

Name:

Eligibility Determination (Autism) - Code O

Date:

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.

DETERMINANT FACTORS

The determinant factor for the student's suspected disability is:

Yes No Lack of appropriate instruction in reading, including the essential components of reading instruction. (Evidence Provided)

Yes No Lack of appropriate instruction in math (Evidence Provided)

Yes No Limited English Proficiency (Evidence Provided)

If any of the above answers is "yes," the student is not eligible for services under IDEA and the team must complete Step 3 below. If all of the answers are "no," complete Steps 1-3.

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. Failure to Develop Reciprocal Social Interactions (Minimum of 2)

- Yes No Lack of awareness of others in the immediate environment (not responding when someone enters a room)
- Yes No Lack of facial responsiveness (averting gaze, fleeting eye contact)
- Yes No Lack of awareness of feelings of others.
- Yes No Failure to make reciprocal responses to physical or social contact (indifference or aversion to affection)
- Yes No Lack of responsiveness to other's stress or distress
- Yes No Failure to seek comfort from others in time of stress
- Yes No Utilizes others as an extension of self (using other's hands to pick up desired object)
- Yes No Experiences difficulty differentiating self from others
- Yes No Peer relationships may develop, but are superficial (lacking understanding of the conventions of social interaction)
- Yes No Absence of or impaired imitation (imitating others in a mechanical way)

B. Qualitative Impairment in Verbal and Nonverbal Communication (Minimum of 1)

- Yes No Delay in, or total lack of, the development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime)
- Yes No Lack of nonverbal responses (absent or delayed development of appropriate gestures, failure to assign symbolic meaning to gestures)
- Yes No Immediate echolalia or delayed echolalia without communicative intent.
- Yes No Marked abnormalities in the production of speech (volume, pitch, articulation, stress, rate, intonation, dysrhythmia)
- Yes No Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level
- Yes No Marked abnormalities in the form and content of language (immature syntax, pronominal reversal, stereotyped and repetitive speech, idiosyncratic use of words and/or phrases)
- Yes No Failure to develop the use of abstract terms, concepts and reasoning

C. Markedly Restricted Repertoire of Activities and Interests and/or Atypical Responses to Sensory Stimuli (Minimum of 1)

- Yes No Stereotypic body movements (finger flicking, rocking, spinning, head banging, other self-injurious behavior)
- Yes No Auditory symptoms (close attention to self-produced sounds, no response or over-response to varying levels of sound)
- Yes No Tactile symptoms (hypo- or hyper- response to touch, pain, or temperature, prolonged rubbing of surfaces, sensitivity to food textures)
- Yes No Vestibular symptoms (hypo- or hyper- reactions to gravity stimuli, whirling without dizziness, and preoccupation with spinning objects)
- Yes No Olfactory and gustatory symptoms (repetitive sniffing, specific food preferences, mouthing, licking or swallowing of inedible objects)
- Yes No Proprioceptive symptoms (posturing, darting, lunging movements, hand flapping, gesticulating, grimacing, pressure seeking)
- Yes No Unreasonable insistentences on following routines (may seek consistency in environmental events to the point of exhibiting rigidity in routines)
- Yes No Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus (preoccupation or fixation on a certain color, number, object, texture)

If one or more of the above criteria are met, proceed to Step 2. If none of the above criteria are met, the student does not have an eligibility of autism, complete Step 3.

STEP 2 - EDUCATIONAL NEEDS (The following three criteria MUST be supported by intervention data)

- Yes No Substantial adverse effect on the student's educational functioning – academic and/or medical support is required.
- Yes No Evidence that regular education interventions have been found insufficient.

Initiation date of Interventions
interventions: attempted:

Yes No Interventions require resources and services beyond those available in general education.

If all of the above criteria are marked "yes", proceed to Step 3. If one or more of the above criteria are marked "no" the student does not qualify for services with an eligibility of autism, complete Step 3.

STEP 3 – DECISION PROCESS

- 1. Has the information been obtained from multiple sources? Yes No
- 2. Has the criteria been supported by standardized measures of assessment? Yes No
- 3. Has the criteria been substantiated by the majority of data? Yes No
- 4. Does the above criteria support eligibility? Yes No

ALL FOUR QUESTIONS MUST BE ANSWERED YES TO SUPPORT THE TEAM'S ELIGIBILITY DECISION

The student meets the criteria for Autism? Yes No