**AUTISM WORKSHEET**

**Determination of Disability:** (Student’s name) meets special education eligibility under the category of Autism due to (summarize items checked) (see eligibility checklist) that adversely affects (Student’s name) educational performance.

**Qualifying Criteria:**

The team shall determine that a student is eligible for special education services under the area of Autism if the student has been diagnosed with Autism by a qualified professional and demonstrates a total of six (or more) features from Category #1, Category #2, and Category #3 with at least 2 features coming from Category #1 and one or more from each of Category #2 and Category #3, totaling six overall features. Additionally, adverse impact of the student’s educational performance must be evident and verified.

Exception: Autism does not apply if a child’s educational performance is adversely affected primarily because the child has an Emotional Disturbance.

**Diagnosis:**

[ ] Autism has been diagnosed and documented by a qualified professional based on the current Diagnostic and Statistical Manual (DSM-V).

**Atypical Development of Social Competence** (two or more behavioral indicators required):

[ ] Limited joint attention and limited use of facial expression as directed toward others
[ ] Does not show or bring things to others to indicate an interest in an activity
[ ] Demonstrates difficulties in relating to people, objects, and events (peers)
[ ] A gross impairment in ability to make and keep friends
[ ] Shows significant vulnerability and safety issues due to social naiveté
[ ] Appears to prefer isolated or solitary activities
[ ] Misinterprets others’ behaviors and social cues
[ ] Demonstrates gross impairments of solitary, imaginative, cooperative, and reciprocal play

**Disturbance of Communication** (one or more behavioral indicators required):

[ ] Has an absence, loss, or delay of spoken language

[ ] Includes echolalia, mechanical, or stilted speech

[ ] Has little response to language

[ ] Exhibits pronoun reversals

[ ] Demonstrates difficulty with expressing emotions

[ ] Has impairment in the use/interpretation of nonverbal communication, facial expression, or gestures

[ ] Uses language in an unconventional way

[ ] Uses odd production of speech including intonation, volume, rhythm, or rate

[ ] Uses repetitive or idiosyncratic language or has inability to initiate or maintain a conversation when speech is present (with peers)

**Atypical Range of Interests, Patterns of Behavior, Interest and/or Responses to Sensory Stimuli** (one or more behavioral indicators required):

[ ] Exhibits atypical, stereotypical, or repetitive responses demonstrating distress or resistance to changes in activity
[ ] Demonstrates overreaction or under-reaction to sensory stimuli (which may include sight, smell, hearing, taste, touch, balance, body awareness, and pain)
[ ] Uses rigid or rule-bound thinking such as an intense, focused preoccupation with a limited range of play, interests, or conversation topics
[ ] Shows a lack of true imaginative play versus reenactment
[ ] Has difficulty generalizing skills from one setting to another
[ ] Insists on following routines or rituals, which may be complex
[ ] Demonstrates repetitive thinking and actions and is preoccupied with certain sounds, words, phrases, ideas, or items.
[ ] Has excellent memory for visual detail, facts, or rote lists
[ ] Focuses on small details and demonstrates little awareness of critical elements of information;

**Adverse Impact on Educational Performance:**

[ ] Documentation of adverse impact on educational performance resulting in the need for specially designed instruction, the type of instruction required, and why it cannot be provided by general education[ ] Educational needs in each category checked above is summarized in this report [ ] A minimum of one observation in the area of suspected disability was conducted and summarized in report (best practice would be three observations)

**Data for Determining Eligibility was gathered from** (Not all may apply):

Required:
[ ] Autism has been diagnosed and documented by a qualified professional (BPS requires) [ ] Observation
Minimum of one additional resource:
[ ] Structured interviews with parents/teachers
[ ] Autism checklists/behavior rating scales
[ ] Communication and developmental rating scales
[ ] Functional behavior assessments
[ ] Application of diagnostic criteria from the DSM-V
[ ] Informal and standardized assessment instruments
[ ] Cognitive testing