



LIMESTONE
UNIVERSITY

*Learning &
Accessibility*

**LEARNING DISABILITY DOCUMENTATION GUIDELINES
DISABILITY PROVIDER FORM**

Your patient/client has requested accommodations through the Office of Learning and Accessibility at Limestone University. The Office of Learning and Accessibility coordinates the collection and review of documentation in conjunction with the Director of Accessible Education to provide reasonable accommodations for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, and with the Americans with Disabilities Act (ADA) of 1990 as amended in 2008, as well as other applicable state and federal laws.

Student's Name _____

Student's Date of Birth _____

Date of Last Visit/Consultation _____

A learning disability is a neurological disorder where the brain works differently in how it takes in, uses, and outputs information. Although most individuals with a learning disability possess average to above-average intelligence, they have difficulty with one or more areas such as math, reading, speaking, writing, spelling, visual-spatial perception, processing speed, and understanding language.

To be considered eligible for reasonable accommodations, the following documentation is required: A current psychoeducational evaluation completed by a psychologist licensed by a state board of examiners or certified in psychology by a state department of education is required. The psychologist must provide his/her license or certificate number in the report. The university's multidisciplinary committee may—upon review—accept psychoeducational evaluations completed by professionals in related disciplines (e.g., education). A current psychoeducational evaluation has been completed **within three calendar years of the student's date of enrollment in Limestone University**. IEPs are *not* accepted. The psychoeducational evaluation must, at a minimum, contain the following information:

- An individually administered measure of intellectual functioning (e.g., Wechsler Adult Intelligence Scale, Revised; Stanford-Binet, Fourth Edition; etc.).
- An individually administered measure (or measures) of academic functioning that minimally assesses performance in reading, math, and written language and is normed appropriately for the chronological age/educational level of the student (e.g., Woodcock-Johnson Tests of Achievement, Wechsler Individual Achievement Test, etc.).
- Any other individually administered measures deemed to be appropriate in support of the diagnosis by the examiner (e.g., Bender-Gestalt, MMPI, etc.).

- Scores for all tests administered. Reported scores should include specific standard scores and grade equivalents. Standard scores reported should have the same mean and standard deviation across tests for comparisons to be made.
- A diagnostic statement of a specific disability, the manifestations of which currently affect academic performance.
- Recommendations for reasonable accommodations specific to the disability and its effect on the student's academic performance in the college setting.

NOTE to PROVIDERS: Please submit this completed form along with the psychoeducational evaluation. Complete documentation is important. Inadequate information, incomplete answers and /or illegible handwriting may delay the eligibility review process for students.

1. Diagnosis (Include date of diagnosis, DSM-5/ICD-10 codes)

2. Limitations caused by disability

3. If applicable, indicate any medications currently prescribed that may impact the student's functioning, including any impact produced by side effects.

4. Please indicate recommendations regarding accommodations for this student and the rationale as to why these accommodations are needed based on the student's limitations. Clearly indicate the accommodations you are recommending.

I understand that the information provided will become part of the student record subject to the Federal Family Education Rights and Privacy Act of 1974 and may be released to the student on their written request.

Provider's Signature _____

Date _____

License/Certification # _____ State _____

Name/Title: _____

Address: _____

Phone: _____

Email: _____

DOCUMENTATION MAY BE SENT OR FAXED TO:

Limestone University

The Office of Learning and Accessibility

1115 College Drive

Gaffney, SC 29340

Email accessibility@limestone.edu.

Fax: 864-203-8747