

Office of Disability Services

Guidelines for Documentation of a Learning Disability
(may include Nonverbal Learning Disability)

Southern New Hampshire University students requesting accommodations for a learning disability must present documentation of that learning disability to the Office of Disability Services, for verification of eligibility. Below are the guidelines the University uses to determine this eligibility:

The evaluation must have been completed by a *qualified, licensed professional who has experience with an adolescent and adult population*. This professional's credentials must appear on the documentation. The determination of reasonable accommodations rests with the Office of Disability Services, which is the University's designated service provider for students with disabilities. Accommodations are always *individually* determined. A prior history of accommodations, without demonstration of a current need, does not in and of itself warrant the provision of a like accommodation. If no prior accommodations were provided, the qualified professional should include a detailed explanation of why accommodations were not used in the past and why accommodations are now needed.

Evaluation must be current

In most cases, this means that the required **evaluation was completed within the past three years (or more recently, at the discretion of the Office of Disability Services)**. Since assessment of the current impact of disability on academic performance constitutes the basis for determining all reasonable accommodations in the college setting, it is in a student's best interest to provide recent and appropriate documentation. Updated information may be required if there are co-existing disorders or if observed changes are noted or new medications have been prescribed. The update should include a detailed assessment of current impact, an interpretive summary of relevant information and the previous diagnostic report. **Evaluations must be comprehensive.**

The evaluation must be comprehensive and ***must include at least one test from each of the following categories:***

- a. ***Aptitude:*** Assessment of the capacity to learn is needed.
 - The Wechsler Adult Intelligence Scale-Revised (WAIS-III or WAIS-IV) with subtest scores; or
 - The Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Cognitive Ability; or
 - Stanford-Binet Intelligence Scale: Fourth Edition; or
 - Kaufman Adolescent and Adult Intelligence Test; or
 - The WISC-III or IV may be acceptable if recently administered.
- b. ***Information Processing:*** Specific areas of information processing (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed; processing auditory and phonological information, executive functioning, motor ability) must be assessed.
 - The Wechsler Adult Intelligence Scale-Revised (WAIS-III or WAIS-IV) with subtest scores; or
 - The Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Cognitive Ability; or
 - Test of Adolescent Language (TOAL); or
 - Detroit Tests of Learning Aptitude-4 (if recently administered)
- c. ***Achievement:*** Current levels of functioning in reading, mathematics and written language are required.
 - Woodcock-Johnson Psycho-educational Battery-Revised: Tests of Achievement; or
 - Stanford Test of Academic Skills (TASK) Scholastic Abilities Test for Adults; or
 - Wechsler Individual Achievement Test (WIAT); or
 - Specific achievement tests such as the Test of Written Language-2 (TOWL-2), Woodcock Reading Mastery Tests-Revised, or the Stanford Diagnostic Mathematics Test.
 - The Wide Range Achievement Test-Revised is **not** a comprehensive measure of achievement and therefore is **not** suitable for this category.

There must be clear and specific evidence and identification of a learning disability. Individual “learning styles” and “learning differences” in and of themselves do not constitute a learning disability. Recommendations for academic accommodations to compensate for the disability will be considered.

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Accommodations are always individually determined. Once the Office of Disability Services receives documentation, *the student has a responsibility* to make an appointment with the Disability Specialists to discuss his/her eligibility to receive accommodations and appropriate referrals for other support services.

After reviewing the documentation, the Office of Disability Services will determine a student’s eligibility for accommodations. If it is determined that the documentation is sufficient, the student will meet with one of the Disability Specialists regarding appropriate accommodations at Southern New Hampshire University. If the documentation is lacking critical information, the University reserves the right to request additional documentation. All documentation is confidential and should be submitted directly to the Office of Disability Services.

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Note: Students may be required to furnish periodic recertification of continuing need.