



St. George's University

Psychological Services Center (PSC)

(473.439.2277, Campeche Hall, Top Floors, sgu.edu/psc)

Disability Documentation Guidelines

Individuals with a learning disability, Attention-Deficit/Hyperactivity Disorder (ADHD), other psychological problem (e.g., anxiety, depression) or medical condition (e.g., hearing, vision, mobility/motor, endocrine, neurological) applying for accommodations at St. George's University (SGU) must follow the documentation guidelines below, which are consistent with standards of practice outlined by the Educational Testing Service, the Americans with Disabilities Act and boards administering the USMLE and NAVLE.

General Guidelines for All Conditions

1. All applicants for accommodations must be evaluated by a qualified professional:
 - The name, title and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment and state or country in which the individual practices must be clearly identified.
 - Only licensed practitioners with relevant and comprehensive training and experience are qualified. Only rarely will this not be a psychologist or physician.
 - Reports should be on letterhead stationery, typed, dated and signed.
2. Evaluation must be current:
 - In most cases, reports summarizing a learning disability or ADHD assessment cannot be more than three years old. Other psychological problems or medical conditions are often subject to change and documentation should be updated more frequently (no more than six months in most cases) to indicate current functioning.
3. Documentation must be comprehensive and include the following:
 - Full name and date of birth.
 - Description of the presenting problem.
 - Relevant developmental and medical history.
 - Relevant academic and learning history during elementary, secondary and post-secondary education.
 - A history of relevant medication use that may affect the individual's learning.
 - A specific diagnosis. Nonspecific diagnoses do not constitute a disability (e.g., slow learner, academic problems, testing anxiety).

- Description of the specific diagnostic criteria and names of the diagnostic tools used, including date (s) of evaluation, specific results with a detailed interpretation.
- Description of the individual's limitations due to the diagnosed disability and current functional impact on physical, perceptual and cognitive abilities.
- Each recommended accommodation must include a rationale explaining why specific accommodations are needed.
- An interpretative clinical summary must be provided including evidence that the evaluator ruled out alternative explanations for academic problems and an indication of the substantial limitation to learning.

Learning Disability or ADHD Assessment

1. In addition to the requirements above, assessment of a learning disability or ADHD must provide clear and specific evidence that such a disorder exists, thus the evaluation and any resulting diagnosis must consist of, and be based on, a comprehensive battery that does not rely on any one test or subtest.
2. Actual standardized instrument results must be provided:
 - Scores and/or percentile ranks.
 - Profile of strengths and weaknesses must be related to functional limitations.
 - Tests must be reliable, valid and standardized for use with an adolescent/adult population.
3. Identification of patterns in cognitive ability, achievement and information processing are used to determine the presence of a learning disability.
4. Relevant family history including primary language of the home and student's current level of fluency in English.
5. Relevant psychosocial and employment history.
6. A summary of a comprehensive diagnostic interview by a qualified evaluator.
7. A combination of self-report, interviews with others and historical documentation (transcripts and standardized scores).
8. A discussion of dual diagnosis and alternative or co-existing mood, behavioral, neurological and or personality disorders.
9. An exploration of possible alternatives that may mimic a learning disability.
10. All findings should be integrated with information about emotional, social and personality functioning.
11. Minimally, the following domains must be addressed:

- Aptitude/Cognitive Ability - Including all subtests and standard scores reported.
- Academic Achievement - Including subtests and standard scores as well as current levels of academic functioning in relevant areas such as reading decoding and comprehension, mathematics and oral and written language.
- Information Processing:
 - Short-term memory
 - Verbal and nonverbal memory
 - Auditory and visual perception/processing
 - Processing speed
 - Executive functioning
- Additional Assessments:
 - Testing observations
 - Psychiatric/neurological assessment to establish differential diagnosis
 - Personality and emotional functioning

Recommended Instruments for Learning Disability or ADHD Assessment

1. Aptitude/Cognitive Ability:

- Wechsler Adult Intelligence Scale
- Woodcock-Johnson Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test
- Stanford-Binet Intelligence Scales

2. Academic Achievement:

- Scholastic Abilities Tests for Adults
- Stanford Test of Academic Skills
- Woodcock-Johnson Tests of Achievement
- Wechsler Individual Achievement Test

Or specific achievement tests such as:

- Nelson-Denny Reading Test
- Stanford Diagnostic Mathematics Test
- Test of Written Language
- Woodcock Reading Mastery Tests - Revised

3. Information Processing:

- Wechsler Memory Scale
- Delis-Kaplan Executive Function System (D-KEFS)

- Computerized Performance Tests (e.g., Conners' CPT, TOVA)
- Information subtest on the WAIS-R or Woodcock Johnson Tests of Cognitive Ability
- Wide Range Assessment of Learning
- Behavioral Dyscontrol Scale
- Other tests of sustained attention

4. Other Rating Scales:

- Brown ADD Scales – self/parent reports
- Wender Utah Rating Scales – self/parent reports
- Conners' Adult ADHD Rating Scale – self/parent reports
- Behavior Rating of Executive Functions
- Personality Assessment Inventory
- Behavior Rating Inventory of Executive Function Family
- Clinical Assessment of Attention Deficit
- Vanderbilt Assessment Scales

Updating a Learning Disability or ADHD Diagnosis

For those who have a prior diagnosis of a learning disability or ADHD, which is well-documented and meets the above requirements, re-administration of a full battery of tests might not be necessary. Only applicant-specific data necessary to establish current eligibility for and the appropriateness of the requested accommodations will be necessary. For a more complete discussion, see the Educational Testing Service website at http://www.ets.org/disabilities/evaluators/updating_ld_adhd_documentation/.

Other Psychological Conditions

See General Guidelines above. Because psychological conditions vary widely, and there are fewer standardized diagnostic tools developed for their assessment, evaluations will be specific to the circumstances of individuals.

Medical Conditions

See General Guidelines above. Because medical conditions vary extensively, evaluations will be specific to the needs of individuals.

Further Information

For additional information, please see SGU's Disability Services webpage at sgu.edu/psc. You can also contact the Psychological Services Center (PSC) by phoning 473.439.2277 or visiting the top floors of Campeche Hall.

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