Documentation Requirements: Learning Disability

Student Accessibility Services is committed to assisting UOIT students with a Learning Disability reach their academic goals. In order to obtain appropriate academic accommodations and supports; you must submit a Psychoeducational or Neuro-Psychological Assessment Report (criteria below). Supplementary information can also be helpful, for example, an IEP from high school, a letter from the Disability Services Office of another postsecondary institution. An IEP without a full psychoeducational assessment is not sufficient documentation to receive academic accommodation at University.

Criteria for Psychoeducational or Neuro-Psychological Assessment Reports

1. Completed within the last 3-5 years and/or as an adult (age 18 or above)
   a. Assessments completed after 18 years of age but are 3 years or older will be assessed on a case-by-case basis.
2. Signed by a registered, licensed Psychologist or Psychological Associate experienced in LD assessment
3. Contains an unambiguous diagnostic statement of LD
   a. Assessors must explicitly state the student is diagnosed with a learning disability. Non-specific wording such as “slow reading speed, test difficulty/anxiety” do not constitute diagnosis of a learning disability
   b. The report must include specific evidence that the student’s current symptoms substantially impairs specific learning functions
4. Clearly reports and interprets scores from age-appropriate standardized tests of:
   a. Cognitive Ability (e.g. the WAIS-IV)
   b. Information Processing: Auditory and visual processing, processing speed, visual-motor processing (e.g. Beery VMI) and language processing.
   c. A comprehensive memory battery (e.g. WRAML-2, WMS-IV) must be included and should sample immediate and delayed recall of visual and auditory information, and (as warranted) cued auditory recall. If warranted, tests of executive functioning and attention should be administered (e.g. WCST, Trail Making Tests)
   d. Academic Achievement: A comprehensive achievement battery should be included (e.g. WIAT-III, WJ-III) plus relevant supplemental achievement tests (e.g. Nelson-Denny Reading Test). A variety of aspects of Reading (decoding, reading comprehension, fluency), writing (spelling & grammar, written expression, fluency), and math (calculation, reasoning, fluency) should be assessed.
5. Documents a clinically-significant discrepancy between (at least) average-range cognitive ability and one or more academic achievement areas, or in the case of a non-discrepant ability-achievement relationship, provides evidence of extraordinary effort and support
6. Provides evidence of a specific impairment in information processing that could logically account for the observed relationship between cognitive ability and academic achievement
7. Summarizes relevant medical, developmental, educational, psycho-social and family history, as well as language use
8. Rules out other potential sources as primary cause of the observed ability/achievement discrepancy, such as inadequate educational opportunity, environmental hardship, low motivation, cultural or linguistic diversity, psychiatric or medical condition, sensory impairment
9. Includes behavioural observations and a statement as to the validity of test results
10. Provides specific recommendations that are clearly based on the functional impact of the specific processing impairment as evidenced by test results, and that are relevant to the postsecondary setting

Please Note

If your psychoeducational assessment report does not meet these criteria, or if it is unavailable, please meet with a SAS Advisor or Counsellor. He/she can provide referrals, help you access any available funding for a new assessment, and determine any interim supports.