Students who are seeking support services or accommodations at Embry-Riddle Aeronautical University on the basis of a diagnosed learning disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA).

The following guidelines are provided in the interest of ensuring that evaluation reports are appropriate and sufficient to document disability. The Disability Support Services Director is available to consult with diagnosticians concerning any of these guidelines.

1. **Testing to document a learning disability must be comprehensive.** It is not acceptable to administer only one test for the purpose of diagnosis. Minimally, domains to be addressed must include but not be limited to:

   a. **Aptitude.** The Wechsler Adult Intelligence Scale-Revised (WAIS-R) subtest scaled scores is the preferred instrument. The Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Cognitive Ability, or the Stanford-Binet Intelligence Scale: Fourth Edition, are acceptable.

   b. **Achievement.** Current levels of functioning in the areas of reading, mathematics, and written language are required. Acceptable instruments include the Woodcock Johnson Psycho-Educational Battery – Revised; Tests of Achievement; Stanford Test of Academic Skills (TASK); Scholastic Abilities Test for Adults; or specific achievement tests such as the Test of Written Language (TOWL), the Woodcock Reading Mastery Test-Revised, or the Stanford Diagnostic Mathematics Test. The Wide Range Achievement Test-Revised is not a comprehensive measure of achievement and is therefore not suitable.

   c. **Information Processing.** Specific areas of information processing (e.g. short and long-term memory; sequential memory; auditory and visual perception/processing and processing speed) must be assessed. Use of subtest scaled scores from the WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability is acceptable.

   This is not intended to be an exhaustive list or to restrict assessment in other pertinent or helpful areas such as vocational interests and aptitudes.

2. **Testing must be current.** In most cases, this means within the past three years. Since assessment constitutes the basis for determining reasonable accommodation, it is in the student’s best interest to provide recent and appropriate documentation.

3. **There must be clear and specific evidence and identification of a learning disability.** Individual “learning styles” and “learning differences” do not in and of themselves constitute a learning disability.

4. **Test scores and data should be included in the comprehensive diagnostic report.**
5. Individuals conducting assessments and rendering diagnoses of specific learning disabilities must be qualified to do so. Trained and certified/licensed psychologists, learning disability specialists and educational therapists typically are involved in the assessment process. Experience working with an adult population is essential.

6. Evaluators should be able to demonstrate that the selection of assessment instruments used in an evaluation is based upon their validity and reliability with an adult population.

7. Comprehensive diagnostic reports must contain the name and credentials of the evaluator(s) and the date(s) of testing. The report must contain the following information:

   a. Background information on the student and the reason for referral, to include: current areas of difficulty, medical history, employment history, psychological history, interpersonal skills, educational history, family history, developmental history, academic strengths and weaknesses, and personal factors which might affect academic functioning.

   b. A statement concerning the evaluation measures that were used and a brief description of each.

   c. Information concerning the student’s behavior during the assessment process, including but not limited to: attitude towards testing, physical appearance, attention, visual, auditory and/or motor problems, language, affect/mood, and any unusual behaviors or verbalizations.

   d. An analysis and interpretation of the results of the assessment, including both a narrative explanation and illustrative test scores.

   e. A summary of the entire assessment process which specifically addresses the concerns of the referral and includes an explicit determination of the presence of a learning disability.

   f. Recommendations that include the student’s strengths and weaknesses, which will be used to develop strategies to assist the student to be successful in the competitive post-secondary learning environment.

In recommending supportive services, accommodations or auxiliary aids, it is critical that the evaluator identifies the specific learning areas which are affected by the learning disability and substantiates recommendations with specific diagnostic data.

These guidelines have been adapted from Brinckerhoff, Shaw and McGuire’s text, Promoting Postsecondary Education for Students with Learning Disabilities, PRO-ED Publishers, Austin, TX, 1993.