

Disability Worksheet: Autism

Student Information	
Student: Local ID: State USI: Last Eligibility Meeting Date:	Date of Birth: Grade: Last IEP Annual Review Meeting Date:
LEA/ School Information	
LEA of Enrollment: School/ Site: School Address:	Case Manager: School Phone:

Teams should use the following checklist as a tool to facilitate discussion about the determination of eligibility for autism. Teams are expected to use evidence including evaluation information and other existing data to confirm or deny each criterion in order to make a differential determination of eligibility.

Autism
<p>State definition: Autism shall mean a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (3) that adversely affects a child's educational performance. 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. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability.</p> <p>Federal and State regulations references: 34 CFR §300.8(c)(1); 5-A DCMR §3011.1</p>

Directions: Check the box below if the team has evidence to show that the student meets the following criteria. The student must meet the first criterion; the remaining criteria should inform the team's decision.

Eligibility Criteria	
1.	The student displays a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects the child's educational performance. [REQUIRED]
2.	The student displays difficulties or differences or both in interacting with people and events, including an inability to establish and maintain reciprocal relationships with people or demonstration of rigidity of routines.
3.	The student displays problems which extend beyond speech or language to other aspects of social communication, both receptively and expressively. The child's verbal language may be absent or lacking the usual communicative form which may involve deviance or delay, or both.
4.	The student exhibits delays, arrests, abnormalities, or regressions in motor, sensory, social, or learning skills or the development of such skills.
5.	The student displays abnormalities in thought or processing skills.
6.	The student displays unusual, inconsistent, repetitive, or unconventional responses to sounds, sights, smells, tastes, touch, or movement.
7.	The student displays marked distress over changes, insistence on following routines, and a persistent preoccupation with or attachment to objects.
8.	The developmental disability adversely impacts student's educational performance. Identify the source of current data used to make a determination regarding this criterion: _____.
9.	The adverse impact on student's educational performance is not primarily due to the student having an emotional disturbance.

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Decision
The team reviewed all relevant evaluation and other existing data and determined that: _____The student meets all of the required criteria for autism. _____The student does not meet all of the required criteria for autism.
Date of Decision: _____