

DOCUMENTATION GUIDELINES FOR LEARNING DISABILITIES

SOUTHEASTERN ILLINOIS COLLEGE

Students with learning disabilities must provide the ADA Coordinator with documentation that meets general documentation guidelines. Described below is a preferred documentation profile for individuals with learning disabilities who are requesting accommodations for academic support. This type of documentation not only validates the presence of a disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, but is most useful in providing information to support educational planning and anticipate future accommodation needs. All documentation will be evaluated on a case-by-case basis.

Documentation should include the following:

- A clear statement of the diagnosis;
- A narrative that provides the functional limitations of the diagnosis and how it affects the activity of learning;
- Recommendations from the evaluator on academic suggestions linked to the functional limitations described for the diagnosis;
- An assessment noting the diagnosis, which could include a psychological evaluation, psycho educational evaluation, learning disability assessment, IEP, and other records deemed appropriate to show a clear assessment of the diagnosis. You may be asked to bring in multiple assessments for complete documentation.
- Evaluations conducted by a certified/licensed psychologist, psychiatrist, neuropsychologist, etc. The evaluator should sign, date, and list his/her credentials on the assessment.

The documentation should be no older than 4 years old.