



University of the Arts
Office of Educational Accessibility
Documentation Guidelines

Asperger's Syndrome or other Autism Spectrum Disorder

1. Evaluations should be comprehensive. Documentation should show that DSM-V criteria for an ASD have been met. Specifically, current severity based on social communication impairment and restricted, repetitive patterns of behavior.
2. Specify if the ASD diagnosis is present with or without an accompanying intellectual impairment; with or without accompanying language impairment; associated with any other neurodevelopmental, mental, or behavioral disorder; or accompanied by catatonia.
3. Severity of social communication impairment and restricted, repetitive behaviors should be detailed as well as providing information on the specific nature of the student's diagnosed ASD including any sensitivities or triggers.
4. Level of support required in planning, organization, and coping with change which may negatively impact academic achievement and produce difficulties in establishing independence which may be caused by continued rigidity and difficulty with novelty
5. Information and/or test scores to rule out concomitant conditions, such as learning disorders, mood disorders, anxiety disorders, substance-related disorders, relational problems, etc., should be included.
6. Documentation should give clear and specific evidence of the nature of the disability and its impact on the student's ability to learn in the academic setting. A brief statement on a prescription form or letterhead is *not* acceptable.
7. The process of diagnosis should be reported, providing test scores and/or appropriate data.
8. Documentation should be as current as possible.
9. Professionals conducting assessment and rendering diagnoses should be qualified to do so. Trained and certified and/or licensed psychologists, social workers, professional counselors and/or physicians are usually those professions involved in the process of assessment. The person who signs the report should be the one who conducts the evaluation and writes the report.
10. Diagnostic reports should include the names, titles, and license information (state and number, if applicable) of the evaluators as well as the date(s) of evaluation.
11. Reports should contain recommendations about accommodations for the academic setting, which the University will consider. Describe any other relevant aspect of this condition that may affect educational or interpersonal behavior.