



Documentation Guidelines Autism Spectrum Disorder (ASD)

Vernon College follows the Americans with Disabilities Act of 1990, the ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973 when developing accommodations for students with disabilities. Accommodations are designed to provide equal access to educational services, programs, and activities. As part of the accommodation request process, students may be asked to provide documentation of their disability, current functional limitations, and the nature of those limitations. All documentation is reviewed on a case-by-case basis and is kept confidential. Providing documentation does not automatically qualify an individual for academic accommodations.

The purpose of this documentation is to validate functional limitations, which supports the request for disability accommodations in an academic setting. In providing documentation for individuals with this type of disorder, the following guidelines should be considered:

- The document must be on official letterhead, dated, and signed by a qualified professional who has the training, experience, and licensure relevant to the disability.
- The documentation must describe the current functional limitations caused by the disability, limitations to major life activities, and address current limitations in communication skills, social skills, behavior, sensory functioning, and physical functioning.
- List the functional limitations and the severity of the symptoms as it pertains to an educational setting.
- Recommendations for academic accommodations based on the impact of the disability.

At a minimum, all documentation in support of an ASD diagnosis should include the following information:

1. **DSM-5 or ICD Diagnosis** (text and code), given based on a formal assessment of current psychological and health status, and a formal diagnosis of a disabling condition provided by a licensed treatment provider (psychiatrist, licensed clinical psychologist, licensed social worker, etc.). Licensed treatment provider should not be related to the individual being assessed. In order to establish a history of the condition and recency of evaluation, the following are required:
 - Date of diagnosis.
 - Date of last contact. The assessment must be current. Accommodations are based on an assessment of the current nature and impact of your disability. Evaluations must have been completed within the last three (3) years prior to accommodation requests.
2. **Comprehensive Evaluation:**
 - A diagnostic interview and other tools used to determine relevant background in support of that diagnosis.
 - The evaluation should include treatments (medication, therapy, etc.) currently in use and provide a description of the expected progression of the disability over time. Information on medication side effects is useful and may be considered in accommodation decisions.
 - Onset, history, and prognosis of diagnosis and symptoms.



3. **Functional Limitations:** Should be determined without consideration of mitigating measures (i.e. medication, etc.). If condition is episodic in nature, level of functioning should be assessed based on active phase of symptoms.
 - Major life activities that are functionally limited by the individual's symptoms.
 - Behavioral manifestations of the diagnosis that functionally limits the individual in the academic setting. Information to consider includes the severity, pervasiveness, and frequency of symptoms.
 - Any special considerations that should be made (side effects of medication, etc.)
4. **Accommodations:** A description of accommodations and services used in the past and recommended accommodations for the future. It is important to note that the Office for Students with Disabilities makes the determination regarding what accommodations are appropriate in the college environment.

The diagnostic report must include the name, title, and license number of the evaluator. A verification form is available to assist in the documentation process.