

Learning Disabilities

Psycho-educational Reports

1. **A clear diagnostic statement** identifying a learning disability should be made. If another diagnosis is applicable, this should be stated as well.
2. **Testing should be comprehensive.** No single test should be used in isolation for the purpose of diagnosis. Several domains should be addressed, including but not necessarily limited to:
 - **Aptitude** - The Wechsler Adult Intelligence Scale - IV (WAIS IV) listing the sub-test scores is the preferred instrument. The Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability or the Stanford Binet Intelligence Scale: Fourth Edition are acceptable alternatives.
 - **Achievement** - A review of your academic history and an assessment of the current levels of functioning in reading, mathematics, and written language. Acceptable instruments include: Canadian Test of Basic Skills; Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement; Stanford Test of Academic Skills (TASK); or specific achievement tests such as the Test of Written Language -2 (TOWL-2), Woodcock Reading Mastery Test, or the Stanford Diagnostic Math Test.
 - **Information Processing** - Relevant areas of information processing (e.g. short and long-term memory, sequential memory, visual/auditory perception, attention, fine-motor dexterity, processing speed) should be assessed using subtests from the WAIS IV or Woodcock-Johnson Tests of Cognitive Ability, or other appropriate instruments of the psychologist's choice.
 - **Social-Emotional Status** - Formal assessment instruments and clinical interview may be used. We are aware that social-emotional issues may occur concurrently with, or may be secondary to, learning disabilities. It is helpful to know as much about these issues as possible in order to provide the most appropriate service to you. We also request that attention be given to the differential diagnosis of psychological disorders other than learning disabilities that may have an impact on academic performance.
3. **Testing should be relatively current.** We prefer to receive assessments that have been completed within five years of your anticipated start date at York University, though we will accept ones completed earlier to initiate accommodations. However, if

you are applying under the "Modified Admissions Process" a more recent assessment is required.

4. **Test scores/data should be included.** This information helps us in planning an appropriate support plan and may be necessary to substantiate eligibility for special requests for course substitutions or reasonable accommodations.

Note:

Students with **psycho-educational reports that fail to meet the criteria** listed above may be required to undergo further diagnostic assessment prior to receiving support services from LDS.

Individual Education Plans ("IEPs") can be submitted as **additional documentation**.