Georgetown University Law Center
Office of Disability Services

Documentation Guidelines for Learning Disabilities and/or Attention Deficit Disorders

Georgetown University Law Center follows the guidelines developed by the Educational Testing Service (ETS) with respect to documentation for learning disabilities and attention disorders. For complete guidelines, please visit the following website at www.ets.org/disability. The following is a general overview of our requirements:

I. A Qualified Professional Must Conduct the Evaluation
Professionals conducting assessments, rendering diagnoses, and making recommendations for appropriate accommodations must be qualified to do so. The name, title, and professional credentials of the evaluator, including information about license or certification, shall be included. All reports shall be on letterhead, typed in English, dated, signed, and otherwise legible.

II. Documentation Must Be Current
Disabilities that qualify for protection under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) are typically viewed as having a lifelong impact. However, due to the fact that the severity and manifestations of the condition may change over time, it is helpful if the documentation reflects the current impact of the disability on academic performance. Typically, for learning disabilities, it is best if the evaluation was completed within five years and for attention disorders, the evaluation was completed within three years. However, each situation is handled on a case-by-case basis.

III. Testing Must Be Comprehensive
For learning disabilities, a diagnostic interview and psychometric testing focused on aptitude ability, academic achievement, and cognitive and information processing must be provided. For attention disorders, evidence of early and current impairment must be demonstrated, alternate diagnoses must be ruled out, and relevant testing (typically a psychoeducational or neuropsychological assessment) shall be provided. For both learning disabilities and attention disorders, all subtest scores shall be provided.

IV. Must Provide Specific Diagnosis
A clear diagnostic statement and discussion of functional limitations due to disability is required. For attention disorders, the report must include a diagnosis (including subtype) based on the current DSM diagnostic criteria.

V. Interpretive Summary Must Be Included
A well-written summary shall include evidence that the evaluator ruled out alternative explanations, showed patterns in learning (related to cognitive abilities and achievement for learning disabilities and related to attention for ADHD), described substantial limitations, indicated if any medication was being taken during the evaluation, and explained why specific accommodations are needed.

VI. Recommended Accommodations
Each specific recommended accommodation shall include a detailed rationale for why the accommodation is needed as it relates to the specific limitation caused by the disability.

VII. Multiple Diagnoses
Multiple diagnoses may require a variety of accommodations beyond the typical accommodations associated with just a single diagnosis. For this reason, documentation shall meet the individual guidelines for each condition. For example, if an individual has anxiety accompanied by a learning disability, the individual will need to provide documentation for both learning disabilities and psychological conditions.