DOCUMENTATION REQUIREMENTS: LEARNING DISABILITY

Student Accessibility Services (SAS) is committed to assisting UOIT students with a Learning Disability (LD) to reach their academic goals. In order to obtain appropriate accommodations and supports, you must submit:

1. An Individual Education Plan (IEP) from high school based on a psychoeducational assessment.
2. A letter from the Disability Services Office of another postsecondary institution.
3. A psychoeducational or neuropsychological assessment report.

Note: An IEP without a full psychoeducational assessment is not sufficient documentation to receive accommodation at University.

Criteria for Psychoeducational or Neuropsychological Assessment Reports

- Must have been completed:
  - within the last 5 years and/or
  - as an adult (over the age of 18), or
  - under the age of 18 using adult-normed measures

- Signed by a registered, licensed psychologist or psychological associate experienced in LD assessment.

- Contains a clear diagnostic statement of LD
  - Assessors must explicitly state that the student is diagnosed with a learning disability. Non-specific wording such as “slow reading speed,” “test difficulty or anxiety,” do not constitute diagnosis of a LD.
  - The report must include specific evidence that the student’s current symptoms substantially impair specific learning functions.

- Clearly reports and interprets scores from age-appropriate standardized tests of:
  - Cognitive Ability (e.g. the WAIS-IV).
  - Information Processing: Auditory and visual processing, processing speed, visual-motor processing (e.g. Beery VMI) and language processing.
  - 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).
o **Academic Achievement:** A comprehensive achievement battery should be included (e.g. WIAT-III, WJIII) plus relevant supplemental achievement tests (e.g. Nelson-Denny Reading Test). A variety of aspects of reading (decoding, reading comprehension, fluency), writing (spelling and grammar, written expression, fluency), and math (calculation, reasoning, fluency) should be assessed.

- 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.

- Provides evidence of a specific impairment in information processing that could logically account for the observed relationship between cognitive ability and academic achievement.

- Summarizes relevant medical, developmental, educational, psychosocial and family history, as well as language use.

- Rules out other potential sources as the primary cause of the observed ability or achievement discrepancy, such as inadequate educational opportunity, environmental hardship, low motivation, cultural or linguistic diversity, psychiatric or medical condition or sensory impairment.

- Includes behavioural observations and a statement as to the validity of test results.

- 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. They can provide referrals, help you access any available funding for a new assessment and determine any interim supports.