

## **Aspergers Syndrome**

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 include the following items and be current within the past three years:

### **Diagnosis and DSM code**

A specific, current psychiatric diagnosis as per the DSM-IV, criteria for Autism, Aspergers Syndrome, or Pervasive Developmental Disorder – Not Otherwise Specified. Reports of psychological or neuropsychological testing in the form of either:

A complete neuropsychological report OR a comprehensive standardized adult IQ test (we recommend the WAIS-III or Woodcock Johnson) and a comprehensive test of achievement (we recommend the WIAT or Woodcock-Johnson). The results and interpretation of all sub-tests must be included.

Students with a co-existing diagnosis of ADHD or ADD must also provide the results of a comprehensive attentional assessment.

A psychologist, psychiatrist or other mental health counselor may provide additional insight related to behavioral, social, or emotional issues, and associated needs.

### **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 context 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.

### **Medications**

Prescribed medications, dosages and schedules, which may influence the types of accommodations provided.

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

The report should contain the following:

- 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.