

# CONVERSE

Disability Services  
Division of Student Development & Success  
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For more information contact:

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## Learning Disabilities

Student's Name: \_\_\_\_\_

To be completed by a Qualified License Provider:

A learning disabilities assessment, which reflects the current impact of identified impairments on academic performance must be done by a licensed professional who is qualified to administer and interpret intelligence and achievement tests, and a diagnostic report based upon the assessment. This assessment must be done by a trained and certified and/or licensed psychologist, learning disabilities specialist, VR staff psychologist, school psychologist, or educational therapist. Though each case is dealt with on its own merits, eligibility, for disability accommodations and services typically requires that the student presents the following evidence:

- The student has at least average intellectual ability and learning difficulties are caused by the properly diagnosed and reported learning disability.
- The processing difficulty causes measured achievement in one or more skill areas (reading, written expression, or mathematics) to fall substantially below what is expected given the student's aptitude.
- Measured achievement in the affected skill area is below that of the average person in the general population (as defined by the ADA) and school performance has been affected significantly and chronically.
- Poor performance in school cannot be explained by other factors such as sensory deficits, environmental influence, lack of motivation or opportunity to learn

Converse College provides testing and classroom accommodations for students with a verified and substantially limiting disability. A student's documentation must demonstrate the existence of a condition covered by the Americans with Disabilities Act (ADA: 1990). **The ADA defines a disability as a physical or mental impairment that substantially limited one or more major life activities.** Documentation of such impairment must be derived from a licensed provider who is not a relative of the student. Specific information regarding the condition as well as its impact on learning must be provided. If the student requires disability accommodations those conditions must be addressed with the documentation that meets Converse's requirements for those impairments. Please contact our office for more information.

This report is designed to determine the following:

- Summary of findings from a reasonably comprehensive clinical interview
- Results of a comprehensive intelligence test
- Clear DSM-IV-TR diagnosis
- History of treatment and outcomes
- History of attempted accommodations in an educational setting
- A rationale for any recommended accommodations

Please attach a separate sheet of paper or include a separate report if the space provided is not sufficient.

1. What is the student's **DSM IV-TR diagnosis and diagnostic code?** \_\_\_\_\_

2. Describe the differential diagnoses that were excluded. State your reasons for considering these diagnosis, and your reasons for ruling them out. \_\_\_\_\_

Student's Name: \_\_\_\_\_

3. In an **attached report**, please state approximately how much time was used to complete the clinical interview, give the date of the interview, and provide a summary of findings from each of the following elements of the interview:

- A survey of past and present functional limitations
- Pertinent development and medical history
- Psychological, psychiatric, and work history
- School history- based on school records, report cards, transcripts, social/academic adjustment
- Social adjustment and general day-to-day adaptive functioning
- Discussion of any dual diagnosis of alternative or co-existing mood, behavioral, neurological and/or personality disorders.

4. List and describe the measures/instruments used to support the student's academic/learning difficulties. Assessments should include converging evidence of a learning disability from several tests rather than just one test. Testing must be comprehensive, which should include, but are not limited to the following:

- a. Aptitude (KAIT, WAIS-R, WAIS III, Stanford-Binet IV, WISC-R, WISC III, WJ-R)
- b. Achievement (Boder, Toal-3, WAIT, SATA, TOWL-3, WJ-R, Stanford Binet)
- c. Information processing

*Note: the WRAT is not solely a suitable measure. Please attach the report findings including standard/percentile scores and interpretation.* \_\_\_\_\_

5. Describe the functional limitations related to the student's condition that causes significant impairment in a major life activity. \_\_\_\_\_

6. Is the student taking any medication that may impact academic performance? If so, what medication and what are the side-effects? \_\_\_\_\_

7. Please specify recommendations regarding accommodations for this student, and a rationale as to why these accommodations are warranted based upon the student's functional limitations. Indicate why the accommodations you recommend are necessary. (For example, if you recommend extra testing time state the reasons for this request related to the student's disability, supported by the psychometric testing.)

Signature of Provider: \_\_\_\_\_

Date: \_\_\_\_\_

License # \_\_\_\_\_

State: \_\_\_\_\_

Name/Title: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_