



Department of Accessibility Services

Documentation Guidelines for Autism Spectrum Disorder (includes Asperger's Syndrome)

Students requesting services from the Department of Accessibility Services at Babson College are required to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended. The following guidelines are provided in the interest of assuring that documentation is complete and accurate. The Department of Accessibility Services reserves the right to determine eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted. All documentation is confidential and will remain in the Department of Accessibility Services.

The following guidelines are provided to assist the Department of Accessibility Services in collaborating with each student to determine appropriate accommodations and services. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations and services.

I. A qualified professional must conduct the evaluation.

A diagnosis by a psychologist, psychiatrist or medical doctor is recommended. This diagnostician must be an impartial individual who is not a family member of the student, and the diagnosis must include his/her license number in the report/letter. Summaries from any clinician(s) such as occupational therapists, speech/language pathologists, developmental/educational specialists, and/or social workers who have worked with the student within the last 3 years are encouraged.

Name, title, signature, professional credentials, licensure/certification information, and location of practice must be included on any reports submitted.

Evaluators must have training in, and experience with, evaluating Autism Spectrum Disorder in adolescents and/or adults.

II. Documentation must be current.

Reports must reflect adult norms and should be based on evaluations performed within the last three (3) years. All documentation (including any supplements), should describe the current impact of the diagnosed condition(s). All documentation should make recommendations currently appropriate to a college academic environment. Recommendations of accommodations appropriate for the student based on the information gathered and current test results should be included.

III. Documentation must be comprehensive.

Reports should include a history (medical, developmental, academic, familial), and indicate evidence of early impairment, even if not formally diagnosed in childhood or early adolescence. The history of functional limitations of major life activities resulting from the disorder 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.

Reports should indicate evidence of current impairment, including the results of a diagnostic interview and a battery of psycho-educational tests designed to identify Autism Spectrum Disorder. All test scores must be included, along with an interpretation of each and a summary. Minimally, testing must include a) assessment of cognitive ability/intellectual functioning, b) measurement of academic achievement, c) instruments that measure various domains of information processing, d) other instruments to help rule in or rule out the diagnosis of Autism Spectrum Disorder.

Comprehensive testing, based on adult norms where applicable, may include measures of aptitude, achievement information, processing and social communication. This testing may include the following commonly used evaluation instruments:

- A comprehensive standardized IQ test based on adult norms (including cognitive/achievement scores)
- A communication assessment specifically addressing the use of language in a social context
- Autism Diagnostic Observation Scale (ADOS)
- Autism Diagnostic Interview- Revised (ADI-R)
- Gilliam Autism Rating Scale (GARS)
- Gilliam Asperger's Disorder Scale (GADS)
- Adult Asperger's Assessment (AAA)

A clear statement of the diagnosis, including the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) code. Reports must indicate that criteria have been met for any DSM-V diagnosis. If the evaluation does not clearly indicate the existence of Autism Spectrum Disorder, the examiner must state that fact.

Medical information relating to the student's needs; may include impact of current medication to meet the demands of the post-secondary environment.

A statement of the 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. Include the degree of the impact as compared to the average person, i.e., mild, moderate or severe.

Documentation should address any coexisting disorders or suspected coexisting disorders. Students with coexisting diagnoses of any other disability may need to provide the results of a comprehensive medical/educational/or psychological assessment for that particular disorder.

Documentation should include recommendations for accommodations that are directly related to the functional limitations, including a rationale explaining why each recommendation for accommodation is appropriate.