

Documentation for Learning Disabilities

Clayton State University's Disability Resource Center provides academic services and accommodations for students with documented disabilities. The treating or diagnosing healthcare professional should complete this form. The Disability Resource Center will use this form to evaluate eligibility for academic accommodations, which includes 1) disability diagnosis as defined under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) of 1990, as amended (ADAAA); 2) aid in the determination of appropriate services and accommodations in the academic environment.

The healthcare professional(s) conducting the assessment and/or making the diagnosis must be qualified to do so. All parts of this form must be completed as thoroughly and legibly as possible. Inadequate information, incomplete answers and/or illegible handwriting will delay the eligibility review process for the student.

The information provided by the health care professional will not become part of the student's educational records, but will remain in the student's confidential file in the Disability Resource Center. Upon request, this form may be released only to the student. In addition to the requested information, please attach any other information you think would be relevant to the student's academic needs.

After completing this form, sign it, complete the Healthcare Provider Information section on the last page and return it to the student, who will give it to the Disability Resource Center staff at Clayton State University.

To view the USG BOR disability documentation criteria, please visit the following website:
https://www.usg.edu/academic_affairs_handbook/section3/C793.

_____	_____	_____
Date	Student Name (Print)	Student ID#

Primary Diagnosis: _____

Date of original diagnosis: _____

Secondary Diagnosis (if any): _____

Date of original diagnosis: _____ Date of last visit: _____

Describe the substantial limitations that affect this student's ability to conduct major life activities.

Describe current functional limitations, which affect this student in the academic setting, and suggestions for accommodations (e.g. frequent breaks, extra time on tests).

Limitations

Recommendations

Describe the developmental and educational history consistent with the above learning disability.

Explain results of standardized measures of academic achievement, cognitive/linguistic processing and/or intellectual functioning. Standard scores must represent all standardized measures and percentile ranks based on published age-based norms.

Describe the cognitive/linguistic processing deficits that are associated in a meaningful way with the identified area(s) of academic limitation.

Provide evidence that substantially limited areas of achievement fall significantly below higher-level cognitive and/or linguistic abilities (e.g. broad intellectual functioning, reasoning, vocabulary, crystalized knowledge).
(Documentation that academic limitations are unexpected is necessary.)

Describe objective evidence that symptoms are associated with significant functional impairment in the academic setting in one or more of the following areas: reading, mathematics, or written language.

Explain the academic and cognitive/linguistic limitation(s) have been considered and ruled out (e.g. low cognitive ability, other mental or neurological disorders, lack of adequate education, visual or auditory dysfunction, emotional factors such as anxiety or depression, cultural/language differences, poor motivation, symptom exaggeration).

HEALTHCARE PROVIDER INFORMATION

Provider Signature: _____ Date: _____

Provider Name (Print): _____

Title: _____ License #: _____

