

## **Documentation Guidelines Autism Spectrum (Asperger's) Disorder**

Please provide the following documentation:

- Disability documentation\* should reflect a student's current functional limitations; the determination of recency (how current the documentation is) is based on the professional judgment of the Disability Service Provider (DSP). Disability documentation will be approved/denied after careful review by the DSP. Appropriate accommodations will be determined after the student participates in an interactive interview with the DSP. Accommodations requested may differ from what is recommended in a student's documentation and/or what was provided in High School or at other institutions.
  - \*If student already has disability documentation and is unsure if it meets the guidelines set forth, please submit it for review so the DRC can determine if additional documentation may/may not be needed.
- Documentation should be on a letterhead, dated and signed by a qualified professional or evaluator, e.g. identifying credentials with license number(s).
- The substantial limitation in a major life activity should be described.
- Recommendations of appropriate accommodations (e.g. extra time, frequent breaks).
- A diagnosis consistent with the most recent DSM/ICD.
- Assessment of the following diagnostic criteria is required and evaluation results should include:
  - Developmental history that includes evidence of Autism Spectrum (Asperger's) Disorder symptoms in early childhood.
  - Documentation of current qualitative impairment in social interaction and social communication and their level of severity. A standardized assessment approach is encouraged (e.g. Autism Diagnostic Observation System; Autism Diagnostic Interview-Revised; Social Communications Questionnaire).
  - Documentation of current restricted, repetitive patterns of behavior, interested, and activities and their level of severity.
  - Assessment of broad cognitive ability using standardized assessment measures with age-appropriate norms (e.g. WAIS-IV, DAS, RIAS, C-TONI).
- Documentation of current functional impact or limitation of the disability on learning or other major life activities and how it impacts the individual in the learning environment. This may be in the form of a comprehensive psychoeducational evaluation, school records, and/or other relevant records.