

Augusta County Public Schools

AUTISM WORKSHEET

Name:

School:

Meeting Date:

In application of the Virginia Department of Education's *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, this worksheet may assist the eligibility group in applying criteria for students who are being considered for eligibility under the category of Autism. Review the definition, consider the items below, and note any additional information. Attach this worksheet to the Eligibility Summary Form and include any necessary documentation.

DEFINITION: "Autism" means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which 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.

(Includes Asperger's Disorder, Rhett's Disorder, Childhood Disintegrative Disorder, Pervasive Developmental Disorder-NOS, including atypical autism.)

STEP
1

Social interaction and communication All of the following are evidenced through assessments:

___ Qualitative differences in social-emotional reciprocity for example: the ability to initiate and/or sustain back-and-forth conversation; reduced sharing of interest, emotions or affect, and/or failure to initiate or respond to social interactions.

___ Qualitative differences in nonverbal communicative behavior used for social interaction such as poorly integrated verbal and nonverbal communication; abnormalities in eye contact, facial expressions, body postures and gestures to regulate social interactions and/or total lack of facial expressions and nonverbal communications.

___ Qualitative differences in developing, maintaining, and understanding relationships ranging from: difficulties adjusting behavior to suit social contexts; difficulties with shared imaginative play or making friends, and/or the absence of interest in peers.

List and/or describe:

AND

STEP
2

Restricted, repetitive patterns of behavior, interests or activities (as manifested by **at least one** of the following):

___ Highly restricted, fixated interests that are abnormal in intensity or focus

___ Insistence on sameness, inflexible adherence to routines, non-functional routines (e.g. extreme distress at small changes, difficulties with transitions, rigid think patterns)

___ Stereotyped or repetitive motor movements, use of objects or speech

___ Hyper- or hyporeactivity to sensory input or unusual interest in sensory aspects of the environment

List and/or describe:

AND

Documentation of educational impact (consider academic performance as well as behavioral skills):

STEP
3

STEP
4

The documentation supports the criteria for eligibility under the Autism identification.

Yes

No