



UC SAN DIEGO EXTENSION
STUDENT SERVICES
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Documentation Form for Learning Disabilities

The student listed below has requested academic accommodations from Student Services at UC San Diego Extension. In order for Student Services to determine eligibility and arrange for appropriate accommodations, your diagnosis and assessment of this student is required. Please complete this form in its entirety and return it to Student Services at UC San Diego Extension as quickly as possible. The Disability Coordinator will be unable to arrange appropriate accommodations for the student until completed documentation is received. All information will be kept confidential.

Attached is the "University of California Practices for the Documentation and Accommodation of Students with Learning Disabilities-Revised" to assist you in completing this form thoroughly and completely.

Student Name _____ DOB _____

Student ID Number _____

Name/Title of Certifying Professional (Please print) _____

License # _____ State _____

Address _____

Telephone Number _____ Fax Number _____

Signature _____ Date _____

TO BE COMPLETED BY THE STUDENT

Student Authorization:

I, _____, am requesting academic support services through UC San Diego Extension Student Services. They require current and comprehensive documentation of my disability/medical condition prior to receiving services through UCSD Extension. I acknowledge that by requesting academic accommodations, I am authorizing the UC San Diego Extension Student Services Disability Coordinator to discuss information relevant to my disability with my medical provider. I understand UC San Diego Extension will keep my information confidential as per UC Policy and Procedures Manual Section 160-2.

Student Signature: _____

Date: _____

TO BE COMPLETED BY THE CERTIFYING PROFESSIONAL

The following comprehensive assessments, including test scores and sub-test scores, must be provided with this report. Testing must be current, although prior testing results can be included as part of the student's history. A narrative report needs to discuss the student's educational, medical, and family histories and any presenting concerns related to learning disabilities. If co-occurring conditions exist, they need to be discussed within the context of a DSM diagnosis on all 5 axes. Finally, a discussion of the student's current and specific functional limitations needs to be present.

All standardized testing must be valid, reliable, and appropriate for college age students. Practitioners may use other testing measures to validate the disability diagnosis; however, the ones most commonly used are indicated below.

1. Aptitude Testing

The Wechsler Adult Intelligence Scale (WAIS III or WAIS-IV) with scaled scores and percentiles **and/or** the Woodcock-Johnson Psycho-Educational Battery-Revised (WJ III) Tests of Cognitive Ability with standard scores and percentiles are the preferred instruments.

2. Achievement Testing

The student's current levels of functioning in reading, mathematics, and written language must be assessed under timed and untimed conditions as appropriate to corroborate underachievement in specific academic areas. Preferred instruments include:

- a) The Woodcock-Johnson Psycho-Educational Battery Test of Achievement (WJ-III)
- b) Specific achievement tests like the Nelson-Denny Reading Test or the Woodcock Johnson Reading Mastery Tests-Revised, depending upon the area of deficit found.
- c) Additional formal and informal tests as well as observations may be integrated with the above assessments to assist in determining the presence of a learning disability and differentiating from co-existing disorders.

3. Information Processing

Specific areas of information processing (for example, short and long term memory, reasoning, sequential memory, auditory and visual processing, and processing speed) must be assessed. The following subtests are acceptable:

- a) WAIS III or WAIS-IV
- b) Cognitive portion of the Woodcock-Johnson Psycho-Educational Battery (WJ-III)
- c) Wechsler Memory Scale (WMS-III or WMS-IV) or the Learning Efficiency Test II, designed to assist in corroborating the existence of processing disorders as identified by the WAIS III or WAIS-IV or the WJ-III Test of Cognitive Abilities.

4. Narrative Report

This report should demonstrate that the student's difficulties in acquiring and using various academic skills are not the result of other factors such as educational under preparation, sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction.