

## WAKE FOREST UNIVERSITY GUIDELINES FOR DOCUMENTING AN AUTISM SPECTRUM DISORDER

In order to standardize the process for requesting accommodations, Wake Forest has adopted the ASD documentation guidelines as noted below. Students and parents are encouraged to refer professional evaluators to these guidelines before submission of documentation for an accommodation request.

- **A qualified professional must conduct the evaluation.** The following professionals would generally be qualified to evaluate and diagnose ASD provided that they have comprehensive training in the differential diagnosis of ASD in the adolescent or adult population: licensed clinical, school and neuropsychologists, psychiatrists and other relevantly trained medical doctors. It may be appropriate to use a clinical team approach consisting of educational, medical and psychology professionals with training in the evaluation of ASD in adolescents and adults.
- **Up-to-date documentation.** As with other neurodevelopmental disorders, ASD is an enduring disorder that exists across the lifespan. Functional impact however will change with age and environmental demands, and documentation of current academic impact is vital. For undergraduate students, the diagnostic evaluation must have been completed within 3 years. For graduate students, the evaluation can be within 5 years if on adult measures usually administered at age 16 years or older. If a comprehensive evaluation has not been completed during that time period, continuation of prior documented accommodations may be continued on a case-by-case basis while additional assessment is obtained.
- **Relevant testing information must be provided.** Neuropsychological or psychoeducational assessment is important in determining the current impact of the disorder on the student's ability to function in academic settings. Cognitive tests, achievement tests and rating scales should complement clinical interviewing to aid with differential diagnosis and establishing a "substantial limitation" in the major life activity of learning. Subtest, scale, and total scores from all tests administered, as well as an interpretation of the results should be included. **Academic fluency tests must be included if a request is made for extended time as an accommodation.**
- Documentation provided must **clearly state the diagnosed disability or disabilities**, and must **describe the functional limitations** resulting from the disabilities, and must **describe the specific accommodations requested**, and must **adequately support each of the requested academic accommodations**.
- Due to the time required to respond to requests for accommodations, it is strongly recommended that, when possible, students **submit documentation of their disabilities by July 1<sup>st</sup>**. Later requests will be considered but processing time may be lengthier given the volume of requests received after the semester begins.

Documentation should be sent to:

Learning Assistance Center & Disability Services Wake Forest University

P.O. Box 7283

Winston-Salem, NC 27109

Email: [lacds@wfu.edu](mailto:lacds@wfu.edu) [electronic documentation submitted must be in .pdf format and legible]

Fax: (336)758-2455

**\*\*PLEASE NOTE DUE TO COVID-19 CHANGES IN PROCEDURE NO DOCUMENTATION SHOULD BE MAILED OR FAXED UNTIL FURTHER NOTICE\*\***

Records are kept confidential per LAC-DS policy (on website) but are accessible as needed by LAC-DS and Student Health Service staff as part of the accommodations process.