

## Autism Basis for Committee Decision

Student Name \_\_\_\_\_ ID# \_\_\_\_\_ Date of meeting \_\_\_\_\_

**DEFINITION:** Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a student'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 student's educational performance is adversely affected primarily because the student has an emotional disability. A student who manifests the characteristics of autism after age three could be identified as having autism if the criteria in this definition are satisfied.

Consider the data from multiple sources, review the definition, consider the criteria below, and document any additional information. Note that a diagnosis included in a report from a medical professional is not sufficient to make an eligibility determination.

**CRITERIA.** A student with autism who requires special education will meet **ALL** of the following criteria. For each criterion indicate yes or no and provide additional information as appropriate.

Yes No

- A. The student displays persistent deficits in social communication and social interaction as manifested by all of the following:
- Deficits in social-emotional reciprocity (e.g., abnormal social approach and failure of normal back-and-forth conversation; reduced sharing of interests, emotions, or affect or failure to initiate or respond to social interactions).
  - Deficits in nonverbal communicative behaviors used for social interaction (e.g., poorly integrated verbal and nonverbal communication, abnormalities in eye contact and body language or deficits in understanding and use of gestures or total lack of facial expressions and nonverbal communication).
  - Deficits in developing, maintaining, and understanding relationships (e.g., difficulties adjusting behavior to suit various social contexts, difficulties in sharing imaginative play or in making friends, or an absence of interest in peers).

Describe:

Yes No

- B. The student displays restricted, repetitive patterns of behavior, interests, or activities, as manifested by at least one of the following:
- Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypes, lining up toys or flipping objects, echolalia, or idiosyncratic phrases).
  - Insistence on sameness, inflexible adherence to routines, unusual responses to sensory experiences, or ritualized patterns of verbal or nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, or rigid thinking patterns).
  - Highly restricted, fixated interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects or excessively circumscribed or perseverative interests).

Describe:

*Information from the Fairfax County Public Schools student scholastic record is released on the condition that the recipient agrees not to permit any other party to have access to such information without the written consent of the parent or of the eligible student.*

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Yes No

- C. The student's educational performance is not adversely affected primarily because the student has an emotional disability.

Yes No

- D. The characteristics identified above result in an adverse effect on the student's educational performance.

Describe:

Yes No

- E. The student requires specially designed instruction as a result of the documented characteristics of autism.

Specify:

- Having reviewed all available written and oral information, the committee finds that the criteria for autism ARE met.

Having reviewed all available written and oral information, the committee finds that the criteria for autism ARE NOT met.