

Autism Spectrum Disorder

State Definition

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.

District Eligibility Criteria

Autism Spectrum Disorders (ASD) means a range of pervasive developmental disorders, with onset in childhood, that adversely affect a student's functioning and result in the need for special education instruction and related services. ASD is a disability category characterized by an uneven developmental profile and a pattern of qualitative impairments in several areas of development, including social interaction, communication, or the presence of restricted, repetitive, and stereotyped patterns of behavior, interests, and activities. These core features may present themselves in a wide variety of combinations that range from mild to severe. The number of behavioral indicators present may vary.

Inclusionary Criteria

The student displays a developmental disability significantly affecting:

- Verbal communication
- Non-verbal communication
- Social Interaction

Other characteristics often associated with Autism (check all that apply)

- Engagement in repetitive activities and stereotyped movements
- Resistance to environmental change or change in daily routines
- Unusual responses to sensory experiences

Exclusionary Criteria

- The eligibility team has ruled out emotional disability to be the PRIMARY basis for the student's learning difficulties:
- The disability does not adversely affect educational performance.
- The child's functional levels can best be explained by environmental, cultural or economic influences, or a lack of programming or history of inconsistent programming.

Exit Criteria

- The student no longer meets the district criteria.
- The student's disability no longer demonstrates an adverse effect on educational performance.
- The student has demonstrated adequate functioning over a period of time (nine weeks) in a general education classroom with minimally invasive (monitor and/or

consult) special education services.

- The student has demonstrated adequate functioning with general education supports only.