



Student Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Date: \_\_\_\_\_  
 Date Of Birth: \_\_\_\_\_ Home Address: \_\_\_\_\_  
 Student No.: \_\_\_\_\_ State Student ID: \_\_\_\_\_

Age	Gender	Grade	Home School	Attending School
Ethnicity			Primary Language - Date Determined	Home Language - Date Determined
Parent/Guardian Name		Cell	Name	Cell
Address		Work Phone	Address	Work Phone
		Emergency Phone		Emergency Phone

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 disturbance. 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. (34 CFR 300.8(c)(1)) and 8VAC20-81-10.

CRITERIA:

After consideration of data from multiple sources, review the definition, consider the items below, and note any additional information. Attach this worksheet to the Special Education Committee (SEC-R) Review and include any necessary documentation. Complete all steps.

A child with autism who requires special education will meet ALL of the following criteria.

Yes  No Step 1  
Team reviewed the IDEA definition of Autism.

Yes  No Step 2  
Characteristics of Autism:

Children with Autism Spectrum Disorder demonstrate the following characteristics across multiple contexts:

Impairments in social interaction  Restricted, repetitive and stereotyped patterns of behavior, interests, and activities  Impairments in communication

Children with Atypical Autism, Aspergers Disorder, or PDD-NOS may display any of the characteristics listed above without displaying all of the characteristics associated with Autism Spectrum Disorder. There is documented evidence of the following:

Impairments in social interaction  Restricted, repetitive and stereotyped patterns of behavior, interests, and activities  Impairments in communication

Name	Organization Name	Date of Birth	Student Number	Document Date
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Summary statement: (provide brief description of findings, including data sources used)

Yes  No Step 3

There is documentation of an adverse effect on educational performance due to one or more documented characteristics of autism and not primarily because the child has an emotional disturbance. List and/or describe:

Yes  No Step 4

Due to the identified Autism, the student needs specially designed instruction.

"Specially designed instruction" is defined in Virginia regulations as "adapting, as appropriate to the needs of an eligible child under this chapter, the content, methodology, or delivery of instruction: (34 CFR 300.39(b)(3))

1. To address the unique needs of the child that result from the child's disability; and
2. 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 the jurisdiction of the local educational agency". List and/or describe:

**ELIGIBILITY DETERMINATION**

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