



Support Services for Academic Success Disability Services

Documentation Guidelines - Learning Disability

- Determination of eligibility for academic adjustments must be supported by appropriate documentation provided by qualified professionals*
- Documentation must substantiate the need for these services based on the individual's **CURRENT** level of academic functioning in an educational setting
- Students are required to provide recent (within 3-5 years for learning disabilities/attention deficit disorders; 3-6 months for mental health and/or chronic health disorders) and appropriate documentation relevant to the student's needs and learning environment
- Individualized Education Plans (IEPs), Summary of Performance (SOP), or Section 504 plans from high schools may provide supportive information of a disability, but are not considered sufficient forms of documentation of a disability
- Documentation that has been altered in any way or that has pages missing from the text will not be accepted

For Learning Disabilities, we would need a Psycho-educational test battery which includes the following:

- A comprehensive psycho-educational or neuro-psychological is required for individuals who are requesting academic adjustments on the basis of a learning disability.
- A complete assessment of intellectual functioning (I.Q. testing), preferably but not limited to the Wechsler Adult Intelligence scale (WAIS III) or Woodcock –Johnson III Test of Cognitive Ability that includes standard and scaled scores
- A comprehensive academic achievement battery that measures current levels of functioning in reading, comprehension, mathematics, and written/oral language, preferably, but not limited to the Woodcock-Johnson III Tests of Achievement or the Wechsler Individual Achievement Test II. Specific achievement tests may also be accepted
- An assessment of specific areas of information processing (e.g., short-term and long term memory, processing speed, auditory/visual perception and processing ability, working memory, and motor ability)
- A diagnosis of a specific learning disability and an explanation of ruling out gaps in education, co-occurring conditions, or cultural/language issues that may be interfering with learning but do not constitute a learning disability
- A summary of any relevant background history including developmental, medical, psychosocial, family, and academics derived from self-report, parent/spouse, or a review of records
- A discussion of any prior adjustments received in an academic setting

*Appropriate professionals include school and/or clinical psychologists, educational therapists, special education teachers, licensed psychiatrists, neurologists, or physicians (for medical conditions). Certified/appropriate professionals cannot be family members.

The completed documentation may be given directly to the student to submit or it may be forwarded to the following address:

Capital Community College - Disability Services
950 Main Street; Hartford, CT 06103

Questions can be directed to: Phone: (806) 906-5204 Fax: (860) 906-5049*

*While faxes are accepted, the Disability Services office encourages the submission of original documents whenever possible.