



## Guidelines for Documentation Autism Spectrum Disorder

- I. A qualified professional must conduct the evaluation.
  - x A diagnosis by a psychologist, psychiatrist or medical doctor is recommended. This diagnostician must be an

# Documentation Verification Autism Spectrum Disorder

The Office of Accessibility at The University of Akron provides academic accommodations to students with diagnosed disabilities that reflect a current substantial limitation to learning. To ensure the provision of reasonable and appropriate accommodations for our students, this office requires current, comprehensive documentation within 3 years of the impairment from a current treatment/assessment professional that is legally qualified to make the diagnosis. The Office of Accessibility has the right to request additional documentation in order to provide appropriate services. The following documentation guidelines will assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that supports a student's request for appropriate accommodations. Comprehensive documentation should include the following:

1. A clear statement of the diagnosis including the DSM code.
2. A history of functional limitations of major life activities resulting from the disorder which may include but not be limited to: communication or language skills; social interaction; restricted, repetitive and/or stereotypical patterns of behavior and activities; sensory functioning and sensitivity to environmental conditions and motor planning.
3. Comprehensive testing, based on adult norms where applicable, include measures of aptitude, achievement information, processing and social communication. Testing may include the following commonly used evaluation instruments:
  - a. A comprehensive standardized IQ test based on adult norms (including cognitive/achievement scores)
  - b. A communication assessment specifically addressing the use of language in a social context
  - c. Autism Diagnostic Observation Scale (ADOS)
  - d. Autism Diagnostic Interview-Revised (ADI-R)
  - e. Gilliam Autism Rating Scale (GARS)
  - f. Gilliam Asperger's Disorder Scale (GADS)
  - g. Adult Asperger's Assessment (AAA)
4. Medical information relating to the student's needs; may include impact of current medication to meet the demands of the postsecondary environment.
5. A statement of the current functional impact or limitation of the disability on learning or other major life activities and how impacts the individual in the learning environment. Include the degree of the impact as compared to the average person, i.e. mild, moderate or severe.
6. Students with coexisting diagnoses of any other disability may need to provide the results of a comprehensive medical  
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