



Documentation Guidelines
for Students with
Asperger's Syndrome /
Autism Spectrum Disorders



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Asperger's Syndrome/Autism Spectrum Disorder

Students who seek accommodations from Mount St. Mary's University on the basis of diagnosed Asperger's Syndrome/Autism Spectrum Disorder are required to submit documentation to verify eligibility. The following guidelines are provided in the interest of assuring that evaluation reports are appropriate to document eligibility. The Director is available to consult with diagnosticians regarding any of these guidelines.

1. **Testing must be comprehensive.** It should include measures of aptitude, achievement, information processing, and social skills and communication. Recommendations of accommodations appropriate for the student may be included.

The evaluation may include the following tests:

A. Evaluation of student Aptitude:

- WAIS-IV with subtest scores is the preferred instrument
- Woodcock-Johnson Psycho-Educational Battery-Revised:
Test of Cognitive Ability
- Stanford-Binet Intelligence Scale: Fourth Edition

B. Evaluation of student Achievement:

- Woodcock-Johnson Psycho-Educational Battery-Revised:
Tests of Achievement
- TASK
- Scholastic Ability Test for Adults
- Specific achievement tests such as the
 - ◇ TOWL-2
 - ◇ Woodcock Reading Mastery Tests-Revised
 - ◇ The Stanford Diagnostic Mathematics Test

The Wide Range Achievement Test-Revised is NOT a comprehensive measure of achievement, and therefore is not suitable.

C. A communication assessment that specifically addresses the use of language in a social context such as:

- ADOS
- ADI-R
- GARS
- GADS
- AAA

D. A statement of the current levels of functioning and impact of the disability on:

- Learning
- Independent life skills (laundry, navigating campus)
- Social skills
- Living with a roommate
- Communicating effectively with professors and staff

This statement should include the degree of the impact as compared to the average person, i.e. mild, moderate or severe.

This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as vocational interests and aptitudes.

2. Testing must be current. In most cases, this means within the past 3 - 4 years. Since this documentation is the basis for determining reasonable accommodations, it is in the student's best interest to provide documentation that reflects the student's current level of functioning and ability to function in an academically competitive college environment.

3. There must be clear and specific evidence and identification of Asperger's Syndrome/ ASD. There must be a long-standing pattern of functional limitations, which may include, but not be limited to:

- communication and/or language skills
- social interaction
- restricted, repetitive and/or stereotypical patterns of behavior and activities
- sensitivity to environmental conditions and stimuli

4. Test scores/data should be included in the evaluation report provided to the university.

At minimum the following information should be included:

- The age of onset of symptoms
- Severity of the symptoms
- Medication history
- Information about comorbidity
- Impact of symptoms on learning, reading, writing, focusing and studying
- Impact of symptoms on social interactions and communication
- Support services and accommodations used successfully at the high school level

The Learning Services' staff are skilled at reading documentation and glean important information about a student's abilities from these test scores. This information is very helpful for assistance with choice of major, types of courses to take together (or not), course load and decisions about what support services (assistance with organization, starting papers and time management, for example) to provide.

5. Qualified evaluator: Professionals conducting assessment and rendering diagnoses of Asperger's Syndrome/ASD **must be qualified to do so.** The diagnosis of Asperger's Syndrome/ASD should be made by a professional, such as a psychiatrist, educational psychologist, neurologist, or a combination of such professionals who have expertise in diagnosing Asperger's Syndrome/ASD in adults.

- Diagnostic reports must include the names and titles of the evaluators as well as the date(s) of testing.

Complete Request for Accommodation form:

- **<https://inside.msmary.edu/learning-services-office/accommodations-form.html> AND upload**
- **or send most recent documentation to:**

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