THIRD PARTY DOCUMENTATION

Learning Disabilities (LD)

In order to begin receiving reasonable and appropriate accommodations, students must register with the Office of Disability Services (DS). Disability Services suggests that students provide recent documentation of ADHD from a licensed or credentialed professional who has completed comprehensive training in a field related to the disability and has no personal relationship with the individual being evaluated.

- Appropriate providers of documentation for learning disabilities would include Licensed Psychologists, School Psychologists, Educational Psychologists, Neuropsychologists, Learning Disabilities Specialists, and Medical Doctors with Training and Experience in the Assessments of Learning Problems in Adolescents and Adults.
- Documentation will be considered current if it is no more than 5 years old and was completed using adult-normed instruments/tests. If documentation is more than five years old, a documentation update will be requested.
- Students are responsible for obtaining and providing this documentation to the University.

Here is a CHECKLIST of documentation guidelines that may be of assistance:

☐ **DIAGNOSIS**: A clear diagnostic statement and clinical narrative identifying the learning disability and describing how the condition was diagnosed. Please include the following:
  - A diagnosis identifying the specific learning disability according to the DSM-IV or DSM-5. Include the date of initial diagnosis and date of last contact with the student.
  - A summary of the clinical/diagnostic interview. The summary should: a) provide confirmation as to whether or not the disability has had a retroactive existence; b) establish relevant academic performance markers; c) determine presence of any co-existing disorders; and d) rule out alternative explanations for problems in learning (i.e. emotional problems, poor educational background, test anxiety, or other issues that may be interfering with learning but do not constitute a learning disability).
  - Procedure/evaluation used for determining diagnosis (e.g. clinical/diagnostic interview, educational testing, etc.).

☐ **IMPACT**: A description of how the condition impacts the student currently in an academic setting. Documentation must provide current, age-appropriate information in order to accurately assess the current functional limitations of the individual. Please keep in mind:
• Accommodations are based on current functional limitations and not on diagnosis alone. A description of the extent of functional impairment across an academic setting is needed. This should be thorough in demonstrating whether and/or how a major life activity (e.g. concentrating, interaction with others, learning) is substantially limited.
• Also include results of clinical observations relating to the learning disability, if applicable.

☐ **INTERVENTION:** A description of current and past accommodations, services and/or medications for the student. This information should include an indication of their effectiveness in treating the disability.

☐ **RECOMMENDATIONS:** Any recommendations for accommodations or information that may be relevant in determining accommodations. Please include the following:
  • Scores as well as the names of rating scales and testing instruments used to support the diagnosis should be provided.
  • Self-rater and/or interviewer-rated scales for categorizing and quantifying the nature of the impairment may be useful in conjunction with other data but not as a standalone assessment.
  • Testing must address the following domains: aptitude, academic achievement, and information processing.

The prepared document should also:
  • Be dated and typed on letterhead and bear the signature of the evaluator.
  • Include the name, title, and professional credentials of the evaluator, including information about licensure or certification.
  • Include contact information (e.g. name, address, and phone number of practice).

**For Learning Disabilities, an education plan such as an Individualized Education Plan (IEP), Evaluation Team Report (ETR), or 504 Plan may be sufficient depending on the content included in the education plan.**

The information provided will become part of the students’ educational records and will be kept in the student’s confidential file in the Office of Disability Service at NKU. Documentation can be mailed, emailed or faxed to the information to:

Disability Programs and Services
Student Union, Suite 303
Nunn Drive
Highland Heights, KY 41099
Email: disability.nku.edu
Fax: 859-572-5874