



**Section 2 continued HEARING DISABILITY (TO BE COMPLETED BY CERTIFIED AUDIOLOGIST)**

Level of hearing loss. (Indicate appropriate description[s])

- |                                   |   |
|-----------------------------------|---|
| <input type="checkbox"/> Mild     | <input type="checkbox"/> Uses aided hearing                             |
| <input type="checkbox"/> Moderate | <input type="checkbox"/> Hearing loss interferes with client's learning |
| <input type="checkbox"/> Severe   | <input type="checkbox"/> Would benefit from amplification devices in an |
| <input type="checkbox"/> Profound | educational/vocational setting  |

Describe the student's daily functional limitations in an educational setting and recommended device (attach an audiogram report)

**NEUROLOGICAL DISABILITY (TO BE COMPLETED BY A NEUROLOGIST, PSYCHIATRIST OR PHYSICIAN)**

Diagnosis (including diagnostic measures used to determine diagnosis)

Medication and side effects

Which symptoms does the medication manage?

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Describe the student's daily functional limitations in an educational setting

**MENTAL HEALTH (TO BE COMPLETED BY A CLINICAL PSYCHOLOGIST, PSYCHIATRIST OR PHYSICIAN)**

Diagnosis (including diagnostic measures used to determine diagnosis; DSM-IV diagnosis required)

Medication and side effects

Which symptoms does the medication manage?

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Describe the student's daily functional limitations in an educational setting

**DEVELOPMENTAL DISABILITY (TO BE COMPLETED BY A PHYSICIAN OR PSYCHOLOGIST)**

Diagnosis (including diagnostic measures used to determine diagnosis)

Medication and side effects

Which symptoms does the medication manage?

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Describe the student's daily functional limitations in an educational setting

**Important**

Students with learning disabilities must also submit a current (within the last five years) psycho-educational/learning disability assessment.

**Qualifications of Assessor**

- No  Yes I am a registered psychologist with an expertise in diagnosing learning disabilities; or
- No  Yes I am a certified school psychologist and (if in British Columbia) a member in good standing with the British Columbia Association of School Psychologists. (You must be or have been employed by a provincially funded school board/college/university at the time of the learning disability assessment.)

**Please Note:** British Columbia certified school psychologists conducting learning disability assessments outside their employment role/situation (e.g., private practice) will not be recognized as having met ministry criteria for qualified assessors.

**Documentation**

- No  Yes The learning disabilities report is attached and was completed in the last five years. In some cases a current achievement assessment may be required for students in transition to post-secondary education in order to accurately reflect current academic ability.
- No  Yes The learning disability report is complete, typed on official letterhead, includes the assessment date and the psychologist's name, title, professional credentials, address and phone/facsimile number, and is signed and dated.

**Diagnostic Features**

- No  Yes The diagnosis of the individual's achievement on individually administered, standardized comprehensive tests in reading, mathematics or written expression are *substantially below*\* than expected for age, schooling and level of intelligence; and
- No  Yes The learning disability *significantly* interferes with academic achievement or activities of daily living that require reading, mathematical or writing skills.
- (\**Substantially below* is defined as a discrepancy of more than two standard deviations between achievement and IQ, or a smaller discrepancy between achievement and IQ [i.e., between one and two standard deviations] in cases where an individual's performance may have been compromised by an associated disorder in cognitive processing, a co-morbid mental disorder or general medical condition, or the individual's ethnic or cultural background.)

**Learning Disability Diagnosis**

- No  Yes The learning disability assessment report clearly states a diagnosis of a learning disability meeting DSM-IV diagnostic criteria which describes the level of severity and the manner in which the disability significantly interferes with academic functioning.
- No  Yes The report contains recommendations for specific reasonable accommodations that are needed to address the current and substantial impact of the disability on the student's academic functioning. Recommendations are supported by test scores and are included in the report.

Mailing address: Ministry of Advanced Education  
StudentAid BC, Special Programs Unit  
PO Box 9173 Stn Prov Govt  
Victoria, B.C. V8W 9H7

Phone: 250 387-6100 (in Victoria), 604 660-2610 (in the B.C. Lower Mainland), or 1 800 561-1818 (toll-free in Canada/U.S.A.). TTY line for deaf or hearing impaired: 250 952-6832.

