

# **Learning Disability (LD) Evaluation Packet**

**Disability Resource Center (DRC)  
University of Florida**

This packet contains the following documents:

- **LD Evaluation Process - Overview**
- **Local LD Evaluator List**
- **LD Documentation Guidelines**

## **LD Evaluation Process - Overview**

**Disability Resource Center  
University of Florida**

The decision and process for seeking an evaluation for a Learning Disability (LD) is a complex one. The following information is provided to assist you in seeking an evaluation.

Step 1. **Select an evaluator.** A list of potential evaluators is included in this packet (**see Local LD Evaluator List**). You may want to consider the following information as you search for the evaluator that will best meet your needs:

- a. Explain that you are a student who needs to be evaluated for a possible Learning Disability.
- b. Verify that he/she is credentialed to conduct LD evaluations. The following clinicians are typically qualified to diagnose learning disorders: psychologists, licensed clinical psychologists, school psychologists, educational psychologists, neuropsychologists, learning disabilities specialists, and medical doctors with training and experience in the assessments of learning problems in adolescents and adults. You may want to familiarize yourself with the DRC's documentation guidelines, (**see LD Documentation Guidelines**). It is recommended that you provide your evaluator with a copy of the documentation guidelines to assist him/her in completing an appropriate and relevant evaluation.
- c. Inquire if they accept insurance.
- d. Inquire about the cost of an evaluation and what the cost includes. The cost of an evaluation in the Gainesville area ranges from \$300 - \$2,500.
- e. Inquire if they offer a sliding fee scale, a payment plan, or have other possible funding sources.
- f. Inquire about the length of time it will take to get an appointment.
- g. Inquire about the length of time involved to complete the evaluation process.
- h. Inquire if the evaluator will review the results (report) with you in person.
- i. Inquire if they offer any follow-up or ongoing support or additional consultation, if appropriate, and what the cost is.

Step 2. **Schedule and attend your appointment(s).**

Step 3. **Schedule and attend your evaluation (report) review appointment.**

Step 4. **Bring your evaluation results (report) to the DRC for consideration of academic accommodations.**

## Local LD Evaluator List

The following list is not intended to be an exhaustive list of evaluators in the local area. The Disability Resource Center at the University of Florida does not endorse any of the agencies or individuals listed below, nor does the DRC guarantee that the agencies or individuals listed below will conduct an evaluation and provide documentation that meets the DRC's or another agency's (e.g. ETS, AAMC, GMAC) documentation guidelines. Therefore, it is the student's responsibility to ensure that the evaluator is aware of the respective documentation guidelines and secures documentation meeting those guidelines. It is the student's responsibility to pay for any costs. The DRC and other agencies reserve the right to ask for additional documentation to support a student's request for accommodations/services.

### ***Achieve***

#### ***Karen Arnold, Ed.S., NCSP***

Licensed School Psychologist  
11536 NW 16<sup>th</sup> Place  
Gainesville, FL  
352-214-0201

#### ***Kathrin Brantley, Ph.D.***

#### ***Linnea Lindholm, Ph.D.***

Licensed School Psychologists  
4101 NW 37<sup>th</sup> Place, Suite A  
Gainesville, FL  
352.372.8000

#### ***Carolyn Fouts, Ph.D., LMHC***

Licensed School Psychologist  
2631 NW 41<sup>st</sup> Street  
Gainesville, FL  
352.378.2147

#### ***Kim Kazimour, Ph.D.***

Licensed School Psychologist  
4040 Newberry Road, Suite 1350  
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352.335.2945

### ***Schiavoni and Associates***

#### ***Lisa Schiavoni, Ph.D.***

Licensed School Psychologist  
11 NW 33<sup>rd</sup> Court  
Gainesville, FL  
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### ***UF Psychology Clinic***

Shands Hospital G-901  
University of Florida  
Gainesville, FL  
352-265-0294

#### ***Pamela Vetro, Ph.D.***

Licensed School Psychologist  
1605 NW 16<sup>th</sup> Ave.  
Gainesville, FL  
352-374-2022

### ***The Education Center***

#### ***William Beaty, Ph.D.***

Licensed School Psychologist  
310 NW 76<sup>th</sup> Drive, Suite A  
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### ***Clinical Psychology Assoc. of North Central FL***

#### ***Ernest Bordini, Ph.D.***

Licensed Psychologist  
2121 NW 40<sup>th</sup> Terrace, Suite B  
Gainesville, FL  
352-336-2888

#### ***Kathy Funke, Ph.D.***

Licensed School Psychologist  
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Gainesville, FL  
352-377-7392

#### ***Alicia Scott, Ph.D.***

Licensed School Psychologist  
4620 NW 39<sup>th</sup> Ave., Suite B  
Gainesville, FL  
352-373-3304

### ***Southeastern Health Psychology***

#### ***Susan Davis, Ph.D.***

Licensed Health Psychologist  
4881 NW 8<sup>th</sup> Ave., Suite 2  
Gainesville, FL  
352-332-9441

### ***UF Speech and Hearing Clinic***

Dauer Hall  
University of Florida  
Gainesville, FL  
352-392-2041

### ***Florida Vocational Rehabilitation***

**NOTE:** An evaluation completed by VR is typically used to determine eligibility for VR services and may not be appropriate to establish academic accommodations. The VR office in your home county should be utilized.

