

Pervasive Developmental Disorders

DISABILITY DOCUMENTATION

Definition of Disability

An individual must demonstrate that his/her condition meets the definition of a disability under the **Rehabilitation Act, 1973** and/or the **Americans with Disability Act (ADA), 1990**. The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities.

Substantially limits under ADA refer to significant restrictions as to the **condition, manner, or duration** under which an individual can perform a particular major life activity as compared to most people.

Whether a condition is substantially limiting to support an accommodation request is a decision made by qualified professional(s) based upon multiple sources of information.

A clinical diagnosis is not synonymous with a disability. The specific symptoms that are present should be stated in the documentation. Evidence that these symptoms are associated with substantial impairment in a major life activity is required for provision of accommodations. A detailed description of current substantial limitation in the academic environment is essential to identify appropriate academic accommodations, auxiliary aids, and services. Specific requests for accommodations need to be linked to the student's current functional limitations, and the rationale for each recommendation clearly stated.

General Documentation Guidelines

All institutions are required to have written policies and procedures for review of documentation submitted by students with disabilities. Decision-making for the provision of institutional-level accommodation is provided by the Office of Disability Services (ODS) or a designated office at an individual college or university.

Secondary education eligibility reports, Individualized Educational Plans, Summary of Progress reports, or previous provision of special education services may not be sufficient documentation for college-level accommodations.

Documentation should provide a diagnostic statement identifying the disability, describe the diagnostic criteria and methodology used to diagnose the condition, and detail the progression of the condition if its impact on the student's functioning is expected to change over time.

Documentation should provide an adequate representation of the student's current functional abilities. In most situations, documentation should be within three years of the student's application for services. Professional judgment, however, must be used in accepting older documentation of conditions that are permanent or non-varying, or in requiring more recent documentation for conditions for which the functional impact may change over time.

Documentation must include the names, signatures, titles, and license numbers of the appropriate evaluators, as well as the dates of testing and contact information.

Evaluators must be licensed professionals whose training and licensure status is consistent with expertise in the disability for which they provide documentation.

Pervasive Developmental Disorders

Pervasive developmental disorders are characterized by severe and pervasive impairment in several areas of development including reciprocal social interaction skills, communication skills, or the presence of stereotyped behavior, interests, and activities. Several different disorders fall within this category including **Asperger's Disorder and Autistic Disorder**.

Asperger's Disorder

Asperger's Disorder is a pervasive developmental disorder characterized by qualitative impairment in social interactions and the presence of repetitive and stereotyped behaviors, interests, and activities.

- General documentation guidelines (see above).
- Diagnosis and corresponding code from the most recent DSM must be included.
- Assessment of the following diagnostic criteria is required and evaluation results must be included in the documentation:
 - Developmental history that includes evidence of Asperger's Disorder symptoms in childhood and documents the absence of clinically- significant general delay in early cognitive or language development.
 - Documentation of current qualitative impairment in social interaction.
 - Documentation of current restricted, repetitive, and stereotyped patterns of behavior, interests, and activities.
- Assessment of broad cognitive ability and language function using standardized assessment measures with age-appropriate norms.

Autistic Disorder

Autistic Disorder is a pervasive developmental disorder characterized by qualitative impairment in social interactions, qualitative impairment in communication affecting both verbal and nonverbal communication skills, and the presence of repetitive and stereotyped behaviors, interests, and activities.

- General documentation guidelines listed in Section 2.22.02.
- Diagnosis and corresponding code from the most recent DSM must be included.
- Assessment of the following diagnostic criteria is required and evaluation results must be included in the documentation:
 - Developmental history that includes evidence of Autistic Disorder symptoms in childhood
 - Documentation of qualitative impairment in social interaction.
 - Documentation of qualitative impairment in communication.
 - Documentation of restricted, repetitive, and stereotyped patterns of behavior, interests, and activities.
- Assessment of broad cognitive ability and language function using standardized assessment measures with age-appropriate norms.