

**(AUTISM SPECTRUM DISORDER – 560)**

<b>STUDENT NAME:</b>	<b>SIMS:</b>	
<b>SCHOOL DISTRICT:</b>	<b>SCHOOL:</b>	<b>MEETING DATE:</b>

<b>Autism Spectrum Disorder – 560</b>	<b>ARSD: 24:05:24.01:03 through 24:05:24.01:05</b>
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The Eligibility Team has compared and interpreted the data on the front page of the eligibility document and has the following interpretation:

1	<p>Autism spectrum disorder is a developmental disability that significantly affects verbal and nonverbal communication and social interaction and results in adverse effects, generally evident before age three, on the child's educational performance.</p> <p>Other characteristics often associated with autism spectrum disorder are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.</p> <p>The term does not apply if the student's educational performance is adversely affected primarily because the student has an emotional disability defined under § 24:05:24.01:16.</p>												
2a	<p>An autism spectrum disorder is present if a student expresses:</p> <p>Persistent deficits in <b>social communication and social interaction</b> across multiple contexts, as manifested by <b>all three the following, currently or by history:</b></p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><input type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Deficits in social-emotional reciprocity</td> </tr> <tr> <td><input type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Deficits in non-verbal communicative behaviors used for social interaction and</td> </tr> <tr> <td><input type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Deficits in developing, maintaining, and understanding relationships</td> </tr> </table> <p><b>Social Communication Severity:</b></p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="width: 33%;"><input type="checkbox"/> <b>Level 3</b> "Requiring very substantial support"</th> <th style="width: 33%;"><input type="checkbox"/> <b>Level 2</b> "Requiring substantial support"</th> <th style="width: 33%;"><input type="checkbox"/> <b>Level 1</b> "Requiring support"</th> </tr> </thead> <tbody> <tr> <td>Severe deficits in verbal and nonverbal social communication skills cause severe impairments in functioning, very limited initiation of social interactions, and minimal response to social overtures from others.</td> <td>Marked deficits in verbal and nonverbal social communication skills: social impairments apparent even with supports in place; limited initiation of social interactions; and reduced or abnormal responses to social overtures from others.</td> <td>Without supports in place, deficits in social communion cause noticeable impairments. Difficulty initiating social interactions, and clear examples of atypical or unusual responses to social overtures of others. May appear to have decreased interest in social interactions.</td> </tr> </tbody> </table>	<input type="checkbox"/> Yes <input type="checkbox"/> No	Deficits in social-emotional reciprocity	<input type="checkbox"/> Yes <input type="checkbox"/> No	Deficits in non-verbal communicative behaviors used for social interaction and	<input type="checkbox"/> Yes <input type="checkbox"/> No	Deficits in developing, maintaining, and understanding relationships	<input type="checkbox"/> <b>Level 3</b> "Requiring very substantial support"	<input type="checkbox"/> <b>Level 2</b> "Requiring substantial support"	<input type="checkbox"/> <b>Level 1</b> "Requiring support"	Severe deficits in verbal and nonverbal social communication skills cause severe impairments in functioning, very limited initiation of social interactions, and minimal response to social overtures from others.	Marked deficits in verbal and nonverbal social communication skills: social impairments apparent even with supports in place; limited initiation of social interactions; and reduced or abnormal responses to social overtures from others.	Without supports in place, deficits in social communion cause noticeable impairments. Difficulty initiating social interactions, and clear examples of atypical or unusual responses to social overtures of others. May appear to have decreased interest in social interactions.
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	<p><b>Restricted, repetitive patterns of behavior, interests, or activities, as manifested by at least two of the following, currently or by history:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><input type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Stereotyped or repetitive motor movements, use of objects, or speech</td> </tr> <tr> <td><input type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior</td> </tr> <tr> <td><input type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Highly restricted, fixated interests that are abnormal in intensity or focus</td> </tr> <tr> <td><input type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Hyper- or hypoactivity to sensory input or unusual interest in sensory aspects of the environment</td> </tr> </table>			<input type="checkbox"/> Yes <input type="checkbox"/> No	Stereotyped or repetitive motor movements, use of objects, or speech	<input type="checkbox"/> Yes <input type="checkbox"/> No	Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior	<input type="checkbox"/> Yes <input type="checkbox"/> No	Highly restricted, fixated interests that are abnormal in intensity or focus	<input type="checkbox"/> Yes <input type="checkbox"/> No	Hyper- or hypoactivity to sensory input or unusual interest in sensory aspects of the environment
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2c	<p><b>And all of the characteristics below:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><input type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Symptoms must be present in the early developmental period but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life; and</td> </tr> <tr> <td><input type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Symptoms cause clinically significant impairment in social, occupational or other important areas of current functioning; and</td> </tr> <tr> <td><input type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Symptoms are not primarily caused by a cognitive disability or developmental delay, and in order to make dual diagnoses of autism spectrum disorder and cognitive disability, social communication must be below that expected for the general developmental level.</td> </tr> </table>			<input type="checkbox"/> Yes <input type="checkbox"/> No	Symptoms must be present in the early developmental period but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life; and	<input type="checkbox"/> Yes <input type="checkbox"/> No	Symptoms cause clinically significant impairment in social, occupational or other important areas of current functioning; and	<input type="checkbox"/> Yes <input type="checkbox"/> No	Symptoms are not primarily caused by a cognitive disability or developmental delay, and in order to make dual diagnoses of autism spectrum disorder and cognitive disability, social communication must be below that expected for the general developmental level.		
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3	<p>The evaluation report and documentation of eligibility for autism spectrum disorder must:</p> <ul style="list-style-type: none"> <li>• Be provided to the parent at no cost;</li> <li>• Address each of the criteria referenced in section 24:05:24.01:04; and</li> <li>• For criteria in section 24:05:24.01:04(1) and (2), address the severity level of social communication impairments and restricted, repetitive patterns of behavior</li> </ul>										

**Reference:** Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (2013), American Psychiatric Association, section two, page fifty-two, table 2.

The Eligibility team determined that:

Yes  No - The student meets criteria under the category of **Autism Spectrum Disorder**