

## **DIRECTIONS I**

### **DIRECTIONS FOR DOCUMENTATION OF A LEARNING DISABILITY**

#### ***FROM YOUR UNDERGRADUATE SCHOOL***

If your Disability was diagnosed while you were in undergraduate school, call or write your Accommodations Department and request:

1. A copy of accommodations you received while enrolled there.

#### ***FROM OUTSIDE TESTING AGENCIES***

An official notice of testing accommodations granted for the LSAT test if you received accommodations.

#### ***IF RECORDS ARE NOT FROM YOUR UNDERGRADUATE SCHOOL OR YOU WERE NOT PREVIOUSLY DIAGNOSED WITH A LEARNING DISABILITY:***

You must submit a comprehensive, individualized, Psycho-Educational Evaluation.

Share this page with the person who conducts the evaluation.

What is it? A 4-6 hour battery of tests and information about you.

Who conducts it? A professional trained in evaluating Adolescent or Adult Learning Disabilities, such as a school Psychologist or Educational Diagnostician.

What tests are given? An **IQ** test such as the Wechsler Adult Intelligence Tests **Standardized, individualized, achievement tests** in Reading Comprehension, Reading Decoding, Written Expression for Content and Mechanics, Math Reasoning and Computation, Listening, and Speaking. Screening Devices such as the Wide Range Achievement Test are unacceptable.

Where can I go? Many private psychologists and learning clinics offer these services. The office of disabled students can also give you referrals.

What must be in the report in order to obtain accommodations?

1. Background information: developmental history, medical history, primary language dominance, past and current academic functioning, previous evaluations, and a history of services for disabilities. This information can be gathered from previous evaluations, self-reports, report cards, and transcripts.
2. All standardized test scores and subtest scores, including percentiles.
3. Interpretation of tests results.
4. A specific diagnosis of Learning Disabilities based on a significant discrepancy (of more than 15 points) between the IQ score and one of the Achievement test scores. The diagnosis must rule out alternative explanations, such as language differences for students who speak English as a Second Language. A discussion of co-existing diagnoses and the way alternative explanations were ruled out.
5. A clear and specific statement of how the Learning Disability substantially impairs work and learning, documented by the information in the evaluation.
6. Suggested accommodations, with a specific rationale for each. Educational documentation must be cited for educational accommodations. Thus, a math disability will not provide a need for additional time to write an essay.

**RECOMMENDED NONSTANDARD CLASSROOM  
AND/OR TESTING ACCOMMODATIONS**

Check all accommodations you believe are necessary for this student.

- specified seating (front, back, middle, end in a classroom)
- restroom breaks if necessary (classes are about 50 minutes in length)
- other (specify \_\_\_\_\_)
- braille version of exam or books
- enlarged print of exam (12 pt. Font is used)
- use of magnifying glass
- other special devices (specify \_\_\_\_\_)
- reader
- special assistance in gridding scantron
- additional testing time
- sign language interpreter
- audio cassette version of exam
- separate testing area (section of classrooms, separate room if available)
- breaks (specify \_\_\_\_\_)
- food or drinks during exam
- medication during exam
- water during exam
- other: \_\_\_\_\_

I understand that this completed **Form I** must be filed by the student in order to receive accommodations in the classroom and/or exams.

**I certify that the information provided by me on this form is true and correct to be the best of my knowledge.**

**I understand that a representative from Texas Southern University Thurgood Marshall School of Law may contact me for clarifications of my responses on this form.**

\_\_\_\_\_  
Signature of Licensed Physician/Licensed Professional

\_\_\_\_\_  
Date