

Documentation Guidelines for Students with Asperger's Syndrome

DOCUMENTATION

There are two acceptable forms of documentation for Asperger's Syndrome.

(1) A psychiatrist's, psychologist's or pediatrician's report which clearly states the diagnosis of Asperger's Syndrome. If the diagnosis is not clearly stated, or if you cannot find copies of such a report, have the psychiatrist, psychologist, or specialized physician complete and sign the Centre for Students with Disabilities Medical Documentation Form .

(2) Alternately, you may submit a copy of a Psycho-educational Assessment Report for Asperger's Syndrome (see criteria below for Psycho-educational Assessment Reports for Asperger's Syndrome).

Criteria for Psycho-educational Assessment Reports for Asperger's Syndrome

- Completed within the last 5 years, and/or as an adult
- Clear diagnostic statement of Asperger's Syndrome based on DSM-IV-TR criteria
- Evidence to document childhood history of AS. Besides the student, other sources of information might include third-party sources, and reference to historical documents (e.g. report cards, previous assessment reports).
- Standardized ASD questionnaires, such as the Autism Spectrum Rating Scale (ASRS), Asperger's Syndrome Diagnostic Scale (ASDS), Autism Spectrum Quotient (AQ), Vineland Adaptive Behavior Scales, Behavior Assessment System for Children (BASC-2)
- Comprehensive psychoeducational testing which includes:
 - Standardized test(s) of ability (e.g. WAIS-IV, WISC-IV)
 - Standardized test(s) of memory (e.g. WMS-IV, WRAML-2)
 - (If warranted) additional test(s) of visual-motor functioning (e.g. VMI-5, Bender-Gestalt)
 - Standardized test(s) of achievement (e.g. WIAT-III, WJ-III, Nelson-Denny). Ideally, each of the following achievement areas are sampled:
 - Reading (decoding, comprehension, fluency)
 - Writing (mechanics, expression, fluency)
 - Math (calculation, conceptualization, fluency)
- Behavioural observations and a statement confirming the validity of test results
- Description of current functional impact on learning and other major life activities and their expected impact in the postsecondary setting (e.g. living in residence)
- Test scores reported and interpreted
- Clear statement to rule in, or rule out, co-existing LD and description as appropriate
- Consideration of possible alternative or coexisting diagnoses
- Description of current functional impact on learning and other major life activities and their expected impact in the postsecondary setting (e.g. living in residence)

- Recommendations for accommodations and supports that are supported by assessment results and relevant to the postsecondary setting
- Signature of a registered, licensed Psychologist or Psychological Associate

(adapted from the Paul Menton Centre Documentation Guidelines at Carleton University)