



Overall Criteria for all Disability Documentation Explanation:

- a) What are you diagnosed with? What criteria do you meet for the diagnosis and how were you diagnosed? How will your functioning be impacted in the future?
- b) What is your level of functioning now? Having something more recent (within the last three years) is most helpful to us to get a better picture of your abilities since conditions can improve or worsen over time.
- c) This information helps with the support of your diagnosis and request for accommodations when we turn in our paperwork to the RCLD. They want to make sure the testing was recent enough, that the person who diagnosed you has the proper credentials to do so, and that the testing they did with you fits your needs.

Criteria Specific to Learning Disabilities:

- a) It has to be clear that you don't just want professors to teach differently or that you're a visual learner, for example; there must be evidence of some sort of impairment that has made it significantly harder for you to learn things over the years.
- b) These can be documents showing your previous accommodations from high schools and universities, IEP/504 Plans, old therapy/evaluation reports, etc.
- c) Your ability to learn may improve as you age and learn new skills and techniques. To get an understanding of where you have the most trouble *now*, we need testing information and documentation from after you turned 18 *or* within the past three years, whichever is more recent.
- d) Test results should show your academic achievements and information processing abilities compared to other students your age who don't have a learning disability. The measures and results should be on scales and have percentages that let us know where you fall on a spectrum.
- e) There should be evidence that at least one of these areas is significantly impacted by your learning disability.
- f) What are your academic strengths? Having this information will help us understand the gap/difference between what you do understand and what may be harder to understand.

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- g) Evidence that any other reason for the learning impairment has been thought about and ruled out (language barriers, poor teaching styles, no access to tutoring, etc.). We should understand that a learning disability is the major thing impacting you academically.
- h) Evidence of your learning and processing strengths and weaknesses and how that impacts the academic areas you struggle with.
- i) We should see your strengths and weaknesses in learning *and* that there is a big difference between what's easier and what's difficult for you to process and understand.
- j) The tests that you took should cover the points below, not just one or a few of them. Sometimes, these tests can take hours to complete because the examiner has to get an understanding of all of these different areas to determine what your strengths and weaknesses are.
- k) We should see that any other reason for the learning impairment has been thought about and ruled out (emotional factors like anxiety and depression, lack of interest in the subject, busy lifestyle, etc.). We should understand that a learning disability is the major thing impacting your ability to process information.

These guidelines are intended to guide the review of documentation and cannot substitute for the expertise and clinical judgment of a qualified professional. Failure to fully meet each of the above criteria does not automatically preclude a diagnosis of learning disabilities. In some circumstances, this diagnosis may be justified, based on an expert's integration of a student's history, test performance, and current functioning.

This is the criteria established by the Georgia Board of Regents. If you have any questions, please feel free to contact our office at (706) 737-1469. Thank you for your assistance.