

Documentation Guidelines
For
Aspergers Syndrome/Autism Spectrum Disorder

A diagnosis by a psychologist, psychiatrist or medical doctor is recommended. 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 guidelines will assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that supports a student's request for appropriate accommodations. Comprehensive documentation may include 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. 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. A comprehensive standardized IQ test based on adult norms (including cognitive/achievement scores)
 - b. A communication assessment specifically addressing the use of language in a social context
 - c. Autism Diagnostic Observation Scale (ADOS)
 - d. Autism Diagnostic Interview- Revised (ADI-R)
 - e. Gilliam Autism Rating Scale (GARS)
 - f. Gilliam Asperger's Disorder Scale (GADS)
 - g. Adult Asperger's Assessment (AAA)
4. Medical information relating to the student's needs; may include impact of current medication to meet the demands of the post secondary environment.
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. Students with coexisting diagnosis of any other disability (ADD/ADHD/LD) may need to provide the results of a comprehensive medical/educational/or psychological assessment for that particular disorder.
7. Recommendations of accommodations appropriate for the student based on the information gathered and current test results may be included.

The student and the Disability Services Coordinator at Colorado Mountain College will collaborate regarding accommodations, with the final decision made by the Disability Services Coordinator.