

## Autism Spectrum Disorder (ASD)

- Evaluation⇒ (Must meet initial criteria)
- Reevaluation

Based on the information in the Evaluation Report and the student file, the student must meet requirements in A and B to be eligible for this disability category. The determination must be made by a multidisciplinary team which includes at least one professional with experience and expertise in the area of ASD due to the complexity of this disability and the specialized intervention methods. The team must also include a school professional knowledgeable of the range of possible special education eligibility criteria. The behavior indicators demonstrated must be atypical for the pupil's developmental level. The team shall document behavioral indicators through at least two of these methods: structured interviews with parents, autism checklists, communication rating scales, developmental rating scales, functional behavior assessments, application of diagnostic criteria from the current Diagnostic and Statistical Manual (DSM), informal and standardized evaluation instruments, or intellectual testing.

**A. The team must document that the pupil demonstrates patterns of behavior described in at least two of the three subitems, one of which must be subitem (1).**

1. Qualitative impairment of social interaction, as documented by two or more behavioral indicators, for example:
  - limited joint attention and limited use of facial expressions towards others
  - does not show or bring things to others to indicate interest in the activity
  - demonstrates difficulty relating to people, objects, and events
  - gross impairment in ability to make and keep friends
  - significant vulnerability and safety issues due to social naiveté
  - may appear to prefer isolated or solitary activities
  - misinterprets others' behaviors and social cues
  - other

**For complete information regarding disability criteria requirements, refer to Minnesota Rules, part 3525.1325**

*and*

2. Qualitative impairment in communication, as documented by one or more behavioral indicators, for example:
  - not using finger to point or request
  - using other's hand or body as a tool
  - showing lack of spontaneous imitations or lack of varied imaginative play
  - absence or delay of spoken language
  - limited understanding and use of nonverbal communication skills such as gestures, facial expressions, or voice tone

- odd production of speech, including intonation, volume, rhythm, or rate
- repetitive or idiosyncratic language
- inability to initiate or maintain conversation when speech is present
- other

*or*

3. Restricted, repetitive, or stereotyped patterns of behavior, interests, and activities as documented by one or more behavioral indicators, for example:
  - insistence on following routines or rituals
  - demonstrating distress or resistance to change in activity
  - repetitive hand or finger mannerism
  - lack of true imaginative play versus reenactment
  - overreaction or under-reaction to sensory stimuli
  - rigid or rule-bound thinking
  - intense, focused preoccupation with a limited range of play, interests, or conversation topics
  - other

## **B. Verification**

The evaluation report must include documentation with supporting data in all four areas below that verifies ASD adversely affects the pupil's performance and that the pupil is in need of special education instruction and related services.

- Present levels of performance in each core feature identified in A (subitem 1 and either subitem 2 or 3).
- Education needs in each core feature identified in A (subitem 1 and either subitem 2 or 3).
- Observations of the pupil in two different settings, on two different days.
- Summary of the pupil's developmental history and behavior patterns.

## **Review of Eligibility Determination**

To determine compliance with eligibility determination, one of the following *must* be checked.

- The documentation supports the team decision.
- The documentation does not support the team decision.