

WHITTIER LAW SCHOOL
FORM C
ACADEMIC ACCOMMODATIONS – LEARNING DISABILITIES VERIFICATION
(Please print or type; must be legible)

NOTICE TO APPLICANT: This section of this form is to be completed by you. The remainder of the form is to be completed by the qualified professional who is recommending academic accommodations during law school for you on the basis of a learning disability. Please read, complete, and sign below before submitting this form to the qualified professional for completion of the remainder of this form.

Applicant's full name: _____

I give permission to the qualified professional completing this form to release the information requested on the form, and I request the release of any additional information regarding my disability or accommodations previously granted that may be requested by Whittier Law School.

Signature of Applicant

Date

NOTICE TO QUALIFIED PROFESSIONAL:

The above-named person is requesting accommodations while enrolled at Whittier Law School. All such requests must be supported by a comprehensive evaluation report from the qualified professional who conducted an individualized assessment of the applicant and is recommending accommodations during law school on the basis of a learning disability. Whittier Law School also requires the qualified professional to complete this form. **If any of the information requested in this form is fully addressed in the comprehensive evaluation report, you may respond by citing the specific page and paragraph where the answer can be found.** Please attach a copy of the evaluation report and all records and test results on which you relied in making the diagnosis and recommending accommodations for the applicant during law school.

I. QUALIFICATIONS OF THE PROFESSIONAL *

1. Name of professional completing this form: _____

2. Address: _____

3. Telephone: _____ Fax: _____

4. E-Mail: _____

5. Occupation and specialty:

6. License number/Certification/State: _____

The following professionals are deemed appropriate and qualified to provide a diagnosis of learning disabilities: Clinical Psychologist, Neuropsychologist**, Educational or School Psychologist**, Educational Diagnostician, Learning Disabilities Specialist, Educational Therapist. (**must be licensed).*

7. Please describe your specialized training in the assessment, diagnosis and remediation of learning disabilities with the adult population. Experience in working with cultural and/or linguistically diverse populations is also essential. A minimum of three (3) years of demonstrated experience with the adult population is considered appropriate and critical:

II. DIAGNOSTIC INFORMATION CONCERNING APPLICANT

1. Provide the date the applicant was first diagnosed with a learning disability. _____

2. Did you make the initial diagnosis? Yes No

If no, provide the name of the professional who made the initial diagnosis and when it was made, if known. Attach copies of any prior evaluation reports, test results, or other records related to the initial diagnosis that you reviewed.

3. When did you first meet with the applicant? _____

4. Provide the date of your last complete evaluation of the applicant. _____

5. Provide a concise description of your diagnosis. Please include the specific DSM-IV-TR (or most current version) diagnosis:

6. Describe the applicant's current level of functioning and the impact of any functional limitations on the applicant's major life activities.

7. Were the applicant's motivation level, interview behavior, and/or test-taking behavior adequate to yield reliable diagnostic information/test results? Yes No

Describe how this determination was made, including whether any symptom validity tests were administered. If such tests were not administered, please state why they were not.

ATTACH A COMPREHENSIVE EVALUATION REPORT. An applicant's specific learning disabilities must have been identified by an appropriate psycho-educational assessment process that is well documented in the form of a comprehensive diagnostic report. The provision of reasonable accommodations is based on assessment of the *current* impact of the disability on specific law school activities. Although a learning disability normally is lifelong, the severity and manifestations can change. Whittier Law School generally requires documentation from an evaluation conducted within the last five years to establish the current impact of the disability. **Attach to this form a copy of the comprehensive evaluation report and all records and test results on which you relied in making the diagnosis and recommending accommodations during law school.** The evaluation report should include the following:

- A. an account of a thorough diagnostic interview that summarizes relevant components of the individual’s developmental, medical, family, social, and educational history;
- B. clear, objective evidence of a substantial limitation to learning or performance provided through assessment in the areas of cognitive aptitude, achievement, and information processing abilities (results must be obtained on standardized test(s) appropriate to the general adult population and be reported in age-based standard scores and percentiles);
- C. interpretation of the diagnostic profile that integrates assessment data, background history, and observations made during the evaluation process, as well as the inclusion or ruling out of possible coexisting conditions (such as previously diagnosed psychological issues or English as a second language) affecting the applicant’s performance;
- D. a specific diagnostic statement, which should not include nonspecific terms such as “learning differences,” “learning styles,” or “academic problems”; and
- E. a rationale for each recommended accommodation based on diagnostic information presented (background history, test scores, documented observations, etc.).

