Autism Spectrum Disorder (ASD)

DIAGNOSTIC ASSURANCE STATEMENTS

The MET must consider the following assurance statements before making a recommendation regarding this student's eligibility:

Y ☐ N ☐ R 340.1715(1) ASD is considered a lifelong developmental disability and shall include all of the following:

☐ ☐ 1) The student's educational performance is affected in 1 or more of the following performance areas:
   ☐ (a) Academic
   ☐ (b) Behavioral
   ☐ (c) Social

☐ ☐ (2)(a) Qualitative impairments in reciprocal social interactions including at least 2 of the following areas:
   ☐ (i) 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.
   ☐ (ii) Failure to develop peer relationships appropriate to developmental level.
   ☐ (iii) Marked impairment in spontaneous seeking to share enjoyment, interests, or achievements with other people, for example, by a lack of showing, bringing, or pointing out objects of interest.
   ☐ (iv) Marked impairment in the areas of social or emotional reciprocity.

☐ ☐ (b) Qualitative impairments in communication including at least 1 of the following:
   ☐ (i) 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.
   ☐ (ii) Marked impairment in pragmatics or in the ability to initiate, sustain, or engage in reciprocal conversation with others.
   ☐ (iii) Stereotyped and repetitive use of language or idiosyncratic language.
   ☐ (iv) Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level.

☐ ☐ (c) Restricted, repetitive, and stereotyped behaviors including at least 1 of the following:
   ☐ (i) Encompassing preoccupation with 1 or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus.
   ☐ (ii) Apparently inflexible adherence to specific, nonfunctional routines or rituals.
   ☐ (iii) Stereotyped and repetitive motor mannerisms, for example, hand or finger flapping or twisting, or complex whole-body movements.
   ☐ (iv) Persistent preoccupation with parts of objects.

☐ ☐ (3) While autism spectrum disorder may exist concurrently with other diagnoses or areas of disability, to be eligible under this rule, there shall not be a primary diagnosis of schizophrenia or emotional impairment.

Y ☐ N ☐ Adverse Educational Impact:

☐ ☐ The suspected disability interferes with access to and progress in general education to the degree that the student requires special education programs/services.

If any of the diagnostic assurance statements are checked no, then the student is not eligible for special education programs/services under R340.1715.

ELIGIBILITY RECOMMENDATION

The Multidisciplinary Evaluation Team:

1. Has checked "Yes" to all of the diagnostic assurance statements
2. Has based conclusions on a variety of sources of information §300.306(c)(1)(i); and
3. Recommends, based on the evaluation findings, that this student is eligible for special education programs/services under R340.1715.

☐ Yes ☐ No

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