



Documentation Guidelines for Learning Impairment Disabilities

A Learning Impairment Disability is a diagnosis that affects people's ability to interpret what they see and hear. It also impacts how they information from different parts of the brain. Learning Impairments include most common neurobehavioral disorders of childhood that can persist through adolescence and childhood. They are often characterized by a persistent pattern of challenges that occur in academic, occupational, and/or social settings. These may include ADHD, Specific Learning Disorders and Autism Spectrum Disorder.

In order to qualify for services through the Student Accessibility Services at Southeastern Louisiana University for a learning impairment disability, students need to provide us with appropriate documentation of their disability. In order for the office to determine these accommodations, we will need the following information provided to us on letterhead:

- Specific diagnosis, date of diagnosis, and date of last contact with student. Also, what is the severity of the disability: mild, moderate or severe?
- Information from a comprehensive clinical interview summarizing student self report, educational history, historical documentation, developmental history, relevant family history, medical and/or psychiatric history, that may relate to the learning disability and rule out any differential diagnosis (sensory impairments, serious emotional disturbance, cultural differences, or insufficient instruction).
- List of standardized tests or other measures that were used to assess each of the following areas: Aptitude, Achievement, and Information processing.
- Summary of how diagnosis was reached including which learning disability definition was used for the diagnosis and how the learning disability substantially limits learning or other major life activities.
- What are the functional limitations of the disability that will substantially impact this person in a college or university environment? [Functional limitations refer to the manifestations of the disability that impede the individual's ability to function as compared to the average person. A college environment would include activities such as taking classes, the amount of credits [12 hrs. = fulltime], studying, taking exams, getting around campus, interacting with faculty and student, etc.]
- Including your recommendations for reasonable accommodations that directly linked to specific functional limitations would be helpful. Also any other documentation that may be relevant
- Please include the results of any informal or clinical tests that were performed to support your diagnosis. Relevant scores should be discussed and explained in the report and at the end of the report please attach the list of scores that you obtained from each measure used.
- Signature, professional title(s), credentials/licensure (if applicable), and contact information (address, telephone number, and email).

Note: The age of documentation is a critical factor in helping us determine the current functioning of an individual. For LDs the age of the documentation should not be older than 4 years. Please send us the most recent documentation you have that shows the current impact of the disability. If it is not sufficient we will collaborate with you and the student to obtain the necessary documentation. Please remember the student bears all costs associated with obtaining the documentation.

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