



UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA

Disability Services  
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### **Specific Learning Disabilities—Required Documentation**

Disability Services will accept diagnoses of specific learning disabilities that are based on comprehensive, age-appropriate psychoeducational evaluations that are no more than three years old. The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities.

An appropriate psychoeducational evaluation must include comprehensive measures in each of the following areas:

1. Aptitude (the evaluation must contain a complete intellectual assessment, with all subtests and standard scores reported)
2. Academic achievement (the evaluation must contain a comprehensive achievement battery with all subtests and standard scores reported). The test battery should include current levels of functioning in the relevant areas, such as reading (decoding and comprehension), mathematics, and oral and written expression and
3. Information processing (the evaluation should assess specific information processing areas such as short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive function, and motor ability).

### **Examples of Measures**

#### Aptitude

1. Wechsler Adult Intelligence Scale—III
2. Stanford-Binet, Fourth Edition
3. Woodcock-Johnson—III—Tests of Cognitive Abilities
4. Kaufman Adolescent and Adult Intelligence Test

#### Achievement

1. Wechsler Individual Achievement Test—II (WIAT—II)
2. Woodcock-Johnson—III—Tests of Achievement
3. Stanford Test of Academic Skills (TASK)
4. Scholastic Abilities Test for Adults (SATA)

*Note: Screening tools such as the Wide Range Achievement Test—III (WRAT—III) are not considered comprehensive measures of achievement and must be accompanied by a comprehensive measure such as one of those listed above. All instruments selected to measure these areas must be age appropriate.*

#### Information Processing

1. Subtests of the WAIS—III

2. Subtests on the Woodcock-Johnson—III—Tests of Cognitive Abilities
3. Wechsler Memory Scale—III (WMS—III)

### Diagnostic Report

The diagnostic report must include the following information:

1. Diagnostic interview that addresses relevant historical information including age at initial diagnosis, past and current academic achievement, instructional foundation in area of diagnosis, past performance in areas of difficulty, and history and effectiveness of accommodations used in past educational settings.
2. List of all instruments used in the test battery.
3. Discussion of test behavior and specific test results.
4. DSM-IV diagnosis (include all five axes).
5. Diagnostic summary statement with the following information:
  - a. Clear statement that a learning disability does or does not exist, including a rule-out of alternative explanations for the learning problems. Terms such as “appears,” “suggests,” or “probable” in the diagnostic summary statement do not support a conclusive diagnosis.
  - b. Clear statement specifying the substantial limitations to one or more major life activities.
  - c. Psychometric summary of scores.
  - d. Recommendations for accommodations, including rationale.

Diagnoses of specific learning disabilities that do not contain psychoeducational measures may not be used for determining eligibility for academic accommodations. For example, school plans such as Individualized Education Plans (IEPs) or 504 Plans are not adequate documentation; however, they can be included with the required evaluation report. Disability Services reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.