUTSIDE OF SAR'S 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 below and all standardized scores, and indicates the severity and longevity of the learning disability for the purpose of determining academic adjustment(s) or other reasonable accommodations.

Prior Documentation:

A high school plan such as an individualized education plan (IEP), 504 plan, and/or Summary of Performance is insufficient documentation in and of itself. However, sometimes this type of documentation in addition to a current comprehensive assessment/evaluation is useful in determining appropriate services.

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

1. Diagnosis(es) (**as diagnosed by the DSM-5TR**)
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 psychoeducational evaluation:

Diagnostic Interview (including history)

Aptitude Assessment – Suggested Tests Include:

Wechsler Adult Intelligence Scale-IV
Woodcock-Johnson Psychoeducational Batter Revised: Test of Cognitive Ability
Kaufman Adolescent and Adult Intelligence Stanford-Binet Intelligence Scale (4th Ed.)

Achievement Assessment – 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 other abbreviated testing instruments do not provide enough detailed information and will not meet documentation guidelines nor be sufficient to determine eligibility and accommodations.

Documentation should also include the following information:

6. 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. The symptoms which meet the criteria for the DSM-5TR diagnosis with the approximate date of onset
8. The student's functional limitations (i.e., current and/or anticipated problems associated with the condition) in an educational setting.
9. **RECOMMENDATIONS** regarding appropriate auxiliary aids or services or other accommodations to equalize the student's educational opportunities at UTT as justified based on the functional limitations indicated above.

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