Legal Name of Child	DOB	State Child ID (SASID)	Date

DETERMINATION OF ELIGIBILITY: AUTISM SPECTRUM DISORDER

Definition: A child with an Autism Spectrum Disorder (ASD) has a developmental disability significantly affecting verbal and non-verbal social communication, social interaction, engagement in repetitive activities and stereotyped movements, and resistance to environmental changes or changes in daily routines which prevents the child from receiving reasonable educational benefit from general education. **ECEA 2.08(1)**

The team has addressed each of the following statements and has determined: IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b), ECEA 2.08(1)

☐ Yes ☐ No 1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)

☐ Yes ☐ No 2. The child ***can*** receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)

3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.)
   - ☐ ***is*** ☐ ***is not*** due to a lack of appropriate instruction in reading, including the essential components of reading instruction
   - ☐ ***is*** ☐ ***is not*** due to a lack of appropriate instruction in math; and
   - ☐ ***is*** ☐ ***is not*** due to limited English proficiency.

To be eligible as a child with an Autism Spectrum Disorder, there must be evidence of the following criterion: ECEA 2.08(1)

☐ Yes ☐ No A developmental disability significantly affecting verbal and nonverbal social communication and social interaction, generally evidenced by the age of three. Other characteristics often associated with Autism Spectrum Disorder are engagement in repetitive activities and stereotyped movements, resistance to environmental changes or changes in daily routines, and unusual responses to sensory experiences.

An Autism Spectrum Disorder, as described above, prevents the child from receiving reasonable educational benefit from general education as evidenced by all of the following criteria: ECEA 2.08(1)(a)

☐ Yes ☐ No The child displays significant difficulties or differences or both in interacting with or understanding people and events. (Examples of qualifying characteristics include, but are not limited to: significant difficulty establishing and maintaining social-emotional reciprocal relationships, including a lack of typical back and forth social conversation; and/or significant deficits in understanding and using nonverbal communication including eye contact, facial expression and gestures); **and**

☐ Yes ☐ No The child displays significant difficulties or differences which extend beyond speech and language to other aspects of social communication, both receptively and expressively.(Examples of qualifying characteristics include, but are not limited to: an absence of verbal language or, if verbal language is present, typical integrated use of eye contact and body language is lacking; and/or significant difficulty sharing, engaging in imaginative play and developing and maintaining friendships); **and**

☐ Yes ☐ No The child seeks consistency in environmental events to the point of exhibiting significant rigidity in routines and displays marked distress over changes in the routine, and/or has a significantly persistent preoccupation with or attachment to objects or topics.

The child must meet each of the 3 eligibility criteria above to be eligible as a child with an Autism Spectrum Disorder. If the above criteria have been met, the following characteristics should be reviewed by the IEP team for further information about the ASD. These characteristics alone will not qualify a child as having an ASD: *Check all that apply.* **ECEA 2.08(1)(b)**

- ☐ The child exhibits delays or regressions in motor, sensory, social or learning skills; **and/or**
- ☐ The child exhibits precocious or advanced skill development, while other skills may develop at or below typical developmental rates; **and/or**
- ☐ The child exhibits atypicality in thinking processes and in generalization. The child exhibits strengths in concrete thinking while difficulties are demonstrated in abstract thinking, awareness and judgment. Perseverative thinking and impaired ability to process symbolic information is present; **and/or**
- ☐ The child exhibits unusual, inconsistent, repetitive or unconventional responses to sounds, sights, smells, tastes, touch or movement; **and/or**
- ☐ The child's capacity to use objects in an age appropriate or functional manner is absent or delayed. The child has difficulty displaying a range of interests or imaginative activities or both; **and/or**

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☐ The child exhibits stereotypical motor movements, which include repetitive use of objects and/or vocalizations, echolalia, rocking, pacing or spinning self or objects.

☐ Yes ☐ No **The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.**

Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1); ECEA 4.02(6)(b)	**Title**

☐ A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). **IDEA 34 C.F.R. § 300.306(a)(2)**