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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.**