

Lurleen B. Wallace Community College
Access Services for Students with Disabilities

A Guideline Outlining Requirements for Documentation of Disability

Instructions for Students

Any qualified student with a disability requesting reasonable accommodations at LBWCC will need to:

- I. Arrange a time to meet with the ADA Coordinator to complete an intake assessment.
- II. Present formal documentation of your disability at the intake assessment; or make the necessary arrangements to have your documentation mailed, faxed, or hand-delivered to the ADA Coordinator's office (listed on the reverse side of these guidelines).
- III. Be responsible for any expenses associated with documentation, delivery of documentation and for assessments from professionals.

DISABILITY	DIAGNOSTICIAN(S)
ADD, ADHD (See #2 below)	Psychologist, Psychiatrist, Physician
Emotional Disability	Psychologist, Psychiatrist
Visual Impairment	Ophthalmologist
Hearing Impairment	Certified Otologist, Audiologist
Learning Disability *	Psychologist, Neuro-psychologist, School Psychologist
Physical Disability	Physician, Specialist in Area of Disability
Psychological Impairment	Psychiatrist or Psychologist trained in differential diagnosis

Instructions for Diagnosticians, School Psychologists, and other Professionals

1. Your diagnosis of a disability should be clearly stated. DSM-IV Diagnostic notation or ICD-9 nomenclature should be included in the report.
2. Supporting testing or studies should accompany each diagnosis. Documentation of ADD/ADHD should be within the past three (3) years, and should be provided on the 'ADD/ADHD Verification Form' available through Access Services.
3. Clear and specific accommodations should be included with the reports.

*** Learning Disability Assessment Reports MUST Include:**

1. An IQ Test and an Achievement Test: both administered at the adult learning level.
2. WAIS-R. (In lieu of a WAIS-R, two WISC-III test that are correlated within 15 IQ points of each other may be acceptable.)
3. Woodcock Johnson or Woodcock Johnson-R. (The WRAT-R and the WRAT-III tests are **NOT** comprehensive measures of achievement and therefore are not appropriate for documentation.)
4. Exact instruments used, test results (including subtest score date), written interpretation of the results, name, title, and professional credentials of the evaluator, and the dates of the testing.
5. Clear and specific evidence which identifies specific learning disabilities and reflects the individual's present level of adult functioning in processing and intelligence, as well as achievement.
6. Clear and specific accommodations should be included with the reports.

Please Note: IEP's, ITP's, and 504 Plans do not meet documentation requirements, but may be included a part of a more comprehensive assessment battery as described in this document. Additionally, individual "learning styles", "learning differences", and "academic problems" in-and-of themselves do not constitute a learning disability.

Each student's documentation will be evaluated on a case-by-case basis. Following these guidelines will ensure proper consideration of each student's individual situation in the timeliest manner.