



SPECIFIC DOCUMENTATION GUIDELINES – 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 listed in Section 2.22.02, see below.)

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.

General Documentation Guidelines

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.

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