

Autism Eligibility Criteria

11/24/07

Student Name: _____ Date of IEP Team Meeting: _____

School: _____ Grade: _____ DOB: _____

Please answer the following questions for determining whether a child is eligible for special education as a student with autism.

1. Does the child have a developmental disability or pervasive developmental disorder?

Examples of pervasive developmental disorders include: PDD, PDDNOS, Asperger's Syndrome, Autistic Disorder, Rett's Syndrome, and Childhood Disintegrative Disorder.

The diagnostic impression for a pervasive developmental disorder must be based upon an evaluation undertaken by a licensed or certified professional who is qualified to make diagnostic impressions under the DSM codes for pervasive developmental disorders.

_____ Yes _____ No

Verification:

If the answer is yes, go on to the next question. If not, the student is not eligible under this code.

2. Does the developmental disability significantly affect the child's verbal communication skills?

Guideline: A significant effect will generally be seen in relevant standard scores that are 1.5 to 2.0 standard deviations below the mean standard score on formal assessments. For informal assessments, there should be a deficit that significantly interferes with verbal communication skills, compared with the average child.

_____ Yes _____ No

Verification:

If the answer is yes, go on to the next question. If not, the student is not eligible under this code.

3. Does the developmental disability significantly affect the child's non-verbal communication skills?

Guideline: A significant effect will generally be seen in relevant standard scores that are 1.5 to 2.0 standard deviations below the mean standard score on formal assessment. For informal assessments, there should be a deficit that significantly interferes with non-verbal communication skills, compared with the average child.

_____ Yes _____ No

Verification (for number 3):

If the answer is yes, go on to the next question. If not, the student is not eligible under this code.

4. Does the developmental disability significantly affect the child's social interaction skills?

A significant effect will generally be seen in relevant standard scores that are 1.5 to 2.0 standard deviations below the mean standard score on formal assessments of social interaction skill. For informal assessments, there should be a deficit that significantly interferes with social interaction skills, compared with the average child.

_____ Yes _____ No

Verification:

If the answer is yes, go on to the next question. If not, the student is not eligible under this code.

5. Does the child's condition adversely affect his or her educational performance?

_____ Yes _____ No

Verification:

If the answer is yes, go on to the next question. If not, the student is not eligible under this code.

6. Rule out factor: Does the child's adverse effect result primarily from an Emotional Disturbance?

_____ Yes _____ No

Verification:

If the answer is yes, then the student is not eligible under this code.

7. Does the condition identified above result in the child needing special education?

_____ Yes _____ No

Verification:

The above student is eligible as a student with autism.

_____ Yes _____ No