

AUTISM SPECTRUM DISORDERS

Autism Spectrum Disorders are characterized by impairment in several areas of development including social communication and social interaction across contexts, and the presence of restricted, repetitive patterns of behavior, interests or activities.

Specific documentation guidelines for Autism Spectrum Disorder include the following:

- General documentation guidelines listed in [Appendix D of the Academic and Student Affairs Handbook](http://www.usg.edu/academic_affairs_handbook/section3/C793). (http://www.usg.edu/academic_affairs_handbook/section3/C793)
- Documentation should reflect data collected within the past three years at the time of request for services.
- A diagnosis consistent with the most recent DSM/ICD.
- Assessment of the following diagnostic criteria is required and evaluation results should include:
 - Developmental history that includes evidence of Autism Spectrum Disorder symptoms in early childhood.
 - Documentation of current qualitative impairment in social interaction and social communication and their level of severity. A standardized assessment approach is encouraged (e.g. Autism Diagnostic Observation System; Autism Diagnostic Interview-Revised; Social Communications Questionnaire).
 - Documentation of current restricted, repetitive patterns of behavior, interests, and activities and their level of severity.
 - Assessment of broad cognitive ability using standardized assessment measures with age-appropriate norms (e.g., WAIS-IV, DAS, RIAS, C-TONI).
- Documentation of current functional impact or limitation of the disability on learning or other major life activities and how it impacts the individual in the learning environment. This may be in the form of a comprehensive psychoeducational evaluation, school records, and/or other relevant records.