

Learning Disabilities and ADD/ADHD

Accessibility & Disability Services at Edgewood College

Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with learning disabilities and ADD/ADHD are guaranteed protections and rights to equal access to programs and services. Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD) is a persistent pattern of inattention and/or hyperactivity-impulsivity. In order to access these rights, a person must present documentation indicating that the disability substantially limits some major life activity, including learning.

Documentation Requirements

- Documentation must be current.
- Qualified professionals with ample training and relevant experience with adolescent and adult learning disability populations and ADD/ADHD.
- Proficiency in working with culturally and linguistically diverse populations may also be required, depending on the applicant's background and academic history. It is of importance that evaluators are sensitive to cultural and linguistic differences in both adolescents and adults.
- The following professionals would generally be considered qualified to conduct evaluations provided that they have additional training and experience in evaluating adolescents and adults with learning disabilities:
 - Clinical or educational psychologists.
 - School psychologists.
 - Neuropsychologists
 - Psychiatrists
 - Learning disabilities specialists; and
 - Medical doctors with demonstrated training and experience in the assessment of learning disabilities in adolescents and adults.
 - The name, title and professional credentials of the evaluator (including information about licensure as well as areas of specialization, employment, as well as state in which the person practices should be stated in the documentation.
 - All reports should be on letterhead, typed in English, dated, and signed.

Documentation to Support Diagnosis and Accommodations

- A restatement of the diagnosis, including date(s) for all prior diagnosis and data that were used to establish the diagnosis.
- An update that verifies the continuing weakness in those areas identified as weak in prior evaluation(s).
- Current functional limitations due to the disability, including information regarding its duration, severity, and impact on academic performance in general, and test taking in particular. Note: Functional limitations refer to an impairment that significantly restricts or prevents an individual from performing a major life activity (e.g., learning, walking, breathing, talking, etc.).
- Observations gathered during the evaluation of behavior such as affect, concentration, attentional fatigue, executive functioning, and fluency.
- Evidence of inattention, hyperactivity, impulsivity, underachievement or behavioral problems.
- Discussion of current impact of ADD/ADHD in an educational setting.
- Current treatment and medication prescribed.
- History and types of accommodations received and used, consistency and circumstances of use (e.g., the type of test for which accommodations were most helpful), or an explanation of why no accommodations have been used prior to the current request and why they are essential now.

Tests for Assessing Adolescents and Adults with Learning Disabilities

The following list includes a variety of popular standardized measures for diagnosing Learning Disability. It is meant to be a helpful resource to evaluators but not a definitive or exhaustive listing.

Tests of Intellectual Functioning

The Slosson Intelligence Test – Revised, Wechsler Abbreviated Scale of Intelligence (WASI) and the Kaufman Brief Intelligence Test (KBIT-2) are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation(s) decisions.

- Kaufman Adolescent and Adult Intelligence Test
- Reynolds Intellectual Assessment Scales (RIAS)
- Stanford-Binet 5 (SB5)
- Test of Non-Verbal Intelligence (TONI-3)
- Wechsler Adult Intelligence Scale – IV (WAIS-IV)
- Woodcock-Johnson III – Tests of Cognitive Ability

Attention, Memory, Learning

- Brown Attention Deficit Disorder Scale
- California Verbal Learning Test (CVLT-II)
- Conners' Continuous Performance Test-II (CPT-II)
- Detroit Test of Adult Learning Aptitude (DTLA-A)
- Detroit Test of Learning Aptitude – 3 (DTLA-3)
- Halstead-Reitan Neuropsychological Test Battery
- Integrated Visual and Auditory Continuous Performance Test (IVA+Plus)
- Test of Variable Attention (TOVA)
- WAIS-IV Working Memory Index (WMS)
- Wide Range Assessment of Memory and Learning – Second Edition (WRAML-2)
- Wechsler Memory Scales – III
- Wender Utah Rating Scale (for ADHD)

Executive Functioning

- D-KEFS
- Stroop Color and Word Test
- Trail-Making Test Parts A and B
- Wisconsin Card Sorting Test

Visual – Perceptual – Motor

- Bender Visual Motor Gestalt Test
- Brief Visual-Spatial Memory Test
- Finger-Tapping Test
- Purdue Pegboard Test
- Rey-Osterrieth Complex Figure Drawing Test

Language Skills

- Boston Naming Test
- Comprehensive Test of Phonological Processing (CTOPP)
- Peabody Picture Vocabulary Test-III (PPVT-III)
- Test of Adolescent and Adult Language (TOAL-3)

Tests of Achievement

- Gray Oral Reading Test (GORT 4th Ed)
- Nelson-Denny Reading Test
- Scholastic Abilities Test for Adults (SATA)
- Stanford Diagnostic Mathematics Test
- Stanford Test of Academic Skills (TASK)
- Test of Adolescent and Adult Word Finding (TAWF)
- Test of Written Language – 3 (TOWL-3)
- Wechsler Individual Achievement Test – III (WIAT-III) or specific achievement tests such as:
- Woodcock-Johnson III – Tests of Achievement
- Woodcock Reading Mastery Tests – Revised

