

Verification of a Learning Disability

Student Name: _____ Today's Date: _____

Address: _____ Telephone/TTY: _____

_____ Date of Birth: _____

I, _____, a student at Stautzenberger College, give permission to release the requested information to the Vice President and the Student Services Department.

Signature: _____ Date: _____

The Stautzenberger College student named above is requesting an auxiliary aid or service, academic adjustment, and/or accommodation from the Office of Student Services due to a disability. Under the Americans with Disabilities Act and the Rehabilitation Act of 1973, an individual with a disability means any person who:

1. Has a physical or mental impairment, which substantially limits one or more major life activities;
2. Has a record of such an impairment; or,
3. Is regarded as having such an impairment.

“Major life activities” include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, sitting, standing, lifting, and working, as well as mental and emotional processes such as thinking, concentrating, and interacting with others.

Students are responsible for obtaining and providing disability documentation, including necessary testing/psychological evaluations, at their own expense. It is important to realize that although the diagnostician may recommend specific accommodations, the determination for providing appropriate and reasonable accommodations and/or academic adjustments rests with the institution.

To ensure the provision of reasonable and appropriate services for students with learning disabilities, students requesting services are required to provide documentation in adherence with the following guidelines:

- A qualified professional must conduct the evaluation. The name, title, and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment, and state/province in which the individual practices should be clearly stated in the documentation. It is not considered appropriate for professionals to evaluate members of their own families.

- The documentation must be recent and age-appropriate so as to determine the need for services based on the individual’s current level of functioning in the educational setting.
- The documentation should include a comprehensive assessment battery and resulting diagnostic report that consists of a diagnostic interview; assessment of aptitude, academic achievement, and information processing; and a specific diagnosis. A school plan such as an individualized education program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery. Individual “learning styles,” “learning differences,” “academic problems,” and “test difficulty or anxiety,” in and of themselves, do not constitute a learning disability. The diagnostician is encouraged to use direct language in the diagnosis and documentation of a learning disability, avoiding the use of terms such as “suggests” or “is indicative of.” Standard scores and/or percentiles should be provided for all normed measures.
- The diagnostic report should include specific recommendations for accommodations and/or academic adjustments as well as an explanation as to why each accommodation/adjustment is recommended. The evaluators should describe the impact the diagnosed learning disability has on a specific major life activity as well as the degree of significance of this impact on the individual. The evaluator should support recommendations with specific test results or clinical observations.

To facilitate the gathering of such critical information, please respond to the following questions, attach the diagnostic report, and return this to Stautzenberger College’s Student Services Department.

DSM-IV diagnosis: Axis I _____
 Axis II _____
 Axis III _____
 Axis IV _____
 Axis V _____

Other diagnosis: _____

Date of diagnosis: _____

Level of severity (circle one): Mild Moderate Severe

Date of last contact with student: _____

On what basis did you determine a severe discrepancy between learning ability and academic achievement?

(List the test scores that show a discrepancy exists.) _____

What measures were used to assess the following (Please attach diagnostic report and include test dates.)

Aptitude: _____

Date of test administration: _____

Achievement: _____

Date of test administration: _____

Information processing: _____

Date of test administration: _____

Social-emotional: _____

Date of test administration: _____

Other: _____

Date of test administration: _____

Provide a summary of the student's education, medical, and family history that may relate to the attention deficit/hyperactivity disorder (must provide information regarding onset, longevity, and severity of symptoms, as well as specifics related to how it has interfered with educational achievement.) Notations of medications (if any) and dosages must be included.

Describe the symptoms which meet the criteria for the DSM-IV diagnosis with an approximate date of onset: _____

Describe the student's functional limitations in an educational setting:

What recommendations do you have regarding necessary and appropriate auxiliary aids or services, academic adjustments, or other accommodations to provide equal access to the student's educational opportunities at Stautzenberger College? Describe necessary and appropriate auxiliary aids or services.

In addition to the diagnostic report, please attach and describe other information relevant to this student's academic adjustment:

Qualified professional's name & title: _____

Address: _____

Daytime telephone number: _____

Fax number: _____

License/Certification number and state of licenser: _____

Type of license: _____

Date of initial contact with student: _____

Date of last contact with student: _____

Qualified Professional's Signature

Date

Please mail this completed form to Stautzenberger College, Student Services, 12925 Pearl Road, Strongsville, OH 44136 or fax to 440.846.2164.