

UC SAN DIEGO  
OFFICE FOR STUDENTS WITH DISABILITIES (OSD)  
PHONE: 858.534.4382 FAX: 858.534.4650

### **Documentation Form for Learning Disabilities**

The student listed below has requested accommodations from the Office for Students with Disabilities (OSD) at UC San Diego. In order for the OSD to determine eligibility and arrange for appropriate accommodations, your diagnosis and assessment of this student is needed. Please complete this form in its entirety and return it to the OSD as quickly as possible since the University is on a compressed quarter system. Refer to the "University of California Practices for the Documentation and Accommodation of Students with Learning Disabilities-Revised" in order to assist you in completing this form thoroughly and completely.

**The following comprehensive assessments, including test scores and sub-test scores, must be provided with this report.** Testing must be current, although prior testing results can be included as part of the student's history. A narrative report needs to discuss the student's educational, medical, and family histories and any presenting concerns related to learning disabilities. If co-occurring conditions exist, they need to be discussed within the context of a DSM diagnosis on all 5 axes. Finally, a discussion of the student's current and specific functional limitations need to be present. In accordance with professional ethics, this form may not be completed by a family member.

All standardized testing must be valid, reliable, and appropriate for college age students. Practitioners may use other testing measures to validate the disability diagnosis; however, the ones most commonly used are indicated below.

1. Aptitude Testing  
The Wechsler Adult Intelligence Scale (WAIS III or WAIS-IV) with scaled scores and percentiles **and/or** the Woodcock-Johnson Psycho-Educational Battery-Revised (WJ III) Tests of Cognitive Ability with standard scores and percentiles are the preferred instruments.
2. Achievement Testing  
The student's current levels of functioning in reading, mathematics, and written language must be assessed under timed and untimed conditions as appropriate to corroborate underachievement in specific academic areas. Preferred instruments include:
  - a) The Woodcock-Johnson Psycho-Educational Battery Test of Achievement (WJ-III)

- b) Specific achievement tests like the Nelson-Denny Reading Test or the Woodcock Johnson Reading Mastery Tests-Revised, depending upon the area of deficit found.
- c) Additional formal and informal tests as well as observations may be integrated with the above assessments to assist in determining the presence of a learning disability and differentiating from co-existing disorders.

3. Information Processing

Specific areas of information processing (for example, short and long term memory, reasoning, sequential memory, auditory and visual processing, and processing speed) must be assessed. The following subtests are acceptable:

- a) WAIS III or WAIS-IV
- b) Cognitive portion of the Woodcock-Johnson Psycho-Educational Battery (WJ-III)
- c) Wechsler Memory Scale (WMS-III or WMS-IV) or the Learning Efficiency Test II, designed to assist in corroborating the existence of processing disorders as identified by the WAIS III or WAIS-IV or the WJ-III Test of Cognitive Abilities.

4. Narrative Report

This report should demonstrate that the student’s difficulties in acquiring and using various academic skills are not the result of other factors such as educational under preparation, sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction.

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Student Name \_\_\_\_\_ DOB \_\_\_\_\_

Name/Title of Certifying Professional \_\_\_\_\_

License # \_\_\_\_\_ State \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number \_\_\_\_\_ Fax Number \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

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