



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