

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

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 return to:
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