

Checklist of documentation requirements for students with Learning Disabilities

Documentation must include all of the following	YES	NO
Documentation is provided by a clinician qualified and experienced in the diagnosis of LD. Diagnostician must be legally allowed to undertake the controlled act of diagnosis. All reports must be on letterhead, typed, dated, signed, and otherwise legible. Use of diagnostic terminology indicating a specific learning disability by someone whose training and experience are not in relevant fields is not acceptable.		
Person has at least Average intellectual potential. This may be measured either but FSIQ (full scale IQ), or by GAI (General Abilities Index). Simply using one index score alone (e.g. VCI or PRI) is not appropriate.		
Demonstration of academic <i>underachievement</i> relative to the average student. It is mandatory to document <i>under-achievement</i> (or <i>in-class achievement attained only with much effort or support</i>) in one or more academic areas (as evident both in the classroom and on standardized test results).		
Evidence that academic impairments are <u>logically</u> related to observed deficits in specific psychological processes. This would require administration of tests measuring specific processing skills associated with learning such as memory, phonological awareness, processing speed, attention, and executive functions. <i>Note that a low score in an underlying process in the absence of a functional impact on academic performance is not sufficient to support the diagnosis of LD.</i>		
Evidence that the identified deficit causes functional impairments. The disturbance in academic functioning (e.g. reading, math, etc) significantly interferes with academic achievement or activities of daily living that require reading, writing or math skills.		
Exclusion clause: Evidence that the identified impairments are not better explained by other conditions, environmental/educational deprivation, lack of motivation, cultural or linguistic diversity, psychological disturbance, or another co-existing condition.		
A clear diagnostic statement that the student has a specific learning disability. Terminology not associated with an accepted diagnosis (e.g. Learning Difference, reading speed problem, Dyslexia, identification as a student with, meets ministry definition for, etc.) is not sufficient.		