



# Documentation Guidelines for Students on the Autism Spectrum

## **Professional Qualifications of the Evaluator:**

Students requesting accommodations related to the need for cognitively based disabilities must provide current documentation from a licensed psychologist, psychiatrist, neurologist, clinical social worker or mental health counselor. The diagnostician must be an impartial individual who is not a family member of the student. The documentation must be current within the past three years. Flexibility in accepting documentation, which exceeds a three-year period, may be appropriate under certain conditions if the previous assessment is applicable to the current or anticipated setting. If the documentation is inadequate in scope or content, or does not address the individual's current level of functioning and need for accommodations, reevaluation may be warranted.

## **Diagnosis must include:**

**A specific, current psychiatric diagnosis** – As per the DSM-IV, criteria for Autism, Asperger's Syndrome, or Pervasive Developmental Disorder – Not Otherwise Specified.

## **AND/OR**

Reports of psychological or neuropsychological testing covering the following areas:

1. Aptitude: (one of the following)
  - The *Woodcock-Johnson Psychoeducational Battery of Cognitive Ability – Revised*,
  - The *Wechsler Adult Intelligence Scale - Revised (WAIS-R)*,
  - A complete neuropsychological battery
2. Achievement:
  - Test results from one of the following individualized achievement measures that describe strengths or difficulties with both basic and higher level skills in reading, math, written expression, and, if relevant, foreign language acquisition.
    - The *Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement*
    - The *Wechsler Individual Achievement Test (WIAT)*
    - Other specific achievement tests such as:
      - The *Nelson-Denny Reading Skills Test*
      - The *Stanford Diagnostic Mathematics Test*
      - The *Test of Written Language - 3 (TOWL-3)*
      - The *Woodcock Reading Mastery Tests - Revised*



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## **Current Impact of the Disability**

A clinical summary must include what substantial limitations to major life activities are/is posed by the disorder as well as describing to what extent these limitations would/will impact the academic area for which the accommodations are being requested.

Functional limitations listed should include, but are not limited to: communication or language skills; social interaction; restricted, repetitive, and/or stereotyped patterns of behavior and activities; sensory functioning; and sensitivity to environmental conditions and motor planning.

## **Documentation should also contain the following:**

### **Medications**

Documentation must include prescribed medications, dosages and schedules, which may influence the types of accommodations provided.

### **Recommendations for the Student's College Program**

- Recommendations for specific reasonable accommodations that are needed to address the current and substantial impact of the disability on the student's academic functioning.
- Recommendations for reasonable accommodations pertaining to the individual's campus board, room or transportation needs.
- Suggestions as to how the specific effects of the disability may be accommodated.
- How the effects of the disability are mediated by the recommended accommodations.

Please send documentation forms to:

**Hampshire College**

**Office of Accessibility Resources and Services (OARS)**

**893 West St. Amherst, MA 01001**

**P: 413.559.5498, F: 413.559.6098**

**[accessibility@hampshire.edu](mailto:accessibility@hampshire.edu)**