

# STUDENT ACCESSIBILITY AND RESOURCES (SAR)

## UNIVERSITY OF TEXAS AT TYLER

### LEARNING DISORDER DOCUMENTATION GUIDELINES

Students requesting accommodations from Student Accessibility and Resources are strongly encouraged to provide current and comprehensive documentation of the disability from a qualified professional. A qualified professional includes the following types of licensed psychologists or diagnostician: clinical, educational, school, or neuropsychologist. The provider cannot be a family member of the student.

To be considered current, an evaluation performed before the age of 13 will not be accepted. An evaluation after the age of 13 may be accepted but it is best to have been reevaluated within 3 years prior to the student's request for accommodations. If an evaluation is performed outside of these guidelines, the documentation will be evaluated for completeness on a case-by-case basis using an interactive process with the student.

The documentation provided must include information that diagnoses a learning disorder, describes the functional limitations in an educational setting, includes appropriate testing as outlined in #5 below and all standardized scores, and indicate the severity and longevity of the learning disability for the purpose of determining academic adjustment(s) or other reasonable accommodations.

#### Prior Documentation:

A high school plan such as an individualized education plan (IEP), 504 plan, and/or Summary of Performance is helpful and may be accepted if it includes the criteria listed below. However, this type of documentation is not sufficient for future professional or standardized testing a student that may be necessary for completion of some college degrees so current comprehensive psychoeducational assessment is strongly encouraged.

The following information is a guide to what must be contained in the documentation:

1. Diagnosis(es) (as diagnosed by the DSM-5TR)
2. Level of Severity: Mild/Moderate/Severe
3. Date of Diagnosis
4. Date of Last Contact with Student
5. One of each of the following MUST be included in the psychoeducational evaluation:

Diagnostic Interview (including history)

Aptitude Assessment – Suggested Tests Include:

Wechsler Adult Intelligence Scale-IV

Woodcock-Johnson Psychoeducational Batter Revised: Test of Cognitive Ability

Kaufman Adolescent and Adult Intelligence Stanford-Binet Intelligence Scale (4<sup>th</sup> Ed.)

Achievement Assessment – Suggested Tests Include:

Scholastic Abilities Test for Adults

Stanford Test of Academic Skills

Woodcock-Johnson Psychoeducational Battery-Revised: Test of Achievement

Wechsler Individual Achievement Test Information

Processing (if applicable) \*Note: screening instruments such as the WRAT, or other abbreviated testing instruments do not provide enough detailed information and will not meet

documentation guidelines nor be sufficient to determine eligibility and accommodations.

Documentation should also include the following information:

6. A summary of the student's educational, medical, and family history that may relate to the learning disability (must demonstrate that difficulties are not the result of sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction)
7. The symptoms which meet the criteria for the DSM-5TR diagnosis with the approximate date of onset
8. The student's functional limitations (i.e., current and/or anticipated problems associated with the condition) in an educational setting.
9. RECOMMENDATIONS regarding appropriate auxiliary aids or services or other accommodations to equalize the student's educational opportunities at UTT as justified based on the functional limitations indicated above.

### Student Accessibility and Resources

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