



Office of  
Disability Services

## Documentation Guidelines for Students with Asperger's/PDD

Please supply documentation;  
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### Professional qualifications of the Evaluator

Students requesting accommodations related to the need for cognitively based disabilities must provide current documentation from a licensed psychologist, psychiatrist, neurologist, clinical social worker or mental health counselor. The diagnostician must be an impartial individual who is not a family member of the student. The documentation must include the following items and be current within the past three years.

### Diagnosis

A specific, current psychiatric diagnosis as per the DSM-IV, criteria for Autism, Asperger's Syndrome, or Pervasive Developmental Disorder – Not Otherwise Specified.

### AND/OR

Reports of psychological or neuropsychological testing covering the following areas:

1. Aptitude:

- The *Woodcock-Johnson Psychoeducational Battery of Cognitive Ability – Revised*, The *Wechsler Adult Intelligence Scale - Revised (WAIS-R)*, or a complete neuropsychological battery.

2. Achievement:

- Test results from individualized achievement measures that describe strengths or difficulties with both basic and higher level skills in reading, math, written expression, and, if relevant, foreign language acquisition.
- The *Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement* or The *Wechsler Individual Achievement Test (WIAT)*

Or specific achievement tests such as:

- The *Nelson-Denny Reading Skills Test*
- The *Stanford Diagnostic Mathematics Test*
- The *Test of Written Language - 3 (TOWL-3)*
- The *Woodcock Reading Mastery Tests - Revised*

### Current Impact of the Disability

A clinical summary must include what substantial limitations to major life activities are/is posed by the disorder as well as describing to what extent these limitations would/will impact the academic context for which the accommodations are being requested. Functional limitations listed should include, but are not limited to, communication or language skills; social interaction; restricted, repetitive and/or stereotyped patterns of behavior and activities; sensory functioning and sensitivity to environmental conditions, and motor planning.

### Medications

Prescribed medications, dosages and schedules, which may influence the types of accommodations provided.

### Recommendations for the Student's College Program

Documentation should also contain the following:

- Recommendations for specific reasonable accommodations that are needed to address the current and substantial impact of the disability on the student's academic functioning.
- Recommendations for reasonable accommodations pertaining to the individual's campus board, room or transportation needs.
- Suggestions as to how the specific effects of the disability may be accommodated.
- How the effects of the disability are mediated by the recommended accommodations.