

Documentation Guidelines
for
Students with Learning Disabilities and Attention Deficit/Hyperactivity Disorder

The following guidelines are provided in order to describe the necessary components of acceptable documentation for students with Learning Disabilities (LD) and/or Attention Deficit/Hyperactivity Disorders (ADHD) at Incarnate Word Academy.

I. Qualifications of the Evaluator

- a. The name, title, and professional credentials of the evaluator, including information about license and/or certification must appear on the report.
- b. The following professionals would generally be considered qualified to evaluate and diagnose LDs and/or ADHD, provided they have appropriate training and experience in evaluating adolescent LDs and/or ADHD: clinical or educational psychologists, neuropsychologists, learning disability specialists, and psychiatrists.
- c. It is not appropriate for professionals to evaluate members of their families.
- d. All reports should be on letterhead, typed, dated, and signed.

II. Testing Must Be Current and Age-Appropriate

- a. Reports must include the date of testing.
- b. Testing must have been administered within the past three years.

III. Necessary Components of the Comprehensive Psychoeducational Evaluation and Diagnostic Report

- a. Diagnostic Interview
 - i. Relevant historical information regarding the student's academic history and learning processes in elementary and secondary education.
 - ii. Generally utilizes a combination of student self-report, interviews with others, and historical documentation such as standardized test scores.
 - iii. The diagnostician should provide a summary of the following:
 1. A description of the presenting problem
 2. Developmental history
 3. Relevant medical history
 4. Academic history including results of prior standardized testing
 5. Relevant family history
 6. Psychosocial history
- b. Rating Scales (for ADHD) completed individuals who have direct knowledge of the student's behaviors (parents, teachers, the student herself, etc.).
- c. Cognitive and Achievement Testing – It is essential to include comprehensive measure in the following areas: cognitive ability, academic achievement, and information processing. Screening instruments are not acceptable in any area.

Tests must be conducted under standardized procedures. The report must include test results (including subtest scores) with standard scores and percentile rank scores. When requesting extended time, the psychoeducational evaluation should include scores from both timed and extended/untimed tests.

i. Cognitive Ability – The following tests are commonly used to measure a student’s cognitive abilities:

1. Wechsler Intelligence Scale for Children-IV (WISC-IV) or Wechsler Adult Intelligence Scale-III (WAIS-III)
2. Woodcock-Johnson Psychoeducational Battery-III NU (WJ-III NU): Tests of Cognitive Abilities
3. Stanford Binet Intelligence Scales-5th Edition (SBS)
4. Kaufman Adolescent and Adult Intelligence Test or Kaufman Assessment Battery for Children, Second Edition (KABC-II)
5. Differential Ability Scales, Second Edition (DAS-II)
6. Reynolds Intellectual Assessment Scales

ii. Academic Achievement

1. Comprehensive Measures of Achievement – The psychoeducational evaluation should include a comprehensive achievement battery with all subtests, percentiles, and standard scores reported. The following are commonly used tests to document a student’s academic achievement:

- a. Woodcock-Johnson-III: Tests of Academic Achievement (General and Extended batteries including fluency measures)
- b. Wechsler Individual Achievement Test II (WIAT II)
- c. Scholastic Abilities Test for Adults (SATA)

2. Specific Measures of Achievement – Specific achievement tests are useful when results are used to support other diagnostic information. The following tests are commonly used to measure a student’s academic skills in timed settings:

- a. Nelson-Denny Reading Test (NDRT) form G or H with standard time and extended time measures
- b. Stanford Diagnostic Reading Tests, Fourth Edition (SDRT)
- c. Stanford Diagnostic Math Test, Fourth Edition (SDMT)
- d. Woodcock-Johnson III Fluency Measures
- e. Test of Written Language (TOWL-3)

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

- iii. Information Processing – A low processing speed score usually does not indicate the need for accommodations. The following tests are commonly used to measure a student’s information processing:
 - 1. Detroit Tests of Learning Aptitude-4 (DTLA-4) or DTLA-A (Adult)
 - 2. Wechsler Intelligence Scale for Children-IV (WISC-IV) or Wechsler Adult Intelligence Scale-III (WAIS-III)
 - 3. Woodcock-Johnson-II: Tests of Cognitive Ability (W-J-III-Tests of Cognitive Ability)
 - d. Specific Diagnosis
 - i. The report should include a specific diagnosis of an LD or ADHD based on the DSM-IV-TR diagnostic criteria and should include a diagnosis code.
 - ii. Non-specific diagnoses, such as individual “weakness,” “learning styles,” “learning differences,” “academic problems,” “slow reader,” and “test difficulty or anxiety,” in and of themselves do not constitute a specific diagnosis.
 - e. Functional Limitations – The report should explain how the disability impacts the student’s daily functioning and ability to participate in academics.
 - f. Specific Recommendations for Modifications in the Normal Classroom – The report must include specific accommodations recommended, including the amount of extended time required, and a rationale for each accommodation.
- IV. Confidentiality – All information obtained in diagnostic reports will be maintained and used in accordance with applicable confidentiality requirements.