

Autism Team Process

Only referrals with medical diagnosis on the autism spectrum or special education eligibility determination of autism will be accepted.

Not all children who fall on the spectrum will require the services of the Autism Team beyond the inservice level. Levels of services will be determined on an individualized basis. Based upon review of the referral packet, the school team may be given further steps for problem solving or the Autism Team may become involved.

The Autism Team Process

1. District submits request for student assistance
 - a. Must obtain written consent from principal
 - b. Must obtain written consent from family
2. EIASE's Autism Assistant (AA) will send the district a referral packet
3. The district will complete a referral packet
 - a. AT referral form
 - b. Current IEP
 - c. Most recent Eligibility Determination Conference Summary
 - d. Building Support Team information documentation
 - e. Outside evaluations (if appropriate)
 - f. Behavior plan
 - g. Student's mode of communication
 - h. Interventions/strategies related to area of concern
 - i. Current student schedule
 - j. MD's diagnosis of Autism Spectrum Disorder (if appropriate)
4. Case Manager sends packet to Autism Assistant
5. AA enters new referral into computer
6. AA uses checklist to verify the referral is complete (see above a-j) **OR** sends back to school team to complete if necessary
7. AA adds student to next team's meetings agenda
8. Autism Team reviews folder
9. Autism Team assigns student to AT lead person
10. AT lead person makes school-based contacts
 - a. If observation is deemed necessary, all involved AT members will observe student prior to full school team meeting and gather input from paraprofessionals
 - b. Case Manager sets up meeting with principal, case manager
 - c. Case Manager sets up meeting with school team, administrator and needed AT persons (parent inclusion optional)
11. At the time of school team meeting, an action plan will be developed and a level of support will be assigned
12. In order to demonstrate the school team meeting process, AT members will facilitate and record minutes of the first meeting. The school team will fill those roles at subsequent meetings.
13. Action plan determines the AT's involvement (Review action plan at each meeting)
14. Case Manager discusses initial action plan with entire AT
15. Exit Process-Involvement will gradually decrease as the targeted action plan is developed and subsequent program development/modifications are identified. Data collection to document the student's progress toward critical skill development is an expectation of the school team. If the action plan and the data collection are not being consistently implemented, the Autism Team's involvement will be discontinued.