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| Student: | Student UID# | DOB: |
| School: | Grade: | Age: |

**ELIGIBILITY WORKSHEET – AUTISM SPECTRUM DISORDER**

**The required screenings and formal evaluations required to determine eligibility are as follows:**

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| **Date** | **Evaluation/Screening** | **Summary of Evaluations/Screening** |
|  | Hearing | Pass Fail \_\_\_\_\_dB \_\_\_\_\_Hz  Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Vision | Pass Fail Far: R 20/\_\_ L 20/\_\_  Near: R 20/\_\_ L 20/\_\_  Comment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Motor Screen |  |
|  | Observations of Academic/Functional Skills across settings |  |
|  | Parent Conference(s) |  |
|  | Social/Developmental History |  |
|  | Educational |  |
|  | Adaptive Behavior |  |
|  | Psychological |  |
|  | Sensory processing |  |
|  | Speech/Language (including measures of language, semantics, and pragmatics) |  |
|  | Behavior (related to Autism) |  |
|  | Other: |  |

**As a result of the required screenings, evaluations and review of existing information, what do we now know about the student?**

**Strengths**

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**Needs**

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**To be determined eligible in the disability category of autism spectrum disorder, the following must be demonstrated currently or by history:**

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| **Characteristic(s)** | | **Documentation/Summary** |
|  | 1. Persistent deficits in social communication and social interaction across multiple contexts, manifested by ALL THREE of the following: 2. Deficits in social-emotional reciprocity 3. Deficits in nonverbal communicative behaviors 4. Deficits in developing, maintaining and understanding relationships |  |
|  | 1. Restricted, repetitive patterns of behavior, interests, or activities, manifested by ONE OR MORE of the following: 2. Stereotyped or repetitive motor movements, use of objects or speech 3. Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior 4. Highly restricted, fixated interests that are abnormal in intensity or focus 5. Atypical responses to sensory input or atypical interests in sensory aspects of the environment |  |
|  | Symptoms generally present in the early developmental period (but may not manifest until social demands exceed coping capacities or may be masked by learned strategies in later life). A child who manifests the characteristics of autism after age three could be identified as having autism spectrum disorder if the criteria in (A) and (B) are satisfied. |  |

**What is the adverse effect on educational performance?**

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**What evidence exists that the student requires specially designed instruction?**

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**After completing the Eligibility Worksheet, the IEP Team must determine eligibility.** (Complete the Eligibility Report)