III. FORMAL TESTING

It is important that the tests used in the evaluation are reliable, valid, and age-appropriate, and that the most recent edition of each diagnostic measure is used. Scores should be reported as age-based standard scores and percentiles. The following lists of tests are provided as a guide to assessment instruments appropriate for the adult population. The lists are not intended to be all-inclusive and will vary with the needs of the individual being evaluated.

1. Aptitude/Cognitive Ability

- Wechsler Adult Intelligence Scale IV (WAIS IV) (or most current version) (including IQ, index, and scaled scores), or
- Woodcock-Johnson III (WJ III): Tests of Cognitive Ability, or
- Stanford-Binet Intelligence Scale (5th ed.), or
- Kaufman Adolescent and Adult Intelligence Test

Please note: The Slossen Intelligence Test and the Kaufman Brief Intelligence Test are primarily screening instruments and should not be considered comprehensive measures of aptitude/cognitive ability.

2. Achievement (must include timed as well as untimed measures from the following instruments)

- Woodcock-Johnson III (WJ III): Tests of Achievement, or
- Wechsler Individual Achievement Test (WIAT-III), or
- Scholastic Abilities Test for Adults (SATA)

In addition, a timed reading comprehension measure, which has been normed on adults and which allows for both extended and regular administration, is required.

The Nelson-Denny Reading Test (NDRT) is the most commonly used measure for this purpose. Extended-time testing should be completed when all items are not completed under the standard-time administration, with notation of the actual additional time used to complete the test (not the time allowed). The number of items attempted and completed during the regular and extended periods is also required. If a test other than the NDRT is used, a detailed description of the test and the norming sample should also be included. Note that the WJ-III and the WIAT-III do not measure sustained timed reading comprehension.

Please note: The Wide Range Achievement Test (WRAT) and the Peabody Individual Achievement Test (PIAT) are not comprehensive measures of academic achievement and should not be used as sole measures in this area.

3. Information Processing (a processing deficit must be demonstrated using multiple measures, not just one; there should be a clear relationship between the processing deficit and one or more areas of underachievement)

- Wechsler Memory Scale IV, or
- Delis-Kaplan Executive Function System (DKEFS), or
- Swanson Cognitive Process Test (S-CPT), or
- Test of Adolescent/Adult Wordfinding (TAWF), or
- Information from subtest, index, and/or cluster scores on the WAIS IV (Working Memory, Perceptual Organization, Processing Speed) and/or the Woodcock-Johnson III (WJ III): Tests of Cognitive Ability (Visual Processing, Short Term Memory, Long Term Memory, Processing Speed) and/or The Detroit Tests of Learning Aptitude-Adult (DTLA-A), as well as other neuropsychological instruments that measure rapid automatized naming and/or phonological processing.

IV. ACCOMMODATIONS RECOMMENDED (check all that apply)

Classroom and Exam Accommodations

- Permission to audiotape class lectures
- Access to large print material (check one: 18 pt. 24 pt. Other _____)
- Semi-Private Room for Exams
- Extra Time for Exams (please specify) _____
- Other (please specify): _____

Please provide rationale for requests indicated:

V. PRIOR HISTORY AND PAST ACCOMMODATIONS

Please describe any previously documented history of learning disabilities and list accommodations that have been granted to the applicant in the past:

VI. CONFIDENTIALITY

Confidentiality policies of Whittier Law School will be followed regarding its responsibility to maintain confidentiality of this form. No part of the form or the diagnostic report will be released without the applicant's written consent or under the compulsion of legal process.

VII. CLINICIAN/LICENSED PROFESSIONAL'S SIGNATURE

I attach hereto copies of all test results, evaluations, educational or psychological reports that I relied upon in making this diagnosis of the applicant's condition/disability (notes and worksheets are not required as part of this submission). **This is required.**

I declare under penalty of perjury under the laws of the State of California that the above information is true and correct.

(Signature of Licensed Professional)

(Date)

Whittier Law School reserves the right to make final judgment concerning accommodations and may have all documentation related to this matter reviewed by a panel or professional consultants if deemed necessary.