LEARNING DISABILITIES

A professional qualified to diagnose must prepare documentation. For learning disabilities, health care professionals would include, but not be limited to: a licensed psychologist, neuropsychologist, certified school psychologist, or other appropriate professional certified to administer and interpret class C psychological tests. Experience in working with the evaluation of adults with learning disabilities is essential.

“Documentation content” must be comprehensive. One test is not acceptable for the purpose of diagnosis. Minimally, areas to be addressed include but are not limited to:

1. Intellectual. Wechsler Adult Intelligence Scale (WAIS III), The Wechsler Adult Intelligence Scale- Revised (WAIS-R) with subtest scores, and the Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of cognitive Ability, are acceptable.

2. Achievement. Current levels of functioning in reading, mathematics and written language are required. Acceptable instruments such as the Woodcock-Johnson: Tests of Achievement Revised; and Wechsler Individual Achievement Test (WIAT) are acceptable. (The Wide Range Achievement Test Revised is NOT a comprehensive measure of achievement and therefore is not suitable.)

3. Information Processing. Specific areas of information processing (e.g., short-term and long-term memory; sequential memory; auditory and visual perception/processing; and processing speed) must be assessed. Use of subtest from the WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability is acceptable. (This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas, such as vocational interest and aptitudes.)

“Currency” In most cases, this means the documentation must be from within the past three years. Since assessment constitutes the basis for determining academic adjustments, it is in a student's best interest to provide recent and appropriate documentation to serve
as the basis for decision-making about a student's needs for adjustments in an academically competitive environment.

“Clear and Specific” Documentation should present clear and specific evidence which identifies specific learning disabilities and reflects the individual's present level of functioning in processing and intelligence, as well as achievement in written expression, writing mechanics, vocabulary, grammar and spelling, reading comprehension, fluency, and rate. (Individual “Learning differences”, in and of themselves, do not specify learning disabilities.)

“Specifics”: Include in the report, the exact instruments used and procedures followed to assess the learning disability, test score data, a written interpretation of the results by the professional doing the evaluation, the name of the evaluator, and date(s) of testing.

“Sufficiency”: Provide sufficient data to support the particular academic adjustment requested. Requests which are not supported by documentation may not be approved without additional verification.

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