



## Verification Guidelines

### Verification Guidelines for Pervasive Developmental Disorders (including Asperger's Disorder)

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Documentation should meet criteria outlined in the Diagnostic Statistical Manual IV-TR (DSM IV-TR) or International Classification of Diseases (ICD) ICD-10 and be based on adult norms.

- Evaluated by a qualified diagnostician with comprehensive training and relevant experience in differential diagnosis. Asperger's Syndrome and High Functioning Autism is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis may include licensed clinical psychologists. It may be appropriate to use a clinical team approach consisting of a variety of educational, medical and counseling professionals with training in the evaluation of Asperger's Syndrome and High Functioning Autism in adolescents and adults. Use of diagnostic terminology indicating a diagnosis of Pervasive Developmental Disorders (including Asperger's Disorder) by someone whose training and experience is not in these fields is **not acceptable**. It is not appropriate for professionals to evaluate members of their own families or children of close friends.
- Documentation and recommendations must be appropriate to the postsecondary setting.
- Clearly state the diagnosed condition with a description of supporting past and present symptoms following DSM-IV-TR diagnostic criteria. Alternative diagnoses or explanations should be ruled out.
- Describe the functional impact or limitations of the disorder or disability on learning or other major life activity, and the degree to which it impacts the individual in the learning context for which accommodations are being requested supporting the need for requested accommodations.
- Be current: Although some individuals have long-standing or permanent diagnoses, because of the changing manifestations of Pervasive Developmental Disorders (including Asperger's Disorder), it is essential for those individuals to provide recent and appropriate documentation from a qualified evaluator. Current is defined as generally within the last three (3) years and indicate proof of continual treatment (i.e. physicians care, medications, etc.).
- Include complete educational, developmental, and medical history, including the impact of medication on the student's ability to meet the demands of the postsecondary environment, relevant to the disability for which reasonable accommodations are being requested.
- Include a list of all test instruments used in the evaluation report and relevant subtest scores used to document the stated disorder. Test scores are to be age equivalent. At a minimum, tests of aptitude and academic achievement should be included as well as information processing and behavioral issues.
- Describe specific requests for reasonable accommodation with rationale for each.
- Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.
- Be typed or printed in English on official letterhead, dated and signed by an evaluator qualified to make the diagnosis (include information about license or certification and area of specialization).

**\*\*\* Note that submission of documentation is not the same as the request for services. Student must meet with Office of Student Learning Services Disability Staff after determination is processed to discuss next steps, if applicable.**

Disability verification should be sent to:

Office of Student Learning Services

Attn: Disability Services

University of Dayton

300 College Park

Dayton, OH 45469-1302

Fax Number: (937) 229-3270

TTY Number: (937) 229-2059

For questions or concerns, please call: (937) 229-2066