



## Guidelines for Assessment and Documentation of a Disability

Individuals who apply to Minnesota Independence College and Community (MICC) are required to submit documentation in support of a diagnosis of an autism spectrum, learning, or other neurological difference.

According to Section 504 of the Rehabilitation Act of 1973, an individual with a disability must “have a physical or mental impairment that substantially limits one or more major life functions” (e.g., speaking, learning, and working).

The following guidelines are provided to assist you with obtaining valid documentation. **Please note that educational re-evaluations and related assessments are not the same as full psycho-educational or comprehensive neuropsychological evaluations.**

### Documentation Guidelines (please bring this to the evaluation to share with the practitioner)

1. Assessment and diagnoses should be based on comprehensive testing using statistically sound measures that are standardized for use with the adult population. Reports should include both standard and sub-test scores with narrative interpretation results, provide information about the applicant’s areas of strength and need, executive functioning levels, and specify any diagnoses. Related background information including educational, medical, and family histories must also be included.
2. Professionals conducting assessments and rendering diagnoses of learning disabilities must be qualified to do so. Professionals who have comprehensive training and experience may include clinical or educational psychologists, school psychologists, neuropsychologists, and medical doctors. All evaluations and reports must include the name and title(s), professional credentials, area(s) of specialization and employment of the person(s) completing the assessments.
3. Test results must be current; **MICC accepts evaluations conducted within the last 24 months.**
4. Documentation must include assessment in the following domain areas: intellectual and cognitive ability (including full scale IQ), academic ability, adaptive functioning skills, information processing abilities, social/emotional/behavioral skills, executive functioning skills, and other tests as determined by professional need. **The following list is provided as a helpful resource, but is not intended to be definitive or exhaustive.** A test from each category is a sufficient starting point.

#### I. COGNITIVE ABILITY

- *Stanford-Binet Intelligence Scale – Fifth Edition (SB-V)*
- *Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)*
- *Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)*
- *Woodcock-Johnson Test of Cognitive Ability*

#### II. ACADEMIC ABILITY

- *Wechsler Individual Achievement Test (WIAT-III)*
- *Woodcock-Johnson Psycho-Educational Battery – Third Edition (WJ-IV)*
- *Woodcock-Johnson Test of Achievement Fourth Edition (WJ—IV, ACH)*
- *Wechsler Memory Scale*

#### III. ADAPTIVE BEHAVIOR SKILLS



- *Adaptive Behavior Assessment Schedule (ABAS-II)*
- *Independent Living Scales*
- *Vineland Adaptive Behavior Scales*
- *Scales of Independent Behavior – Revised (SIB-R)*

**IV. SOCIAL/EMOTIONAL/BEHAVIOR SKILLS**

- *Achenbach Child Behavior Checklist and Teacher Report Form (CBCL, TRF)*
- *Behavior Assessment System for Children (BASC – 2)*
- *Millon Clinical Multiaxial Inventory (MCMI-III)\*\**
- *Minnesota Multiphasic Personality Inventory – 2 (MMPI-2)\*\**
- *Social Skills Rating System (SSRS)*
- *Rorschach Test*
- *Personality Assessment Inventory*

**V. EXECUTIVE FUNCTIONING SKILLS**

- *Behavior Rating Inventory of Executive Function (BRIEF)*
- *Executive Function Survey*
- *Neuropsychological Symptom Checklist*
- *Delis-Kaplan Executive Function System (D-KEFS)*
- *Developmental Neuropsychological Assessment (NEPSY-II)*
- *Rey-Osterrieth Complex Figure Test (ROCF)*
- *Test of Problem Solving (TOPS-3)*
- *Wisconsin Card Sorting Test (WCST)*

**VI. ADDITIONAL USEFUL TESTS**

- *Social Responsiveness Scale*
- *Adolescent Sensory Profile*
- *Transition Planning Inventories*