# UNIVERSITY OF NORTH FLORIDA

**Student Accessibility Center**

Building 57, Room 1500

1 UNF Drive

Jacksonville, Florida 32224-2665

Tel: (904) 620-2769 FAX: (904) 620-3874

[SAC@unf.edu](mailto:SAC@unf.edu)

## Disability Verification of Learning Disabilities

(Please return all pages of this form)

Documentation must be provided by one of the following licensed mental health professionals: Psychologist, Psychiatrist, Clinical Social Worker, Mental Health Counselor, Psychiatric Nurse Practitioner (ANCC)

### Complete the following.

* Student Name:
* Date of Birth:
* Phone Number:
* UNF Student N Number (if assigned one):

To ensure the provision of appropriate accommodations, you must provide current documentation of your disability. This documentation should provide information regarding the onset, longevity and severity of symptoms as well as a specific description of how they interfere with educational achievement. Assessment of current functioning is necessary.

The following information will assist us in providing the most appropriate academic accommodations for you. We are required to maintain confidential records for the purpose of academic accommodation according to Section 504 of the Vocational Rehabilitation Act of 1972 and the Americans with Disabilities Act of 1990.

I hereby authorize the following information as well as any other pertinent documentation to be forwarded to the Student Accessibility Center at the University of North Florida for the purpose of determining my eligibility for academic accommodations.

* Student Signature:



* Print Student Name:
* Date:

Information to request from Professional.

* Professional’s Name:
* Address:
* City:
* State/Zip:
* Phone Number:

## Disability Verification of Learning Disabilities

The student/patient named above has asked to register with the Student Accessibility Center (SAC) at the University of North Florida. The SAC requires documentation of the individual’s disability in order to establish eligibility and provide services.

Students requesting accommodations and services from the Student Accessibility Center (SAC) at the University of North Florida are required to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities act. The following guidelines are provided in the interest of assuring the documentation is complete and accurate. The SAC reserves the right to determine eligibility and appropriate accommodations/services based on quality, completeness and date of the documentation submitted. All documentation is confidential and will be maintained by the SAC.

Reasonable academic accommodations are based on the assessment of the current impact of the disability on academic performance; therefore, it is in the student’s best interest to provide current and complete documentation. If the Director of the Student Accessibility Center determines that the documentation is inadequate in scope or content, or does not address the student’s current level of functioning and need for accommodation, or that the evaluator does not have the appropriate qualifications, reevaluation may be required.

### Guidelines:

1. **Documentation should be current**. For students just graduating high school, an evaluation reflecting current levels of academic skills should have been administered while in high school. For students who been out of school for a number of years, documentation will be considered on a case-by-case basis.
2. **A comprehensive psychoeducational or neuropsychological evaluation** that provides a diagnosis of a learning disability must be submitted. The report should indicate the current status and impact of a learning disability in the academic setting. If another diagnosis is applicable (e.g., ADHD, mood disorder), it should be stated.
3. The **evaluation must be conducted by a professional who is certified/licensed** in the area of learning disabilities, such as a clinical or educational psychologist, school psychologist, neuropsychologist, or learning disability specialist. The evaluator’s name, title, and professional credentials or affiliation should be provided.
4. The evaluation must become based on a **comprehensive assessment battery:**

* **Aptitude** - Average broad cognitive functioning must be demonstrated on an individually administered intelligence test, preferably administered during high school or beyond, such as the Wechsler Adult Intelligence Scale, Wechsler Intelligence Scale for Children, Woodcock-Johnson Tests of Cognitive Ability, or the Kaufman Adolescent and Adult Intelligence Scale. Test subtest scaled scores/subtest scores should be listed.
* **Academic Achievement** - A comprehensive academic achievement battery, such as the Woodcock Johnson Tests of Achievement or the Wechsler Individual Achievement Test should document achievement deficits relative to potential. The battery should include current levels of academic functioning in relevant areas, such as reading, oral and written language, and mathematics. Standard scores and percentiles for administered subsets should be stated. Specific achievement tests can be included, such as the Nelson-Denny Reading Tests or the Tests of Written Language, as well as informal measures (informal reading inventories and writing samples).
* **Information Processing** - specific areas of information processing (e.g., short-term or long-term memory, auditory and visual perception/processing, executive functioning) should be assessed.
* **Social-Emotional Assessment** - To rule out a primary emotional basis for learning difficulties and provide information needed to establish appropriate services, a social-emotional assessment, using formal assessment instruments and/or clinical interview should be conducted.
* **Clinical Summary** - A diagnostic summary should present a diagnosis of a specific learning disability; provide impressions of the testing situation; interpret the testing data; and indicate how patterns in the student’s cognitive ability, achievement, and information processing reflect the presence of a learning disability. Recommendation should be provided for specific accommodations based upon disability related deficits.

**In addition to a psychological, psychoeducational, or neuropsychological evaluation include, students may also submit an Individualized Educational Plan, a Section 504 Plan, and/or an educational assessment. However, those documents do NOT constitute appropriate documentation for admission or registration purposes.**

Thank you for your prompt response to this request. Please return any pertinent information to:

Rusty Dubberly, Ed.D.

Director, Student Accessibility Center

Building 57, Room 1500

1 UNF Drive

Jacksonville, Florida 32224-2665

Tel: (904) 620-2769 FAX: (904) 620-3874

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