



Documentation Guidelines for Asperger's Syndrome/Autism Spectrum Disorder

These documentation guidelines are provided for students with a diagnosis of Asperger's Syndrome/Autism Spectrum Disorder who are seeking classroom accommodations through the Disability Resource Office at Colorado State University – Pueblo.

A diagnosis by a psychologist, psychiatrist or medical doctor is recommended. Documentation should include the name, title, professional credentials, address, and telephone number of the practitioner as well as the date(s) of testing (if applicable). This diagnostician must be an impartial individual, who is not a family member of the student, and include their license number in their report/letter.

The following documentation requirements will assist the Disability Resource Coordinator in working with each student to determine appropriate accommodations. Documentation is the foundation that supports a student's request for appropriate accommodations.

An Individualized Education Plan (IEP), a 504 Plan, or an Accommodation Plan from another institution is not considered sufficient documentation. Recommended documentation includes all of the following:

1. A clear statement of the diagnosis including the DSM-IV 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. A list of current medications and their impact, if applicable.
4. Comprehensive testing which 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)

5. 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.
6. Recommendations of accommodations appropriate for the student based on the information gathered and current test results may be included.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

The student and the Disability Resource Office Coordinator at Colorado State University-Pueblo will collaborate regarding accommodations with the final decision made by the Disability Resource Office Coordinator.

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