

## Disability Services

### Documentation of a Specific Learning Disability

Students seeking accommodations from The Art Institutes International Minnesota on the basis of a diagnosed specific learning disability are required to submit documentation from an appropriate health care professional regarding that disability. The documentation should reflect the individual's present level of information processing as well as his/her achievement level.

The following guidelines are provided in the interest of assuring that the evaluation and report contain the information needed by the school. Student Services is available to answer questions from a health care professional regarding any of these guidelines. The documentation must include the following:

1. A comprehensive assessment battery, which includes a diagnostic interview, and assessments of aptitude, academic achievement, and information processing.
  - Aptitude.** *The Wechsler Adult Intelligence Scale (WAIS-III or IV) with subtest score* is preferred. The *Woodcock-Johnson Psycho-Educational Battery III: Test of Cognitive Ability* is acceptable.
  - Achievement.** Current levels of functioning in all areas for which accommodations are sought. 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-2); 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, processing speed) must be assessed. Use of subtests from the WAIS-III or the *Woodcock-Johnson Tests of Cognitive Ability* is acceptable.
2. A specific diagnosis, including level of severity.
3. The specific findings in support of this diagnosis, including relevant history, tests administered, test results/scores, and a full interpretation of those test results.
4. A description of the functional limitations the student is likely to experience in a collegiate academic environment that are directly related to the stated learning disability.
5. Specific recommendations for academic accommodations for the curriculum and/or testing, including an explanation of why these specific accommodations are needed. This explanation must relate to the impact of the student's particular disability on his/her functioning.
6. The evaluator's name address, telephone number, and professional credentials relevant to the diagnosis.
7. The documentation must be on evaluator's letterhead, typed, dated, and signed.

**The cost and responsibility for providing this professional evaluation shall be borne by the student.**

The Disability Services Coordinator is available to consult with diagnosticians regarding any of these guidelines.