

Documentation Criteria for Permanent Accommodations Autism Spectrum Disorders

In order to establish disability status and eligibility for disability services, institutions of the University System of Georgia require documentation from a qualified evaluator that attests to the presence of a disabling condition as defined by the ADA and demonstrates substantial limitations impacting performance in the academic environment when compared to most people in the general population.

Autism Spectrum Disorders are characterized by impairment in several areas of development including social communication and social interaction across contexts, and the presence of restricted, repetitive patterns of behavior, interests or activities.

Specific documentation guidelines for Autism Spectrum Disorder include the following:

- Evaluators must be licensed qualified professionals whose training and credentials are consistent with expertise in the disability for which they provide.
- Evaluators may not be friends or family members of the student.
- A diagnostic statement based on the most current Diagnostic and Statistical Manual of Mental Disorders (DSM) and/or International Classification of Diseases (ICD) should be included.
- Evaluators should demonstrate how the assessment results meet diagnostic criteria.
- Quantitative and qualitative information should be used to demonstrate that the difficulties are substantially limiting when compared to most people in the general population.
- Any accommodation recommendations made must be supported by a rationale that explains the necessity based on the student's measured impairments and current substantial limitations.
- Documentation of accommodations approved in the past is encouraged but does not guarantee approval at the postsecondary level.
- Identifying information includes the names, signatures, titles, identifying credentials (e.g., license numbers), and contact information of evaluating professionals.
- Dates of evaluations must be included.
- Documentation should reflect data collected within the past three years at the time of request for services.
- Assessment of the following diagnostic criteria is required and evaluation results should include:
 - Developmental history that includes evidence of Autism Spectrum Disorder symptoms in early childhood.
 - Documentation of current qualitative impairment in social interaction and social communication and their level of severity. A standardized assessment approach is encouraged (e.g. Autism Diagnostic Observation System; Autism Diagnostic Interview-Revised; Social Communications Questionnaire).
 - Documentation of current restricted, repetitive patterns of behavior, interests, and activities and their level of severity.
 - Assessment of broad cognitive ability using standardized assessment measures with age-appropriate norms (e.g., WAIS-IV, DAS, RIAS, C-TONI).
- Documentation of 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. This may be in the form of a comprehensive psychoeducational evaluation, school records, and/or other relevant records.

Adapted from USG Policy for Disability Documentation:

https://www.usg.edu/academic_affairs_handbook/section3/handbook/C793/#pappendix_d_disability_documentation