LEARNING DOMAIN

To be appropriately diagnosed, learning disorders require the expertise of a psychologist, neuropsychologist, or other related professional with experience and expertise in the area for which he/she is diagnosing a disability. When submitting documentation for a learning disability, please confirm with your examiner that the following six elements are included in the report.

1. Testing necessary to substantiate a learning disability must be comprehensive. Cognitive functioning in the following domains must be assessed by one of the following instruments:

   **Aptitude**
   - Wechsler Adult Intelligent Scale-IV (WAIS-IV)
   - Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability (WJ-R)

   **Achievement**
   Current levels of functioning in reading, mathematics, and written language are required.
   - Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement
   - Stanford Test of Academic Skills (TASK)
   - Scholastic Ability Test for Adults (SATA)
   - Wechsler Individual Achievement Test (WIAT) or a combination of specific achievement tests such as:
     - Test of Written Language-2 (TOWL-2)
     - Woodcock Reading Mastery Test Revised
     - Stanford Diagnostic Mathematics Test
     - Nelson Denny Reading Test

   **Information Processing**
   Specific areas of cognitive processing must be assessed
   - Wechsler Adult Intelligent Scale-IV (WAIS-IV)
   - Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability
Halstead-Reitan Neuropsychological Battery

2. Testing must reflect adult status (18 years and over) and is considered valid if administered within the last five years.
   - [ ] Yes
   - [ ] No

3. Must provide clear and specific evidence of a learning disability and include a diagnosis.
   - [ ] Yes
   - [ ] No

4. Standard scores and percentiles must be included for all normative measures.
   - [ ] Data must support a statistically significant limitation to learning.
   - [ ] Grade equivalents are not acceptable unless standard scores and/or percentiles are included.

5. A narrative report should include:
   - [ ] Summary of a comprehensive diagnostic interview.
   - [ ] Summary of student self report, interview with others, and historical documentation such as standardized test scores and transcripts.
   - [ ] Description of the presenting problems(s).
   - [ ] Developmental history, relevant family history, medical history, and relevant psychiatric history.

6. A description of the requested accommodation.
   - [ ] Yes
   - [ ] No

Please mail or fax to:
Disability Resources and Services
300 Campus Drive
Bradford, PA 16701
Fax: 814-362-7607
OR
Scan and e-mail as a PDF to: clh71@pitt.edu