

**ARLINGTON PUBLIC SCHOOLS
BASIS FOR ELIGIBILITY DETERMINATION**

Name:	School:		
ID#:	DOB:	Date of Eligibility:	

AUTISM

DEFINITION

Autism means 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. 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. A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in this definition are satisfied.

CRITERIA

A child with autism who requires special education will meet ALL of the following criteria. In interpreting evaluation data, the committee must document and carefully consider information from a variety of sources. For each criterion indicate **Yes** or **No** and provide additional information where indicated.

Yes **No** **1. Pervasive Developmental Disorder**

Complete criteria sets A, B, and C before making a determination. The child has any of the Pervasive Developmental Disorders, also referenced as autism spectrum disorder such as Autistic Disorder, Rhett's Disorder, Childhood Disintegrative Disorder, Pervasive Developmental Disorder – Not Otherwise Specified including Atypical Autism as indicated in diagnostic references.

- Autism Spectrum Disorder, such as Autistic Disorder, or Pervasive Developmental Disorder - Not Otherwise Specified or Atypical Autism
- Rhett's Disorder, as diagnosed by a qualified professional
- Childhood Disintegrative Disorder, as diagnosed by a qualified professional
- No autism spectrum disorder

A. Social Interaction

The child demonstrates impairments in social interaction. [Examples include marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures and gestures to regulate social interactions; failure to develop peer relationships appropriate to developmental level; a lack of spontaneous seeking to share enjoyment, interests or achievement with other people (e.g., by a lack of showing, bringing or pointing out objects of interest); and a lack of social or emotional reciprocity.]

Document atypical pervasive patterns in social interaction as evidenced by appropriate behavioral rating scales and observational/interview assessment data.

- Mild to severe atypical pervasive patterns in social interaction
- No atypical pervasive patterns in social interaction

B. Restricted and Repetitive Behaviors and Interests

The child demonstrates restricted, repetitive, and stereotyped patterns of behavior, interests, and activities. [Examples include encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus; apparently inflexible adherence to specific, nonfunctional routines or rituals; stereotyped and repetitive motor mannerisms; and persistent preoccupation with parts of objects.]

Document atypical pervasive patterns in behavior, interests, and activities as evidenced by appropriate behavioral rating scales and observational/interview assessment data.

- Mild to severe atypical pervasive patterns in behavior, interests, and activities
- No atypical pervasive patterns in behavior, interests, and activities

C. Communication

The child demonstrates impairments in communication. [Examples include 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); in individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others; stereotyped and repetitive use of language or idiosyncratic language; lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level is noted.]

Document atypical pervasive patterns in communication as evidenced by appropriate behavioral rating scales and observational/interview assessment data.

- Mild to severe atypical pervasive patterns in communication
- No atypical pervasive patterns in communication

Yes No **2. Educational Impact**

The disability adversely affects the child's educational performance. *Document the areas where the disability, and not other factors, negatively impacts a child's academic and/or functional performance as compared to average same-aged students.*

Describe the impacted academic/functional performance:

Yes No **3. Emotional Disability**

Emotional disability can be ruled out as the **primary** cause of adverse effect on educational performance. *If not ruled out, specify:*

Yes No **4. Observation**

The committee considered the relevant behavior noted during the classroom observation and the relationship of that behavior to the child's academic functioning. *Note relevant behavior, if any:*

Yes No **5. Medical Findings**

The committee considered educationally relevant medical findings if any. *Note educationally relevant medical findings, if any:*

6. Exclusionary Factors

- Yes No **A.** Lack of appropriate instruction in reading including the essential components of reading instruction (phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies) has been ruled out as the determinant factor in the eligibility decision.
- Yes No **B.** Lack of appropriate instruction in math has been ruled out as the determinant factor in the eligibility decision.
- Yes No **C.** Limited English proficiency has been ruled out as the determinant factor in the eligibility decision.

Yes No **7. Need for Special Education**

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from their disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within APS. Specify/Describe:

ELIGIBILITY DETERMINATION

- The disability criteria for **autism** have been met, and the child needs special education and related services.
- The disability criteria for **autism** have NOT been met.