



Student Accessibility Resources Guidelines for Documentation of Autism Spectrum Disorder

Dear Sir or Madam,

The purpose of this letter is to identify specific documentation needed in order to provide services from the Student Accessibility Resources office under the Americans with Disabilities Act as amended (ADAAA) and Section 504 of the Rehabilitation Act of 1973. The diagnosis of a disability alone does not automatically qualify a student for accommodations under these laws. To establish a need for a reasonable accommodation, documentation must indicate that the disability substantially limits one or more major life activities and support requests for services, accommodations, academic adjustments, and/or auxiliary aids.

Please provide the following information to our office **on letterhead**:

In order to be considered a valid measure of functioning, all assessments must be provided by a licensed professional qualified to make the evaluation. This can include a developmental pediatrician, developmental medical doctor, or a Neuropsychiatrist/ psychologist. Assessment from a general practitioner typically does not suffice.

- **Aptitude:** The Weschler Adult Intelligence Scale Revised (WAIS-R) with subtest scores is the preferred instrument. The Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale: Fourth Edition is acceptable.
- **Achievement:** Assessment of academic ability in the areas of reading, writing, and math is required. Suggested instruments include: Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Achievement; Stanford Test of Academic Skills (TASK), or other specific achievement such as The Test of Written Language-2 (TOWL), Woodcock Reading Mastery Tests Revised, or the Stanford Diagnostic Mathematics Test. The Wide Range Achievement Test is NOT a comprehensive measure of achievement and therefore, is not suitable as a sole measure of achievement
- **Information Processing:** Specific areas of information processing (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of the subtests from the WAIS-R or the Woodcock Johnson Tests of Cognitive Ability is acceptable.



- A specific diagnosis resulting from a comprehensive neuropsychological examination. This should not merely refer to symptoms and should correspond to a specific DSM-IV category.
- A current evaluation of social/emotional functioning if this information is not contained in neuropsychological evaluation, then by a separate evaluator.

Please contact our office with any questions or concerns regarding this request. We thank you for your assistance and cooperation.

Sincerely,

Student Accessibility Resources
Student Union East 60
Gulf Coast State College
sar@gulfcoast.edu
(P) 850-747-3243
(F) 850-767-8034