



## **Documentation Guidelines for Students with Autism Spectrum Disorder/Asperger's/PDD**

### **Professional qualifications of the evaluator:**

Students requesting educational accommodations and services on the basis of an Autism Spectrum Disorder, a neurodevelopmental disorder must provide current and comprehensive documentation by qualified professional(s) from neurologist, a licensed psychologist, speech and language therapist, occupational therapist, clinical social worker, school psychologist or mental health counselor. If the student has an additional mental health diagnosis, additional documentation must be provided by a psychiatrist, mental health counselor or psychiatric nurse practitioner. The evaluator must be an impartial individual who is not a family member of the student.

### **Diagnosis or diagnoses must include:**

A specific diagnosis or diagnoses on the current edition of the DSM or ICD which indicates the nature, frequency and severity of the symptoms upon which the diagnosis was based. A diagnosis without an explicit listing of current symptoms is insufficient. Primary and Secondary Axis I and Axis II diagnosis are required.

### **Current Impact of the disability:**

A clinical summary must describe the substantial limitations to major life activities that are/is posed by the neurodevelopmental disorder and any additional psychiatric disability as well as describing the extent to which these limitations would/will impact the academic context for which the accommodations are being requested. Relevant domains include: social communication and interaction; nonverbal communication and affect; social awareness and insight; repetitive speech, motor movements or use of objects; rituals and resistance to change; and atypical sensory behaviors.

### **Testing:**

Neuropsychological or psychological testing must include some of the following areas. Please select the areas that are most relevant, depending on the individual student. We highly recommend the areas in **BOLD**.

- 1. Cognitive Assessment**
- 2. Executive Functioning**
3. Expressive and Receptive Language and Communication
- 4. Psychiatric, Personality and/or Behavioral Assessment**

5. Sensory-Motor Integration
- 6. Academic Achievement**
- 7. Attention/Memory/Learning**
8. Visual-Perceptual Motor Skills

Narrative report must include a description of the student's strengths and challenges with basic and post secondary level skills in reading, mathematics, and written expression.

**Medications:**

Documentation must include a complete listing of psychotropic medications, dosages and schedules which may influence the types of accommodations requested.

**Recommendations for the student's academic program:**

The report should contain the following:

- Recommendations for specific reasonable accommodations that are needed to address the current and substantial impact of the disability on the student's academic functioning.
- Suggestions about how the specific effects of the psychiatric disability may be accommodated.

Please send documentation forms to:

Student Accessibility Services  
Worcester State University  
486 Chandler Street  
Worcester, MA 01602-2597  
Phone: 508.929.8733 Fax: 508.929.8214  
Email: [sas@worchester.edu](mailto:sas@worchester.edu)