



Documentation Guidelines for a Asperger's/Autism

The guidelines below are provided to facilitate the process of obtaining the necessary documentation to validate the existence of Asperger's/Autism Disorder. Students requesting disability related services are required to provide their evaluator with a copy of these guidelines. Guilford Technical Community College or the evaluator cannot be held responsible for the documentation not being acceptable to validate the existence of the disability if the student fails to give the evaluator a copy of these guidelines.

Students requesting accommodations on the basis of Asperger's/Autism must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of knowledge of Asperger's/Autism. Qualified professionals include developmental medical doctors or licensed psychologists. Assessment from a general practitioner, physician assistant, or registered nurse will not suffice. (A school plan such as an Individualized Educational Plan [IEP], Summary of Performance [SOP], or 504 Plan are not sufficient documentation.) Documentation must give clear and specific evidence of Asperger's/Autism. A brief statement on a prescription form is not acceptable.

Documentation should be comprehensive and must include the following:

1. Testing must involve a comprehensive psycho-educational evaluation. The following must be assessed and must include a review of academic record.
 - a. **Aptitude:** The Weschler Adult Intelligence Scale* with subtest scores is a preferred instrument. The Woodcock Johnson Psycho-Educational Battery Test of Cognitive Ability* or the Stanford-Binet Intelligence Scale* are acceptable.
 - b. **Achievement:** Assessment of academic ability in the areas of reading, writing, and math is required. Suggested instruments include: Woodcock-Johnson Psycho-Educational Battery *Tests of Achievement; Stanford Test of Academic Skills (TASK), or other specific achievement tests such as The Test of Written Language (TOWL)*, Woodcock Reading Mastery Tests*, or the Stanford Diagnostic Mathematics Test*. The Wide Range Achievement Test is not suitable as a sole measure of achievement.
 - c. **Information Processing:** Specific areas of information (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of the subtests from the Weschler Adult Intelligence Scale* or the Woodcock-Johnson Psycho-Educational Battery Test of Cognitive Ability* are acceptable. (*Current edition to date of the evaluation)
2. Specific Diagnosis: Comprehensive neuropsychological examination. This should not merely refer to symptoms but demonstrate that a specific DSM-IV-TR code and criteria have been met.
3. Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.
4. Current Social/Emotional functioning if not in neuropsychological evaluation, then by a separate evaluator.

*All documentation is
confidential and should be
submitted to:*

*Guilford Technical Community College
601 High Point Road
Jamestown, NC 27282
Fax: (336) 819-2030*