Office of Disability Services Documentation Guidelines: 
Learning Disabilities

OBTAINING SERVICES

To obtain services through the Office of Disability Services at the Georgia Institute of Technology the student must:

✓ Complete and submit a “Request for Services” form.
✓ Submit appropriate documentation in the form of an evaluation performed by a qualified professional (such as a licensed physician, psychologist, audiologist, etc.)
✓ Attend an Intake appointment with a Disability Services staff member to address documentation, appropriate accommodations and services, and office policies.

Students may submit information at any time during the semester. However, it can take up to fifteen (15) business days for the information to be reviewed. Applications will not be reviewed until both the “Request for Services” form and supporting documentation have been received. This information can be mailed, faxed, emailed, or delivered in person:

Office of Disability Services  
353 Ferst Drive, Suite 221  
Smithgall Student Services Building  
Atlanta, GA 30332-0285  
404-894-2563 (V)  
404-894-1664 (TDD)  
404-894-9928 (Fax)  
adaptsinfo@mail.gatech.edu

Once the information has been received, students will receive an email confirming receipt of the completed application. Information will be reviewed on an individual, case-by-case basis in the order that it is received. If you have not heard from Disability Services within three (3) weeks of submitting your “Request for Services” form and documentation, please contact the office. After the review, students will be notified via email whether their documentation meets Georgia Tech criteria.

- If the disability documentation does not meet established criteria, the student will be informed of the additional information that is needed.
- If the submitted documentation meets the established criteria, the student will be contacted to schedule an Intake appointment with a Disability Services staff member.
BASIC REQUIREMENTS FOR ALL DOCUMENTATION

1. All documentation submitted must be typed on official letterhead. Handwritten documentation or notes on prescription pads will not be accepted as official documentation.

2. Documentation should provide a diagnostic statement identifying the disability, describe the diagnostic criteria and methodology used to diagnose the condition, and detail the progression of the condition if its impact on the student's functioning is expected to change over time.

3. Documentation should provide an adequate representation of the student's current functional abilities. In most situations, documentation should be within three years of the student's application for services. Professional judgment, however, must be used in accepting older documentation of conditions that are permanent or non-varying, or in requiring more recent documentation for conditions for which the functional impact may change over time.

4. Documentation should include specific recommendations for accommodations and the rationale for the accommodations. Accommodations should be linked to functional limitations.

LEARNING DISABILITIES - DOCUMENTATION REQUIREMENTS

The documentation must include:

1. Student information, including name, date of most recent evaluation
2. Evaluator name, title, signature, and credentials
3. History: documentation of developmental and educational history consistent with a learning disability
4. Assessment information: results and interpretation of evaluation methods measuring academic achievement, cognitive ability, and areas of cognitive processing (memory, processing, fluency, attention, executive functioning, etc.) Standard scores, sub-scores, and percentile ranks should be included. The evaluation must provide evidence of the following:
   - Average intellectual ability based on standard IQ test
   - Significant discrepancy between cognitive ability and achievement in one or more, but not all, academic areas (e.g. reading, math, written language)
   - Academic discrepancy linked to weakness in information and cognitive processing abilities
5. Evidence that alternative explanations for the cognitive limitation(s) have been ruled out
6. Description of the current functional limitations impacting major life activities, including academic performance, resulting from the disorder.

IMPORTANT INFORMATION

☐ Secondary education eligibility reports, Individualized Educational Plans, Summary of Progress reports, or previous provision of special education services may not be sufficient documentation for college-level accommodations.

☐ For your benefit, please maintain a copy of all documentation submitted to the Office of Disability Services. Documentation that has been submitted cannot be released back to you (except where permitted or required by law).

☐ Documentation guidelines vary among institutions and standardized testing agencies (i.e. ETS, MCAT, LSAT, etc.). There is no guarantee that documentation accepted by Georgia Tech will be accepted by other institutions or testing agencies.

☐ The Office of Disability Services follows the documentation guidelines of the Board of Regents. More information can be found in the Academic and Student Affairs Handbook (Section 3, Appendix D) at this link: http://www.usg.edu/academic_affairs_handbook/