

DOCUMENTATION GUIDELINES FOR STUDENTS WITH AUTISM SPECTRUM DISORDER (ASD)/ASPERGER'S SYNDROME OR PERVASIVE DEVELOPMENTAL DISORDER (PDD)

Dickinson College students who seek accommodations based on their disability are responsible for completing an online *Disability Disclosure and Request for Accommodation* form (found at www.dickinson.edu/access), and for providing appropriate supporting documentation. Dickinson College approaches requests for accommodations with the belief that each student's circumstance is unique and that a flexible approach is the right way to determine appropriate accommodations.

By itself, a medical diagnosis does not establish a need or an entitlement to accommodations. ~~Other~~ The key elements of status under Section 504 and the ADA. Those key elements are that:

- the student has a physical or mental impairment
- the impairment limits the student's participation in a major life act

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- the degree of limitation is substantial and
- there is something that the college can do that would be reasonable, needed, and predictably effective in responding to the impairment.

Documentation that substantiates each of these four areas serves as a foundation that legitimizes a student's request for appropriate accommodations. If a student seeks accommodations on the basis of more than one disability, then more than one professional may need to be involved in developing the diagnoses and other documentation.

The Dean and Director of Access and Disability Services will review the documentation and collaborate with the student to determine reasonable and appropriate academic accommodations. Students are encouraged to schedule a conversation with the Dean and Director as soon as possible after submitting documentation.

Acceptable documentation of a learning disability must meet the following requirements:

- The diagnosis must be substantiated and be made by a qualified professional.**

Students requesting accommodation on the basis of Autism Spectrum Disorder (ASD) or PDD must provide documentation from a psychiatrist or psychologist who has undergone comprehensive training and has experience diagnosing this. The report should include the corresponding diagnostic code in the Diagnostic and Statistical Manual of Mental Disorders, Fourth or Fifth Edition (DSM-IV-TR or DSM-V) or the International Classification of Diseases Manual, Ninth or Tenth Revision (ICD-9 or 10).

The diagnostician must be an impartial individual who is not a family member of the student.

- Include relevant educational, developmental, historical, and familial data.**

- Reflect and describe the current functional limitations of the student.**