



Learning Disability Documentation Release of Information Form

To ensure the provision of reasonable and appropriate accommodations, students requesting services must provide **current** documentation of their disability. This documentation should provide information regarding the onset and severity of the disability, as well as describe how it interferes with educational achievement. In order to establish that an individual is covered under ADA and Section 504 of the Rehabilitation Act of 1973, documentation must demonstrate that the individual has a learning disability and it substantially limits and impacts the major life activity of learning. If accommodations, academic adjustments and/or auxiliary aids are being requested, the documentation provided must support the request. Appropriate accommodations will be determined based on the specific information submitted in the documentation.

Please sign this **Release of Information Form** and submit it with the required **Learning Disability Documentation Form** and report(s) completed by a qualified professional evaluator to:

Disability Services
Chippewa Valley Technical College
620 West Clairemont Avenue
Eau Claire, WI 54701
715-833-6234 Fax: 715-833-6470

I, _____, hereby authorize the release of requested information to the Disability Services Office at Chippewa Valley Technical College for the purpose of determining my eligibility for educational accommodations. Authorization remains in effect for **one (1) year** from the date of my signature.

I understand that I have the right to refuse to sign this authorization form and it may be revoked in writing at any time prior to the disclosure of this information.

Re-disclosure Notice: The information disclosed pursuant to this authorization may be re-disclosed by the recipient and no longer protected by HIPAA.

Student Signature

Date

Date of Birth: _____



Learning Disability Documentation Form

Requirements

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 guarantee certain protections and rights to equal access to programs and services in an educational setting. In order to access these rights, an individual must present documentation indicating that a learning disability substantially limits and impacts learning. The following documentation forms are provided in the interest of assuring that LD documentation appropriately verifies eligibility and supports a request for accommodations, academic adjustments, and/or auxiliary aids in a postsecondary setting.

Documentation provided by a qualified professional evaluator must validate the need for services based on the student's **current** level of functioning in an educational setting. A school plan such as an individualized education program (IEP) or a 504 plan is insufficient documentation in and of itself, but can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and the resulting diagnostic report must include a diagnostic interview, assessment of aptitude, and measure of academic achievement and information processing.

Documentation of a learning disability must identify a significant discrepancy between achievement and ability or an intra-cognitive discrepancy not attributable to any other disabling condition or to environmental deprivation.

Requirements for documentation must include four main components:

I.	Current evaluation information and a specific diagnosis .
II.	Appropriate clinical documentation to substantiate a specific diagnosis , and evidence to establish a rationale supporting the need for accommodations.
III.	Summary and Recommendations.
IV.	Qualifications of the evaluator.

Qualified professional evaluators who can provide this documentation include clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists, and licensed physicians with training and experience in the assessment of learning problems in adolescents and adults.

Student Name: _____

DOB: _____

I. CURRENT EVALUATION INFORMATION AND A SPECIFIC DIAGNOSIS

Please attach an evaluation report that includes a comprehensive diagnostic interview by a qualified evaluator.

Nonspecific diagnoses, such as individual "learning styles," "learning differences," "academic problems," "computer phobias," "slow reader," and "test difficulty or anxiety," in and of themselves do not constitute a learning disability. It is important to rule out alternative explanations for problems in learning, (e.g., emotional, attentional, or motivational) that may be interfering with learning, but do not constitute a learning disability. The diagnostician is encouraged to use direct language in the diagnosis and documentation of a learning disability, avoiding the use of such terms as "suggests" or "is indicative of." If the data indicates that a learning disability is not present, the evaluator must state that conclusion in the report.

Specific diagnosis of student (DSM-IV and/or ICD-10 outline criteria used in making this diagnosis): _____

II. APPROPRIATE CLINICAL DOCUMENTATION TO SUBSTANTIATE A SPECIFIC DIAGNOSIS, AND EVIDENCE TO ESTABLISH A RATIONALE SUPPORTING THE NEED FOR ACCOMMODATIONS.

Please attach results from the following list of standardized tests which is provided as a helpful resource, but is not intended to be definitive or exhaustive.

A. INTELLECTUAL FUNCTIONING

Aptitude/Cognitive Ability

- *Wechsler Adult Intelligence Scale - III (WAIS-III)*
- *Woodcock-Johnson-III - Tests of Cognitive Ability*
- *Kaufman Adolescent and Adult Intelligence Test*
- *Stanford-Binet IV*
- *WAIS-R*

(Note: The *Slosson Intelligence Test - Revised* and the *Kaufman Brief Intelligence Test* are primarily screening devices which are **not comprehensive** enough to provide the kinds of information necessary to make accommodation(s) decisions.)

B. ACADEMIC ACHIEVEMENT

- *Scholastic Abilities Test for Adults (SATA)*
- *Stanford Test of Academic Skills (TASK)*
- *Woodcock-Johnson-III - Tests of Achievement*
- *Wechsler Individual Achievement Test (WIAT)*

- *Nelson-Denny Reading Test*
- *Stanford Diagnostic Mathematics Test*
- *Test of Written Language - 3 (TOWL-3)*
- *Woodcock Reading Mastery Tests - Revised*

(Note: *The Wide Range Achievement Test - 3 (WRAT-3)* is **not a comprehensive** measure of achievement and therefore should not be used as the sole measure of achievement.)

C. INFORMATION PROCESSING

Acceptable instruments include, but are not limited to:

- *Detroit Tests of Learning Aptitude - 3 (DTLA-3)*
- *Detroit Tests of Learning Aptitude - Adult (DTLA-A)*
- Information from subtests on *WAIS-R*
- *Woodcock-Johnson-III - Tests of Cognitive Ability*,
- Other relevant instruments may be useful when interpreted within the context of other diagnostic information.

III. SUMMARY AND RECOMMENDATIONS

Please summarize your findings and recommendations for accommodations.

SUMMARY

RECOMMENDATIONS

IV. QUALIFICATIONS OF THE EVALUATOR

Professional Evaluator's

Name and Title: _____
(Please Print)

Address: _____ **Phone:** _____

License # and/or Certification: _____

Signature: _____ **Date:** _____