

Eligibility Criteria: Autism

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

Student's Name: _____

Date: ____/____/____

School: _____

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. The child's educational performance is not adversely affected primarily due to an emotional disability.

A. In order to be eligible there must be a total of six (or more) items from §A (1), (2), & (3), with at least two from (1), and one each from (2) and (3) and at least one from §B. Asperger's Syndrome must meet criteria of §A (1) and (3) (one each) and at least one from §B.

(1) Qualitative impairment in social interaction, as manifested by at least two (2) of the following:

- Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction;
- Failure to develop peer relationships appropriate to developmental level;
- A lack of spontaneous seeking to share enjoyment, interests, or achievements with other people;
- Lack of social or emotional reciprocity;

Meets criteria of 2 or more for Autism?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Meets criteria of 1 for Asperger's Syndrome	<input type="checkbox"/> Yes	<input type="checkbox"/> No

(2) Qualitative impairments in communication as manifested by at least one (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);
- In individuals with adequate speech, marked impairment in the ability to initiate or sustain a 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;

Meets criteria of 1 or more?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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(3) Restricted repetitive and stereotyped patterns of behavior, interests, and activities, as manifested by at least one (1) of the following:

- Encompassing preoccupation with one (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;
- Persistent preoccupation with parts of objects;

Meets criteria of 1 or more?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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B. Delays or abnormal functioning in at least one (1) of the following areas, with onset prior to age 3:

- Social interaction;
- Language as used in social communication;
- Symbolic or imaginative play;

Meets criteria of 1 or more?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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For identification as a student with a disability and subsequently eligible for special education and related services all answers to the following questions must be "yes."

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| 1 | Does the student have a qualifying disability as defined by the Regulations Governing Special Education Programs for Children with Disabilities in Virginia (July 2009) and as defined by this criteria checklist? | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 2. | If the student is defined as disabled by application of this criteria, is it also the conclusion of the eligibility group that the disability has an adverse effect on the student's educational performance? (Please note, this is not just performance on standardized assessments.) | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | In addition, is it the conclusion of the eligibility group that, given evidence of a qualifying disability and of an adverse effect on educational performance, the student's condition requires specially designed instruction (special education) to address identified concerns? | <input type="checkbox"/> | <input type="checkbox"/> |