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LEARNING DISABILITY Documentation Guidelines

The following guidelines are provided in the interest of assuring that the documentation is appropriate to verify eligibility and support the request for services. These guidelines are consistent with the [CSU Policy on Provision of Services to Students with Disabilities](#).

Verification of a Learning Disability:

Documentation shall be in the form of a written report prepared by a professional qualified to assess the nature and extent of a learning disability such as clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists, and speech language pathologists. Experience working with an adult population is essential.

Documentation shall meet the following standards: Minimally, domains to be addressed *must include* (but are not limited to):

Aptitude: In evaluating aptitude, specific areas of information processing, memory, auditory and visual perception/processing, processing speed, and reasoning must be assessed. The Woodcock-Johnson Psycho-Educational Battery III (WJ-III) or Woodcock-Johnson III: Tests of Cognitive Ability or the Wechsler Adult Intelligence Scale IV (WAIS-IV), with *subtest and index scores*, are the preferred instruments. Other appropriately normed, comprehensive measures of ability may be used.

Achievement: Current levels of functioning in the specific academic areas that are impacted by the disability are required. The Wide Range Achievement Test (WRAT) is not a comprehensive measure of achievement and is therefore not suitable as a sole measure of achievement.

Information Processing: Specific areas of information processing (e.g., short-term memory, working memory, long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning, psychomotor ability) should be assessed to identify the processing deficit and it must have the logical nexus that explains the academic difficulty.

Documentation must contain a clear diagnosis of a disability: Individual "learning styles" and "learning differences" in and of themselves do not constitute a learning disability. Test scores/data must be included (standard scores). This is important since certain university policies and procedures (e.g. petitioning for permission to substitute courses) require specific data to substantiate eligibility.

Testing must be comprehensive: It is not acceptable to base a diagnosis on only one of several subtests. Age and grade equivalent scores are not useful in determining eligibility.

Diagnostic reports must include the *names and qualifications* of the evaluators as well as the *date(s) of testing*. **A school plan, such as an Individualized Education Program (IEP) or a Section 504 Plan is insufficient documentation but may be included as historical information in a more comprehensive assessment battery.**