

## Autism Spectrum Disorder Documentation Guidelines

Durham Tech provides reasonable accommodations for students with documented autism spectrum disorder. Post-secondary students no longer have IEPs because the Individuals with Disabilities Education Act (IDEA) does not exist at the college level; however, an IEP may be included as part of a more comprehensive report. Durham Tech students are governed under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, specifically subpart E.

Durham Tech Accessibility Services Office will make the final determination of whether appropriate and reasonable accommodations are warranted and can be provided for the individual. *Students with disabilities are expected to satisfy the academic standards required by the college and perform essential course functions without substantially altering the curriculum requirements.*

**Student: Complete this release form and return to the Durham Tech Accessibility Services Office. Be sure to complete the personal impact statement on the back of this sheet.**

Student name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Student ID number: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### REQUIRED DOCUMENTATION — Must be current (within the past five years)

1. The following professionals are considered qualified to assess and diagnose autism spectrum disorder: psychologists, psychiatrists, developmental pediatricians, neurologists, or an interdisciplinary team. All reports should be on letterhead, dated, signed, and include the name, title, and professional credentials of the evaluator.
2. A psychoeducational report including social-behavioral testing should be current within five years. Documentation should substantiate the need for service based on the student's current functioning in an *educational* setting. If the student has been evaluated by an autism center such as TEACCH, *please* include the evaluation in the submitted documentation. **Do not submit handwritten documents.**
3. A clear diagnostic statement of the disorder, including DSM-IV, IV-R, or V diagnosis, and a summary of present symptoms must accompany the documentation. In addition, a summary of evaluation procedures, diagnostic tests used, and evaluation results should be included. A comprehensive report would include:
  - Ability testing
  - Achievement testing
  - Specific cognitive processing evaluated for strengths and weaknesses, including visual-spatial processing
  - Social-emotional status—formal assessment instruments and/or clinical interviews are appropriate

*The Slosson Intelligence Test and the Kaufman Brief Intelligence Test are screening devices that are **not** comprehensive enough to provide the information necessary to make accommodation decisions.*

*The Wide Range Achievement Test is **not** a comprehensive measure of achievement and, therefore, is not useful as the sole measure of achievement.*

4. The impact of the disability on the individual should be discussed with particular detail regarding academic and social requirements. If specific recommendations of accommodations are made, the rationale must relate the accommodation to the functional limitations imposed by the disability.

Evaluator's name (please print): \_\_\_\_\_

Licensure/Certification: \_\_\_\_\_ Date: \_\_\_\_\_

# Impact Statement

Use this form to request disability accommodations. This form may be completed alone or with an accessibility services staff member. You may attach additional pages if necessary. In addition to your response, you may also ask others who currently know you or have observed you to submit answers to these questions in a separate document.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_ Telephone: \_\_\_\_\_

Program of study: \_\_\_\_\_ Student ID number: \_\_\_\_\_

Describe in as much detail as possible the diagnosed condition that is currently impacting and substantially limiting your ability to learn.

Documented disability: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe in as much detail as possible how the diagnosed condition has impacted and substantially limited your ability to learn in the recent past.

Current impact: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the accommodations or services that you think you will need to be successful at Durham Tech.

Accommodations/Services: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
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