# LD Documentation Guidelines

## Disability Resource Center

### University of Florida

The following information is provided to help the individual and the evaluator understand documentation requirements for a LD diagnosis.

#### **Practitioners Who Can Provide a Diagnosis:**

Psychologists, Licensed Clinical Psychologists, School Psychologists, Educational Psychologists, Neuropsychologists, Learning Disabilities Specialists, and Medical Doctors with Training and Experience in the Assessments of Learning Problems in Adolescents and Adults

#### **Recency of Documentation:**

Because accommodations are based on **current** functional limitations, documentation must provide **current, age-appropriate** information on cognitive abilities, academic achievement, and information processing skills. Typically documentation is considered current if completed within the past five (5) years and completed using adult-normed instruments/tests. If the documentation is more than 5 years old, a documentation update or **summary** of the original disability documentation findings, as well as **additional evaluation data** necessary to establish the candidate's current eligibility and the appropriateness of the requested testing accommodation(s) should be obtained.

#### **Contents of Documentation:**

At a minimum, the documentation should address the following items:

1. A summary of the **clinical/diagnostic interview**.
2. A summary of **testing** information. Testing must address the following domains: aptitude, academic achievement, and information processing. Scores and names of the tests/instruments used to support the diagnosis must be provided. A copy of specific test/instrument results can be included, as appropriate. A list of **selected tests/instruments** is included on the next page.
3. A statement of LD as a **DSM-IV diagnosis** with a description of retrospective and current symptoms that support the DSM-IV criteria for the establishment of a specific learning disability. It is important to **rule out alternative explanations** for problems in learning, i.e. emotional problems, poor educational background, test anxiety, etc. that may be interfering with learning but do not constitute a learning disability.
4. A statement of the **current functional impact** of the learning disability on learning or other major life activities and the degree to which the learning disability impacts the individual in the academic setting.
5. A summary of **suggested accommodations** that would support the student in the academic setting, although it is not expected that evaluators will be aware of available accommodations in the higher education setting. Appropriate accommodations will be determined collaboratively between the student and the DRC.
6. The evaluator's **credentials, license/certification number, and signature**.

## (Continued – LD Documentation Guidelines)

### Instruments Utilized for Assessing Adults with a LD

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments, including their reliability, validity, and standardization on an appropriate norm group. The professional judgment of an evaluator in choosing tests is important. The following list is provided as a helpful resource, but is not intended to be definitive or exhaustive.

#### 1. Aptitude/Cognitive Ability

- *Wechsler Adult Intelligence Scale - III (WAIS-III)*
- *Woodcock-Johnson -III - Tests of Cognitive Ability*
- *Kaufman Adolescent and Adult Intelligence Test*
- *Stanford-Binet IV*

The *Slosson Intelligence Test - Revised* and the *Kaufman Brief Intelligence Test* are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation(s) decisions.

#### 2. Academic Achievement

- *Woodcock-Johnson-III - Tests of Achievement*
- *Scholastic Abilities Test for Adults (SATA)*
- *Stanford Test of Academic Skills (TASK)*
- *Wechsler Individual Achievement Test (WIAT)*

#### or specific achievement tests such as:

- *Nelson-Denny Reading Test*
- *Stanford Diagnostic Mathematics Test*
- *Test of Written Language - 3 (TOWL-3)*
- *Woodcock Reading Mastery Tests - Revised*

Specific achievement tests are useful instruments when administered under standardized conditions and when the results are interpreted within the context of other diagnostic information. The *Wide Range Achievement Test - 3 (WRAT-3)* is not a comprehensive measure of achievement and therefore should not be used as the sole measure of achievement.

#### 3. Information Processing

- *Detroit Tests of Learning Aptitude-3 (DTLA-3)* or *Detroit Tests of Learning Aptitude - Adult (DTLA-A)*
- Information from subtests on *WAIS-R* or *Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability*, as well as other relevant instruments, may be useful when interpreted within the context of other diagnostic information.

#### Mailing Address:

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