

### Autism Spectrum Disorder/Asperger Syndrome

*Cedar Crest College provides reasonable accommodations to qualified students with disabilities. In order to provide the most appropriate accommodations, documentation of the student's condition/disability is necessary.*

Students requesting accommodations on the basis of Autism Spectrum Disorder (ASD) or Asperger Syndrome diagnosis should provide documentation from an appropriately credentialed professional who has undergone comprehensive training and has at least five (5) years of experience diagnosing ASDs in children, adolescents or young adults (depending on age of student). **Documentation should be a comprehensive neuropsychological evaluation report (typed on letterhead, dated and signed by the qualified professional including license number when applicable) should include, but not be limited to including, the following:**

- Thorough medical, family, and developmental history gathered by appropriate professional (developmental pediatrician, neurologist, psychiatrist, psychologist, neuropsychologists, etc.).
- Comprehensive psychological or neuropsychological examination, within the past three years, including a detailed discussion of the individual's current cognitive functioning as it impacts the educational environment.
- Academic testing – standardized achievement tests, including standard scores;
- and a review of the academic record.
- Current level of social/emotional functioning by separate evaluator if not contained in neuropsychological evaluation.
- Integrated narrative summary, including impact of symptoms on learning and/or communicating, ability to function in a residential college community and executive functioning deficits as relevant to postsecondary education.
- Clear identification of symptoms as they pertain to Diagnostic and Statistical Manual IV TR (DSM-IV TR) criteria for all relevant diagnoses.
- A clinical interview including a description of the presenting problem(s) including any significant developmental, medical, psychosocial and employment; family history; and a discussion of co-morbid diagnoses (if relevant). A comprehensive interview with parents or knowledgeable informants and a self-report is needed to obtain a view of the individual's present function and ability.
- Prescribed medications, dosages and schedules which may influence the learning environment, including any possible side effects.
- Supplemental documentation may include evaluations by allied health professionals such as speech/language assessments, occupational therapy records, statements from therapist or other treating professionals.