



Department of Accessibility Services

Documentation Guidelines for Learning Disabilities

Students requesting services from the Department of Accessibility Services at Babson College are required to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended. The following guidelines are provided in the interest of assuring that documentation is complete and accurate. The Department of Accessibility Services reserves the right to determine eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted. All documentation is confidential and will remain in the Department of Accessibility Services.

The following guidelines are provided to assist the Department of Accessibility Services in collaborating with each student to determine appropriate accommodations and services. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations and services. Recommended documentation includes:

1. A psycho-educational or neuropsychological evaluation that provides a diagnosis of a specific learning disability must be submitted. A statement indicating the current educational status and impact of a learning disability in an academic setting must be included. If another diagnosis is applicable, it should be stated.
2. The evaluation must be performed by a professional who is certified and/or licensed in a field related to diagnosis of specific learning disabilities, such as a psychologist, learning disabilities specialist, educational therapist, or diagnostician in public school or college setting. The evaluator's name, title, and professional credentials and affiliation must be provided.
3. The evaluation must be conducted within the past three (3) years.
4. The evaluation must be based on a comprehensive assessment battery, including:
 - a. Diagnostic Interview
 - b. Aptitude
 - i. Average broad cognitive functioning must be demonstrated on an individually administered intelligence test, such as the Wechsler Adult Intelligence Scale (WAIS-III, WAIS-IV). Test results must be accompanied by a narrative report and subtest scores. Scales/subtests scores should be provided.
 - c. Academic Achievement
 - i. A comprehensive academic achievement battery, such as Woodcock-Johnson-Revised or WIAT, must document achievement deficits relative to potential. The battery should include current levels of academic functioning in relevant areas, such as reading (word recognition and reading comprehensive), oral and written language, and mathematics. Standard scores, grade levels, and percentages for subtests administered should be provided.

d. Information Processing

i. Specific areas of information processing (e.g., short- and long-term memory, auditory and visual perception, executive functioning) should be assessed.

e. Social-Emotional Assessment

i. To rule out a primary emotional basis for learning difficulties and provide information needed to establish appropriate services, a social-emotional assessment, using formal assessment instruments and/or clinical interview, should be conducted.

5. A narrative summary must present a diagnosis of a specific learning disability; provide impressions of the testing scores; interpret the testing data; indicate how patterns in cognitive ability, achievement, and information processing reflect the specific learning disability; recommend specific accommodations based on disability-related deficits; and rule out alternative explanations for and include factors contributing to academic difficulties.

A further assessment by an appropriate professional may be required if a co-existing Learning Disability and other disabling conditions are indicated. If a diagnosis is provided by an unlicensed individual, documentation from a licensed professional may be required. The student and the Department of Accessibility Services will collaborate regarding accommodations.