

**EVALUATION TEAM RECOMMENDATION
Autism Spectrum Disorder (ASD)**

ASD

File #:	MET Date:
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Student:	D.O.B:	Age:
District:	School:	
Dom. Language:	Grade:	

PURPOSE

- Initial eligibility, MET recommendation/summary. *(Attach all referenced material)*
- Change of eligibility for special education. *(Attach all referenced material)* Previous Eligibility: _____

EVALUATION FINDINGS AND DOCUMENTATION

The following information and documentation is required to recommend eligibility for special education as a student with autism spectrum disorder:

Required Information:

- Ability/achievement level
- Communication functioning
- Performance in the school setting and in the broader community
- Systematic observation of behaviors that interfere with educational/social needs
- Information from parents, including developmental history
- Educationally relevant medical information *(If none, write "NONE")*

Name and Date of Attached Report/Document

ASSURANCE STATEMENTS

The Evaluation Team must consider the following assurance statements before making a recommendation regarding this student's eligibility:

- This student manifests **all** of the following characteristics:
 1. A lifelong developmental disability that is typically manifested before 36 months of age (or above) adversely affecting student's educational performance in 1 or more of the following performance areas:
 - Academic
 - Behavioral
 - Social
 2. Qualitative impairments in reciprocal social interactions including at least 2 of the following areas:
 - Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expressions, body postures, and gestures to regulate social interaction.
 - Failure to develop peer relationships appropriate to developmental level.
 - Marked impairment in spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g. lack of showing, bringing or pointing to objects).
 - Marked impairment in areas of social or emotional reciprocity.
 3. Qualitative impairments in communication including at least 1 of the following:
 - 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.
 - Marked impairment in pragmatics or in the ability to initiate, sustain, or engage in reciprocal 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.
 4. Restricted, repetitive, and stereotyped behaviors including at least 1 of the following:
 - Encompassing preoccupation with 1 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, for example, hand or finger flapping or twisting, or complex whole-body movements.
 - Persistent preoccupation with parts of objects.
 5. The student does not have a primary diagnosis of schizophrenia or emotional impairment.
 6. The suspected disability is not due to the lack of instruction in the essential components of reading or math; or Limited English Proficiency.
 7. The student requires special education programs/services.

* Determination may include unusual or inconsistent response to sensory stimuli, in combination with numbers 2, 3, and 4 from above.

RECOMMENDATION OF ELIGIBILITY

The Evaluation Team **1)** finds **all** the assurance statements to be true; **2)** has considered exclusionary factors; and **3)** recommends, based on the evaluation findings, that this student be considered eligible for special education programs/services under the autism spectrum disorder rule (R340.1715). Yes* No

* If recommending eligibility, state present levels of academic achievement and functional performance at the bottom of this form or attach documentation.

EVALUATION TEAM SIGNATURES

As a member of the Evaluation Team, I agree with the eligibility recommendation:

Psychologist _____	Speech Pathologist _____
School Social Worker _____	Other/Title _____

This Evaluation Summary **does not** reflect my/our opinion and a separate statement is attached:

Signature/Title _____

Signature/Title _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

With enough detail to determine a starting point for instruction, describe this student's present level of academic achievement and functional performance, including a description of student strengths, baseline data, disability/curricular need and impact on general education curriculum/activities.

EXCLUSIONARY FACTORS WORKSHEET
Autism Spectrum Disorder

ASD

Each factor must be ruled out as the PRIMARY FACTOR for the student's inability to progress in the general education curriculum, and for obtained cognitive, achievement, language and adaptive scores.	Yes	No
1. Lack of appropriate instruction in essential components of reading and math		
Does information obtained during assessment indicate lack of appropriate instruction in reading and math as the determinant factor in this student's inability to progress in the general education curriculum?		
2. Limited English Proficiency		
<ul style="list-style-type: none"> Is there a language other than English spoken by this student? 		
<ul style="list-style-type: none"> Is there a language other than English spoken by the student's home? 		
<ul style="list-style-type: none"> Are there any specific dialect or cultural influences that would affect the student's ability to speak or understand English? 		
3. Cultural Background Differences		
<p><i>Document all information gathered in assessment that would exclude environmental or cultural disadvantage as the determinant factor for this student's inability to access general education curriculum or perform significantly below normal on measures of cognition, achievement, and adaptive behavior</i></p>		
<ul style="list-style-type: none"> Is there compelling evidence from data gathered and information generated to indicate this student is unable to learn or perform on assessments due to cultural or background difference? 		
4. Medical Conditions That Impact School Performance		
<p><i>Document all information gathered through assessment that would exclude medical or health reasons for this student's deficient performance on both assessments of cognition, achievement, and adaptive behavior.</i></p>		
<ul style="list-style-type: none"> Does the student have a medical history and/or school history of medical or health-related difficulties causing the student to have difficulty accessing the general education curriculum? 		
<ul style="list-style-type: none"> Are there school records of illness or health-related conditions that would impact negatively on this student's ability to progress in the general education curriculum? 		
5. Socioeconomic Status, or Communication, Sensory or Motor Impairments		
<p><i>Document all information gathered through assessment that would exclude sensory or motor impairments as a factor for this student's deficient performance on assessment of cognition, achievement, and adaptive functioning.</i></p>		
<ul style="list-style-type: none"> Does the assessment data indicate that lack of opportunity to learn due to socioeconomic circumstances is the cause or primary reason for the student's deficient scores obtained on cognitive, achievement, and adaptive skills measured? 		
<p><i>If any of the questions in sections 1-5 are YES, please document the reason a given exclusionary consideration is not the primary reason for the student's deficit cognitive, achievement, and/or adaptive scores:</i></p>		
6. Impairment Specific Considerations		
<ul style="list-style-type: none"> Are the student's measured skills markedly impaired in reciprocal social interactions? 		
<ul style="list-style-type: none"> Are the student's measured skills markedly impaired in communication? 		
<ul style="list-style-type: none"> Are the student's measured skills markedly impaired restricted, repetitive, and stereotyped behaviors? 		
<ul style="list-style-type: none"> The student's measured skills cannot be explained by other eligibility criteria? 		