



Brief Guidelines for Documentation *of Learning Disabilities (LD)*

These guidelines are designed to assist your clinician in preparing documentation of your disability in order to help determine the appropriate accommodation. Please forward documentation that meets these guidelines to the Disability Services Coordinator at the Division of Continuing Education at Harvard University.

- **Documentation is provided by a clinician qualified and experienced in the diagnosis of LD.** (Use of diagnostic terminology indicating a specific learning disability by someone whose training and experience are not in relevant fields is not acceptable. It is not appropriate for professionals to evaluate members of their own families. All reports must be on letterhead, typed, dated, signed, and otherwise legible.)
- **Documentation is based on a current evaluation and is recommended to be within the last three years, although less recent documentation may be accepted if appropriate.** (IEP and 504 plans by themselves are not sufficient documentation.)
- **Documentation is comprehensive and includes:**
 1. A statement of the presenting problem
 2. Developmental history of the disability
 3. Diagnostic interview findings
 4. Relevant testing including an assessment of cognitive ability, academic achievement, information processing, and neuropsychological or psychoeducational assessment (based on a comprehensive assessment battery)*
 5. A specific diagnosis that includes an interpretative summary and a rationale for each accommodation recommended. Alternative diagnoses must be ruled out.

Contact the Disability Services Coordinator at Harvard University Division of Continuing Education at (617) 495-0977 (voice) or (617) 495-9419 (TTY) if you would like further information. A large print version of this form is available upon request.

* *The Division of Continuing Education does not require specific tests, rather your clinician determines the appropriate tests based on the interview and consultation process. Among tests typically administered are the Woodcock-Johnson Psychoeducational Battery-Revised, the Wechsler Adult Intelligence Scale-III, the Nelson-Denny Reading Skills Test, the Scholastic Abilities Test for Adults, the Wechsler Individual Achievement Test, and other tests of aptitude, academic achievement, and information processing.*

These brief guidelines provide an overview of the more detailed guidelines available upon request from the Disability Services Coordinator. If necessary, you also must provide your clinician with a copy of the detailed guidelines.