

## **Learning Disabilities**

The information and documentation required to validate a learning disability must be comprehensive and prepared by a qualified professional to avoid a delay in obtaining appropriate accommodations. Documentation for a learning disability must include a specific diagnosis and does not include individual “learning styles,” “learning differences,” “academic problems,” and “test difficulty and anxiety.” Although thesis problems may interfere with learning, they do not constitute a learning disability.

Objective evidence of a substantial limitation to learning may be demonstrated through a combination of the following assessment tools:

### **Aptitude**

Wechsler Adult Intelligence Scale—Revised (WAIS-R)

Woodcock—Johnson Psychoeducational; Battery—revised: Test of Achievement

Kaufman Adolescent and Adult Intelligence Test

Stanford—Binet Intelligence Scale (4<sup>th</sup> Edition)

### **Academic Achievement**

Wechsler Individual Achievement Test

Woodcock—Johnson Psychoeducational; Battery—revised: Test of Achievement

Stanford Test of Academic Skills

Scholastic Abilities Test for Adults

### **Specific Achievement Tests**

Nelson-Denny Reading Skills Tests

Stanford Diagnostic Mathematics Test

Test of Written Language—3 (TOWL-3)

Woodcock Reading Mastery Test—Revised

### **Information Processing**

Detroit Tests of Learning Aptitude—3 (DTLA-3)

Detroit Tests of Learning Aptitude—Adult (DTLA-A)

WAIS-R

Woodcock—Johnson Psychoeducational; Battery—revised: Test of Cognitive Ability