

DETERMINATION OF DISABILITY: (student's name) *meets/does not meet* special education eligibility under the category of Educational Autism due to (summarize items checked) (see eligibility checklist). Data for determining eligibility was gathered from (list multiple sources of information, i.e., interviews, observations, file reviews, FBA, ADOS results, ABC, High functioning autism scale, ASDS scales, outside evaluation results, parent reports, etc.).

A student is special education in the area of Educational Autism when the student meets criteria items listed below. The evaluation must address all three categories collected from multiple settings. Must have a total of SIX or more features present to be eligible for educational autism.

CATEGORY #1: ATYPICAL DEVELOPMENT OF SOCIAL COMPETENCE: The student displays extreme difficulties in social relationships. *(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

CATEGORY #2: DISTURBANCE OF COMMUNICATION: The student displays a qualitative impairment in 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)

CATEGORY #3: ATYPICAL RANGE OF INTERESTS, PATTERNS OF BEHAVIOR, INTEREST AND/OR RESPONSES TO SENSORY STIMULI: The student displays a narrow encompassing preoccupation with objects, sensations, rituals, or routines. *(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.

DATA FOR DETERMINING DISABILITY WAS GATHERED FROM *(at least two methods must have been used):*

- ☐ Structured interviews with parents
- ☐ Autism checklists