CARDS DOCUMENTATION GUIDELINES: LEARNING DISABILITY/ADD/ADHD

All students with disabilities who are requesting accommodations or services through the Center for Accessibility Resources & Disability Services (CARDS) must register with CARDS. Students must then schedule an intake meeting with their coordinator to create an accommodation plan based on the type of disability the student has and to review the student's documentation. Students have a responsibility to provide appropriate and timely disability-related documentation to CARDS in order for accommodation plans to be developed. Documentation requirements vary by type of disability and situation, so please contact us if you have questions about your situation. Please call CARDS at 212-854-846 or email cards@barnard.edu with additional questions about documentation or accommodations.

1. **Students may submit any and all of the following if they have them from their high school in lieu of formal testing: Individualized Education Program (IEP), 504 Plan, or Summary of Performance (SOP). Students who have also had formal testing completed are encouraged to submit this testing to ODS as well to help staff develop the most comprehensive accommodation plans for each student.**

   AND/OR

2. **Testing conducted may involve a comprehensive psychoeducational evaluation of the following areas:**

   Aptitude: The Wechsler Adult Intelligence Scale-Third Edition (WAIS-III), The Woodcock-Johnson Psychoeducational Battery III (W-J-III): Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale: Fifth Edition.

   Achievement: Assessment of academic ability in the areas of reading, writing and math. Suggested instruments include: Woodcock-Johnson Psychoeducational Battery III: Tests of Achievement (W-J-III); Wechsler Individual Achievement Test (WIAT-II); Stanford Test of Academic Skills (TASK); or a combination of tests in specific skill areas such as the Test of Written Language-IV (TOWL-IV); the Woodcock Reading Mastery Tests-Revised; the Nelson Denny Reading Test; the Stanford Diagnostic Reading Test; or the Stanford Diagnostic Mathematics Test.

   Information Processing: Specific areas of information processing such as short-and long-term memory, sequential memory, visual and auditory perception/processing or processing speed may be assessed. These areas may warrant evaluation as indicated by results from assessment of ability and achievement.

   This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as vocational interests and aptitudes. Should students be requesting foreign language modifications there are additional measures may be

requested to support the request, such as the Modern Languages Aptitude Test (MLAT).

3. **Timeliness of Testing**. Generally, this means testing has been conducted within the past 3-5 years, however some documentation that is older may also be relevant. Because the provision of reasonable accommodation and services is based upon assessment of the current limitations of the student's disability, it is important to provide current and appropriate documentation. Depending on the accommodations requested there may need to be updated documentation requested to draw a connection between the student's current limitations and the requested accommodation.

4. **Testing should state that what the condition is and specify the criteria for making that determination.**

5. **Testing must be performed by a qualified evaluator**. Clinical or educational psychologists, learning disability specialists or clinicians known to specialize in learning disabilities/ADD/ADHD are most often used.

6. **Testing must include information about how the condition impacts the student**. Please indicate how the student's disability will affect her current participation in courses, programs, services or any other activity of the College.