

### **Guidelines for Documentation of Learning Disability**

The Office of Student Services (OSS) can provide academic accommodations and auxiliary aids to qualified students diagnosed with a Learning Disability. The following guidelines are outlined below in the interest of assuring that documentation is complete and accurate. OSS reserves the right to determine eligibility and appropriate accommodations based on the quality, recency, and completeness of the documentation submitted.

The evaluation must have been conducted or formally supervised and co-signed by a licensed clinical psychologist, learning specialist, or one who holds a doctorate in neuropsychology, clinical psychology, educational psychology, or other appropriate specialty. Such evaluators are required to have been: 1) trained in psychiatric, psychological, neuropsychological and/or psycho-educational assessment; and 2) have at least three (3) years' experience in the evaluation of students with learning disabilities, AD/HD, or psychiatric impairments.

Documentation should include:

- A current clear statement of impairment, including diagnosis according to the Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> Edition (DSM-5), or International Classification of Diseases, 10<sup>th</sup> Edition (ICD-10), and information concerning co-morbidity.
- Comprehensive psycho-educational or neuropsychological evaluation not more than three (3) years old and must be based on adult normed testing. The Wechsler Adult Intelligence Scale-IV (WAIS-IV) is preferred.
- Testing must include actual test scores; standard scores are preferred. It is not acceptable to administer only one test or to base the diagnosis on only one of several sub-tests. Individualized Education Plans (IEPs) or 504 Plans in and of themselves are not sufficient documentation.
- Information concerning the impact of the learning disability on major life activities, as well as the functional limitations and how they currently interfere in the educational setting. Factors to consider include the severity, duration, and pervasiveness of symptoms.
- A narrative clinical summary of assessment procedures that were used to make the diagnosis and evaluation results.
- Suggested accommodations to address each limitation, as well as history of accommodations used.
- The diagnostic report must be on official letterhead and include the name, title, signature, and license number of the evaluator.

Before a formal review process can commence, all appropriate documentation must be received by the OSS. Provision of accommodations in high school or other non-NEL|B institution, or standardized test, does not guarantee that the same or any accommodations will be awarded at New England Law | Boston.

**All documentation is considered confidential and can be mailed, faxed, or emailed to:**

Office of Student Services  
New England Law | Boston  
46 Church Street, 2<sup>nd</sup> Floor  
Boston, MA 02116  
Telephone: 617.422.7477  
Fax: 617.422.7333  
[accessibility@nesl.edu](mailto:accessibility@nesl.edu)