

Texas Christian University

Developmental Guidelines for TCU Students with Disabilities Document the characteristics of autism in order to be able to identify the level of the disorder, biological age, health, depth of impairment, and the level of support needed. 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 confidential environment.

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, childhood autism, Kanner's syndrome, or Asperger's disorder not otherwise specified, or Autism Spectrum Disorder.

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-