ACADEMIC SUPPORT CENTER
GUIDELINES FOR DOCUMENTATION OF LEARNING DISABILITIES

A current psychoeducational or neuropsychological report from a qualified professional, including the components listed below, is required to document a learning disability for students at American University. For entering freshmen, testing generally is administered no earlier than tenth grade. For upperclass and adult students, the assessment must be current enough to assist in determining reasonable accommodations at the university.

1. **Statement of the presenting problem**

2. **Behavioral observations and validity of test results**

3. **Relevant history from a diagnostic interview, including**

   - developmental
   - medical
   - academic
   - family
   - psychosocial
   - other previous and current diagnoses (previous test reports can be submitted to supplement the current report)

4. **Alternative diagnoses or explanations ruled out**

5. **Testing, including scores and discussion of results. Testing should include the following:**

   - **Aptitude assessment**. The preferred instrument is the WAIS-III; the Woodcock-Johnson Psychoeducational Battery (WJ-III): Tests of Cognitive Ability may be used as an alternative.

   - **Achievement assessment** in reading, written language, and mathematics. Acceptable instruments include the Woodcock-Johnson (WJ-III), Tests of Achievement; the Wechsler Individual Achievement Test (WIAT-II); the Nelson-Denny Reading Test; and the Woodcock Reading Mastery Tests. The Wide Range Achievement Test (WRAT) is not a comprehensive measure of achievement and is not acceptable as the sole measure of achievement.

   - **Information processing**. This includes memory, auditory and visual perception/processing, processing speed, motor ability, and executive functioning. Information from subtests on the WAIS-III, WJ-III, the Wechsler Memory Scale-III and other instruments may be used.

   - **Other assessment measures.** Additional formal and informal assessment tools may be integrated with the above tests to clarify a diagnosis or document dual diagnoses.

6. **DSM-IV diagnosis and rationale**

7. **Impact on the individual: indication of the substantial limitation to learning and the degree to which the disability affects the individual in the learning context**

8. **Suggestions for accommodations with rationale for recommendations**

9. **Credentials of the professional conducting the evaluation**

The Academic Support Center at American University reserves the right to review all documentation and to request additional information, if needed. Reasonable accommodations are based on the individual needs of the student in specific courses.