

Eligibility Determination (Autism) - Code O

Student Name: _____ Grade: _____ Date: _____ D.O.B.: _____

Definition - Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. (A child who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the other criteria of this Section are satisfied.) Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Complete for Students Suspected of Having Autism

Step 1- Inclusionary Criteria:

The eligibility for special education and related services appropriate for students with autism shall be determined by behaviors from the following groups:

A: Qualitative Impairment in Social Interaction

Please choose descriptor(s)

- Marked impairment in the use of multiple nonverbal behaviors to regulate social interaction (e.g. such as eye-to-eye gaze, facial expression, body postures, and gestures).
- Failure to develop peer relationships appropriate to developmental level.
- Lack of spontaneous seeking to share enjoyment, interest, or achievements with other people (e.g., by a lack of showing, bringing, or pointing out object of interest).
- Lack of social or emotional reciprocity.

Comments:

B: Qualitative Impairment in Verbal and/or Nonverbal Communication

Please choose descriptor(s)

- Delay in or lack of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime).
- For a student with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others.
- Use of idiosyncratic or stereotyped and repetitive language.
- Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level.
- Demonstrates impaired ability with social communication.
- Demonstrates impaired ability with non-verbal communications.

Comments:

C: Other characteristics associated with Autism

- Engagement in stereotyped movements.
- Engagement in repetitive activities
- Resistance to Environmental Change
- Resistance to change in daily routines
- Unusual responses to sensory experiences

Step 2 - Decision Process

All four questions must be answered yes to support the team's eligibility decision

- | | | |
|---|------------------------------|-----------------------------|
| 1. Criteria has been met in both Sections A and B | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Has the information been obtained from multiple sources? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Has the criteria been supported by appropriate measures of assessment? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Has the criteria been substantiated by the majority of data? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| The student meets the criteria for Autism? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Meeting criteria for a disability category does not confer special education eligibility. To determine eligibility for special education the team must consider adverse affects and educational needs and complete Eligibility Determination Form.