The student named below has applied for services from Disability Support Services (DSS) at Ivy Tech Community College. In order to determine eligibility and to provide services, we require documentation of the student's learning disability.

Under the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations. To establish that an individual is covered under the law, documentation must indicate that a specific disability exists and that the identified disability significantly limits one or more major life activities. **A diagnosis of a disorder in and of itself does not automatically qualify an individual for accommodations.** The documentation must also support the request for accommodations and academic adjustments. **Documentation should be no more than three years old.**

I authorize the release of my information to Disability Support Services at Ivy Tech Community College. I give approval for DSS representatives to talk/correspond with the evaluator that prepared my documentation about my educational needs:

Student’s Signature __________________________________________

Student’s Printed Name _________________________________________

Documents should include test results or other professional findings that establish a basis for services or accommodations; they may be submitted as part of a more comprehensive evaluative report. **A school plan such as an Individualized Education Plan (IEP) or summary is NOT automatically sufficient to determine reasonable accommodations.**

**Responses to the guideline should be typed on letterhead. Please do not submit handwritten documentation.** The documentation should include the following information: today’s date, evaluator’s printed name, evaluator’s signature, evaluator’s license/certification, evaluator’s address, evaluator’s fax, and evaluator’s telephone.

1.) **Be prepared by a professional qualified to diagnose learning disabilities,** which include but not be limited to, a licensed neuropsychologist, learning disability specialist or other appropriate professional certified to administer the psychological tests identified below.

2.) **Be comprehensive.** More than one test is required for the purpose of diagnosis i.e. aptitude, achievement and/or information processing. All tests administered must be age appropriate, nationally normed, and individually administered.
**Aptitude.**
The Wechsler Adult Intelligence Scale-III or Revised (WAIS-R) with subtest score is preferred. The Woodcock-Johnson Psycho-Educational Battery Revised: Test of Cognitive Ability is acceptable.

**Achievement.**
Current levels of functioning in all areas that accommodations are required. Acceptable instruments include the Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Achievement; Stanford Test of Academic Skills (TASK); or specific achievement tests such as the Test of Written Language-2 (TOWL-3); Woodcock Reading Mastery Test Revised or the Stanford Diagnostic Math Test. (Wide Range Achievement Test Revised is NOT a comprehensive measure of achievement and therefore is not suitable).

**Information Processing.**
Specific areas of information processing (e.g. short and long term memory, sequential memory, auditory and visual perception processing, and processing speed) must be assessed. Use of subtests from the WAIS-R or the Woodcock-Johnson Test of Cognitive Ability is acceptable.

3.) **Be current.** In most cases, this means within the past three years. Since assessment constitutes the basis for determining reasonable accommodations, it is the student’s best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student’s need for accommodations in an academically environment. Learning assessment must be based on adult level learning. Assessments made at a pre-college level will qualify as acceptable documentation only if they reflect adult capabilities and the academic demands of higher education.

4.) **Be clear and specific.** Present clear and specific evidence that identifies and states specific learning disabilities. Individual “learning styles,” “learning differences,” “academic difficulties,” and “test difficulty and anxiety” in and of themselves do not specify a learning disability.

5.) **List exact instruments used.** Specify any exceptions to standardized procedures, test score data in percentile or standard scores, a written interpretation of the results by the professional doing the evaluation, the name of the evaluator and the dates of testing.

6.) **List academic accommodations with supporting data.** Relate accommodations to the specific individual who was assessed. Requests that are not supported by documentation may not be approved without additional verification.

Please contact your local campus for more information on where to send or fax documentation.