



**Documentation Guidelines
for students with
Asperger's Syndrome/Autism Spectrum Disorders**

**Student Success Center
Accessibility Services
301-696-3421
Hood College
401 Rosemont Ave. Frederick, MD 21701
301-696-3569**

Students who are trying to find accommodations from Hood College on the basis of diagnosed particular Asperger's Syndrome/Autism Spectrum Disorder are required to submit documentation to verify admissibility. The following guidelines are provided to assure that evaluation reports are appropriate for admissibility.

1. Testing must be comprehensive. It should include measures of aptitude, accomplishment, information processing, social skills. Recommendations of proper accommodations for the student may be included.

The evaluation might include the following tests:

A. Evaluation of student Aptitude:

- WAIS-IV with subtest scores is the preferred instrument
- Woodcock-Johnson Psycho-Educational Battery-Revised: Test of Cognitive Ability
- Stanford-Binet Intelligence Scale: Fourth Edition

B. Evaluation of student Achievement:

- Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Achievement
- TASK
- Scholastic Ability Test for Adults
- Specific achievement tests such as the:
 - TOWL-2, Woodcock Reading Mastery Tests-Revised, and The Stanford Diagnostic Mathematics Test.

The Wide Range Achievement Test-Revised is NOT a comprehensive measure of achievement, and therefore is not appropriate.

C. A communication evaluation that exclusively focuses the use of language in a social context such as:

- ADOS
- ADI-R
- GARS
- GADS
- AAA

D. A statement of the existing levels of functioning and impact of the disability on:

- Learning

- Independent life skills (clean, navigating campus)
- Social skills
- Living with a roommate
- Communicating successfully with professors and staff

This statement must include the degree of the impact as related to the average person (mild, moderate, or severe).

2. Testing must be current. This means within the past 3 - 4 years. Since this documentation is the base for deciding reasonable accommodations, it is in the student's best interest to provide documentation that shows the student's current level of functioning and capability to perform in an academically competitive college environment.

3. There must be clear and specific evidence and identification of Asperger's Syndrome/ ASD. There must be a long-standing pattern of functional limitations, which may include, but not be limited to:

- communication and/or language skills
- social interaction
- restricted, repetitive and/or stereotypical patterns of behavior and activities
- sensitivity to environmental conditions

4. Test scores/data should be included in the evaluation report.

At least the following information should be included:

- Start age of symptoms
- Severity of the symptoms
- Medication history
- Information about comorbidity
- Impact of symptoms on learning, reading, writing, and focusing
- Impact of symptoms on social interactions and communication
- Support services and accommodations used successfully at the high school level

The Accessibility Services' staff are skilled at interpreting documentation and collect important information from the test scores. This information is helpful for assistance with choice of major, types of courses to take together (or not), course load and decisions about what support services the student needs.

5. Qualified evaluator: The diagnosis of Asperger's Syndrome/ASD must be made by a professional/specialist, such as a psychiatrist, educational psychologist, neurologist, or a combination of such professionals who have expertise in diagnosing Asperger's Syndrome/ASD in adults.

- Diagnostic reports must include the names and titles of the evaluators as well as the date(s) of testing.

A student that had a Section 504 plan, and Individual Education Plan (IEP) or a private school academic accommodation plan in K-12 schooling should submit those documents in full (not partial pages), but those alone will not qualify a student for accommodations.

Current/Enrolled Hood Students:

Getting started with the Office of Accessibility Services

If you need disability accommodations while at Hood College, you will be working with the staff at the Office of Accessibility Services. Our office works cooperatively with other College departments to provide accommodations for students' academic and residential settings.

Step 1:

In addition to this document, make sure to review the [Accessibility Services website](#) to answer any questions, find forms, review documentation guidelines and policies.

Step 2:

Review specific process for Academic and/or Housing Accommodations (SEE [drop-downs on webpage](#))

Step 3:

Current & newly enrolled students: **Register with Accessibility Services Office.** [Accessibility Services Registration Form](#) (academic, housing & temporary)

***Prospective students & families should not submit documentation, and need to complete the [Accessibility Services Inquiry Form: Prospective Students & Families](#)**

Important Note:

- Current/Enrolled students provide documentation only after a student has registered or documents can be uploaded to their [Accessibility Services](#)

[Registration Form](#). Please do not email documentation directly to Accessibility Services, unless requested to do so.

- Prospective students should not submit documentation until deposited and enrolled/ready to enroll in courses.