

Texas Christian University

Developmental Guidelines for TCU Students with Disabilities Document the characteristics of autism in order to be able to provide accommodations. The University requires comprehensive documentation of the student's disability in order to evaluate requests for accommodations and to determine eligibility for services. Documentation must be presented to the Student Disability Services Office. Information concerning a student's disability must be presented in a clear and concise manner. Information concerning a student's disability must be presented in a clear and concise manner.

I. A qualified professional must conduct the evaluation:

Professionals conducting assessments and rendering diagnoses of Autism Spectrum Disorder (ASD) must be qualified to do so. A professional who has comprehensive training in the field of ASD and direct experience working with adolescents and adults diagnosed with ASD such as a ne4.9 (h)-hTj- (3.3 (3 (s))-3)-85 ___*Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder that is characterized by persistent deficits in social communication and social interaction across multiple contexts, and restricted, repetitive patterns of behavior, interests, or activities. The symptoms must be present in the early developmental period. However, the symptoms may not become fully manifest until social demands exceed limited capacities to meet these demands. The symptoms are not better explained by intellectual disability or global developmental delay. ASD is a spectrum disorder, and the severity of symptoms varies widely. ASD is not a mental illness. ASD is not a learning disability. ASD is not a personality disorder. ASD is not a mood disorder. ASD is not a substance use disorder. ASD is not a trauma-related disorder. ASD is not a medical condition. ASD is not a physical condition. ASD is not a genetic condition. ASD is not an infectious condition. ASD is not a degenerative condition. ASD is not a chronic condition. ASD is not a terminal condition. ASD is not a life-threatening condition. ASD is not a fatal condition. ASD is not a preventable condition. ASD is not a curable condition. ASD is not a treatable condition. ASD is not a manageable condition. ASD is not a controllable condition. ASD is not a predictable condition. ASD is not a preventable condition. ASD is not a curable condition. ASD is not a treatable condition. ASD is not a manageable condition. ASD is not a controllable condition. ASD is not a predictable condition.

Adaptive Behavior:

- Vineland Adaptive Behavior Scale
- Adaptive Behavior Assessment System – Third Edition (ABAS-III)

○ **Neuropsychological measures:**

- Bender Visual Motor Gestalt Test-II
- Wisconsin Card Sort Test (WCST)
- Trail Making Test
- Repeatable Battery for Neuropsychological Status (RBANS)

Autism and Asperger's specific assessments:

- Gilliam Autism Rating Scale, Second Edition (GARS-II)
- Autism Diagnostic Observation Schedule (ADOS-II)(Module 4)
- Autism Spectrum Quotient (AQ)
- Autism Diagnostic Interview-