

Autism Spectrum Disorders Documentation Guidelines

Students who are requesting accommodation services at Vance-Granville Community College are required to submit documentation to verify eligibility under the ADA of 1990 and Section 504 of the Rehabilitation Act of 1973. Students must provide documentation that meets the College's guidelines to become eligible for services. The following guidelines are provided in the interest of ensuring that the documentation is complete and appropriate.

1 .The diagnosis must be done by an appropriately credentialed professional(s) with expertise in autism spectrum disorders. This may include a licensed psychologist, neurologist or interdisciplinary team. The diagnostician must be an impartial individual who is not a family member of the student. If another diagnosis is applicable, it should be stated and further evaluative measures supporting the secondary disability provided. If medication is involved, input from a physician is required.

2. Disability Services encourages entering students to complete a full evaluation just prior to attending Vance-Granville Community College. If this is not possible, we encourage the evaluation to have been completed within the past three years for students just graduating high school. **NOTE:** If the student has been evaluated by an autism center, such as TEACCH, *please* include this evaluation in the submitted documentation.

3. A clear diagnostic statement of the disorder, including the DSM-IV-TR diagnosis and a summary of present symptoms must accompany the documentation. This *should* include a summary of evaluation procedures as well as, diagnostic tests used and evaluation results.

4. A summary of cognitive and achievement measures is included, then the assessment, and any resulting diagnosis, *should* consist of and be based on a comprehensive assessment battery which does not rely on any one test or subtest. Evidence of a substantial limitation to learning or other major life activity **must** be provided. Both aptitude and academic achievement must be evaluated and included in the test report. The following tests are considered acceptable:

- **Aptitude:** WAIS-III; Stanford-Binet V; Woodcock-Johnson Psychoeducational Battery III NU: Tests of Cognitive Ability
- **Academic Achievement:** Woodcock-Johnson Psychoeducational Battery III NU: Tests of Achievement; Wechsler Individual Achievement Test (WIAT); Stanford Test of Academic Skills (TASK); Scholastic Abilities Test for Adults (SATA)

The Wide Range Achievement Test-3 (WRA T-3) is not a comprehensive measure of achievement and therefore should not be used as a sole measure of achievement.

5. Specific cognitive processing strengths, weaknesses, and deficits *should* be discussed. Clear documentation of deficit areas is necessary in order for the college to provide appropriate, reasonable accommodations. Please discuss the following processing areas:

- Communication
- Socialization
- Memory (auditory and visual; short-term and long term)
- Fine Motor/dexterity (speed/sequence of motor patterns)
- Executive functions (planning and organization). It is also helpful to know about the student's cognitive flexibility and automaticity with cognitive tasks.
- Selective attention/perception (auditory and visual)
- Sensory Processing (sensory sensitivity, self-stimulation)
- Emotional Status

6. A statement of the functional impact or limitations of the disorder on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested *should* be included.

7. Social-emotional status *should* be assessed and discussed. Formal assessment instruments and/or clinical interview are appropriate. If applicable, a mental health diagnosis should be clearly stated.

8. The report *should* describe the manner and level of severity with which the disability currently impacts general functioning and any physical limitations on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

9. The report *should* detail any currently prescribed or recommended and on-going treatment or care.

10. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment. If any problems arise while the student is at Vance-Granville Community College, a letter from the licensed mental health professional **must** be provided that says the student is stable and able to resume the academic environment.

The documentation must include the following information:

- Names of the assessment instruments used
- Quantitative and qualitative information which supports the diagnosis
- The areas of educational impact and the severity of the condition
- Previous history of the disability and verification of any previous testing
- Record of prior accommodations or auxiliary aids
- Recommendations for accommodations with explanation for the recommendation
- Notation of medications prescribed, if any, and potential impact on learning
- Additional observations or recommendations which could assist us in adequately serving the student
- The names, titles, addresses, and phone numbers of the evaluator(s), as well as date(s) of testing

The aforementioned guidelines are provided so that disability services can respond appropriately to the individual needs of the student. Disability Services reserves the right to determine eligibility for services based on the quality of the submitted documentation. All documentation is confidential and should be submitted to:

Vance-Granville Community College
Attention: Tieren Evans
PO Box 917
Henderson, NC 27536