



Documentation Guidelines for Autism Spectrum Disorders

It is the responsibility of the student to notify the University of your disability. Accommodations are provided in accordance with the ADA. When you register for services, **please upload a current psychological evaluation and/or any testing that was done, an IEP/504, a final high school transcript and a copy of any accommodations on the SAT/ACT to determine a diagnosis that supports the functional impact of the disorder.**

Please provide your physician/psychiatrist with the following documentation guidelines.

A patient of yours is enrolled at Georgia College & State University and has requested accommodations due to a disability. The Student Disability Resource Center establishes academic and/or housing accommodations for students with a documented disability. The Americans with Disabilities Act (ADA) defines a disability as a physical or mental impairment that substantially limits one or more major life activities.

The University System of Georgia Board of Regents (USGBOR) requires current and comprehensive documentation for any diagnosis of a disability in order for disability services providers to determine appropriate accommodations and services.

Please write your supporting letter on letterhead, date the letter and address all of the following:

- Please see Appendices D-H of the USGBOR Academic and Student Affairs Handbook: https://www.usg.edu/academic_affairs_handbook/section3/C793/ before writing a supporting letter
- The evaluator's name, title and license number
- Primary and secondary diagnosis (if applicable) consistent with the most recent DSM/ICD, if appropriate.
- Date of diagnosis(es)
- A clear diagnostic statement that includes evidence of an existing impairment
- Provide the diagnostic criteria and methodology used to diagnose the condition/s
- Documentation should reflect data collected to represent current functioning.
- 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