



**Return form and relevant documentation to:**  
Office of Student Accessibility Services  
Illinois Wesleyan University  
PO Box 2900  
Bloomington, IL 61702-2900  
accessibility@iwu.edu  
309-556-3231 (phone), 309-556-3436 (fax)

### **Learning Disability(ies) Verification**

The Office of Student Accessibility Services provides academic accommodations for students with learning disabilities. To determine eligibility, the student requesting accommodation on the basis of a specific learning disability must provide documentation from a professional who has undergone comprehensive training and has relevant experience in differential diagnosis of a full range of cognitive and psychiatric disabilities (e.g., a licensed clinical psychologist and/or neuropsychologist). *Submission of the documentation does not guarantee approval of accommodations.*

A comprehensive assessment battery (**not to be limited** to an individualized education plan or 504 plan unless test scores are included in the IEP or 504 plan) and the resulting diagnostic report must contain the following items:

1. A diagnostic interview—the interview must include a description of the presenting problem(s), developmental, medical, psycho-social, and employment histories, family history, and a discussion of comorbidity where indicated;
2. An assessment—for the neurological or psychological evaluation to illustrate a substantial limitation to learning, the comprehensive assessment battery must contain the following domains:
  - a. Aptitude/cognitive ability—an assessment of global intellectual functioning as measured by the Wechsler Adult Intelligence Scale-IV (WAIS-IV) with all subtests, standard scores, and index scores;
  - b. Academic achievement—a comprehensive achievement battery (e.g., Woodcock-Johnson Psychoeducational Battery - III: Tests of Achievement), with subtest and standard scores, indicating current level of functioning in the academic areas of reading, math, oral and written language; and
  - c. Information processing—a comprehensive battery (e.g., Woodcock-Johnson Psychoeducational Battery - III: Tests of Cognitive Abilities), with subtest and standard scores, which addresses the specific areas of short and long-term memory, sequential memory, auditory and visual perception, processing speed, executive functioning, and motor ability;
3. A specific diagnosis which conforms to the criteria for the specific learning disability, as stated in the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)*; and
4. A clinical summary which:
  - a. Indicates the substantial limitations to major life activities posed by the specified learning disability;
  - b. Describes the extent to which these limitations impact the academic context for which accommodations are being requested;
  - c. Suggests how the specific effects of the learning disability may be accommodated; and
  - d. States how the effects of the learning disability are mediated by the recommended accommodations.

**Testing must be current—students should be tested in high school to have adult updated norms.**