



**Loyola Marymount
University**

LEARNING DISABILITY DOCUMENTATION GUIDELINES

Student Information
To be completed by the student

Name: _____ Student ID: _____

Email: _____ Phone: _____

To the student: These guidelines will help you understand the documentation requirements for establishing a disability related to a learning disorder. To be eligible for accommodations it is necessary to establish that you have learning disorder/s that results in a limitation in a major life activity, e.g. learning or performance. It is also necessary to show how accommodations will help compensate for those limitations.

Psycho-educational evaluations are very helpful in establishing the presence and nature of impairments related to learning disabilities. Evaluations should discuss your developmental history and educational difficulties as well as presenting relevant test results. Generally speaking, recent information is the most relevant in determining what accommodations you may need now.

Testing results alone cannot establish a disability, so it is important that you show how a learning disability impacts your life. You may submit prior evaluations or medical reports, Individualized Education Plans (IEPs), 504 Plans, SAT or ACT test scores, transcripts, verification of accommodations from other schools or testing agencies, and any other information you believe will help Disability Support Services (DSS) understand your limitations and need for accommodation. You are encouraged to submit all documentation that you believe is relevant as soon as possible to expedite your request for accommodation.

Along with your online application, you will need to submit to DSS all supporting documentation. After your documentation has been submitted and reviewed, DSS will email your Lion account regarding the results. Please note that DSS will make every effort to respond to your request within 15 business days once you have provided all of your documentation.

We encourage you to read the following guidelines before you share them with the qualified professional who most recently evaluated you. Please call the DSS Office at (310) 338-4216 if you have any questions.

I have read and understand the information provided above.

Signature: _____ Date: _____

Learning Disability Documentation Guidelines
Licensed Professional Information
To be completed by the Licensed Professional

Name and Title of Licensed Professional: _____

License Certification Number (Describe credentials): _____

Business Address: _____

Telephone Number: _____

Signature: _____ Date: _____

To the Licensed Professional: This student is requesting services through Loyola Marymount University's Disability Support Services (DSS) Office based on a learning disability. To be eligible for services, the student must show that impairments caused by a learning disability result in limitation/s in a major life activity. It is also necessary to show how accommodations will help compensate for the limitation/s.

Students with learning disabilities do not present the same clinical picture, and the nature and severity of symptoms can vary considerably from person to person. Furthermore, a number of other factors can affect learning as well. To assist this student in their request for disability services, we strongly encourage you to attach a comprehensive narrative report that fully addresses the nature of the learning disorder, the student's limitations, and need for accommodation.

Please include in the documentation the first date and the most recent date you evaluated and/or treated this student for their learning disorder. Diagnosis alone, computer print outs, and brief letters generally do not provide enough information to establish a disability or to plan for educational accommodation.

To assist this student, we ask that you respond to each of the three points below in a typed narrative report, signed and on letterhead. Complete documentation will enable the University to provide appropriate accommodation to the student in a timely manner.

1. A developmental history that includes relevant information regarding the student's academic performance and learning processes in elementary, secondary, and post-secondary education. The summary should also address developmental, medical, psychosocial, and family history as it relates to the student's current level of functioning. Details of prior accommodation or special education services should be provided or an explanation of why they were not needed in the past.
2. Testing results that include all subtest scores expressed as standard scores. It is important that the tests used in the evaluation are reliable, valid, and age-appropriate, and that the most recent edition of each diagnostic measure is used. Scores should be reported as age-based standard scores and percentiles. Testing should include the following areas:
 - a. Aptitude: A complete intellectual abilities assessment, such as the WAIS-IV, with all subtests and standard scores reported. If the WISC-V was administered the report should be no more than 3 years old and may need to be updated with adult testing.

- b. **Academic Achievement:** A comprehensive academic achievement battery, such as the WIAT-III or WJ-IV. The battery should include current levels of academic functioning in relevant areas such as reading, math, and oral and written language.
 - c. **Information Processing:** Specific areas of information processing, such as short and long-term memory, sequential memory, auditory and visual perception/processing.
3. A clinical summary with clearly stated diagnosis. The summary should relate the test results and history to the need for accommodation. It should include a discussion of alternative reasons for academic problems, such as language acquisition, motivation, and/or behavioral or psychological difficulties. Recommended accommodations should be supported by objective evidence from this student's test results and history.

Thank you for your time in helping this student. Additionally, please feel free to add any verifying documentation from your files. If you have questions, please call the DSS Office at (310) 338-4216.