AUTISM TEAM REPORT

Co	unty Schools	
Student's Full Name	Date	
School	Date of Birth	
Parent(s)/Guardian(s)	Grade	
Address	WVEIS#	
City/State/Zip		
☐ Initial ☐ Reevaluation	Other	
When considering if a student may be eligible for special educati Eligibility Committee must respond to each item below. The EC appropriately conclude a student is a student with autism, exclud symptoms are required. Please also note the exception under C	must answer "yes" to each yes/no stating Criterion 1: Section B wherein at	tement to least 2 of the 4
The student's multidisciplinary evaluation was sufficiently comprehensive to identify the student's special education and related services needs and administered in accordance with evaluation procedures specified in <i>Policy 2419</i> .		Yes No
<u>Criterion 1: Section A</u> Persistent deficits in social communicate contexts, as manifested by the following, currently or by history eligibility criteria must be met.		
1. Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions or affect; to failure to initiate or respond to social interactions.		Yes No
2. Deficits in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.		Yes No
3. Deficits in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.		Yes No
<u>Criterion 1: Section B</u> : Restricted repetitive and stereotyped promanifested by at least two of the following: Mark YES when behaviour eligibility criteria must be met.		
1. Stereotyped or repetitive motor movements, use of objects, echolalia, idios		Yes No
2. Insistence on sameness, inflexible adherence to routines, nonverbal behavior (e.g., extreme distress at small changes, take same route or eat same food everyday).		Yes No
3. Highly restricted, fixated interests that are abnormal attachment to or preoccupation with unusual objects, excessinterest).	3 ()	Yes No
4. Hyper- or hypo-reactivity to sensory input or unusual environment (e.g., apparent indifference to pain/temperature, or textures, excessive smelling or touching of objects, visual fa	adverse response to specific sounds	Yes No

Criterion 1: Section C Although symptoms for children with autism are typically present in the early developmental period, some symptoms may not become fully manifest until social demands exceed	Yes		
limited capacities. If this exception applies, please explain below:	□ No		
	Exception		
Also note the IDEA regulations state "A child who manifests the characteristics of autism after age three could be identified as having autism," if all other criteria are satisfied.			
<u>Criterion 1: Section D</u> Symptoms cause clinically significant impairment in social, occupational or other important areas of current functioning.	☐ Yes ☐ No		
<u>Criterion 1: Section E</u> These disturbances are not better explained by intellectual disability or global developmental delay.	Yes No		
<u>Criterion 2</u> The student is diagnosed as having autism by a psychiatrist, physician, licensed psychologist or school psychologist and the evaluation report is attached.	Yes No		
Criterion 3 The student's condition adversely affects educational performance.	☐ Yes ☐ No		
Criterion 4 The student needs special education.	☐ Yes ☐ No		
Criterion 5 The student's educational performance is not adversely affected primarily because the student has an emotional/behavioral disorder as defined in Policy 2419.	☐ Yes ☐ No		
NOTE: Describe educationally relevant medical findings. (Write N/A if no relevant medical findings apply.)			
The Eligibility Committee used the above evaluation data analysis and discussion to determine:			
The student <u>DOES</u> meet the eligibility criteria for autism that adversely impacts his/her education and <u>is eligible</u> for special education and related services.			
The student DOES NOT meet the eligibility criteria for autism and is not eligible for special education and related services as a student with autism.			

Eligibility Committee Members	
Signature	Position
	Chairperson
	Evaluator/Specialist
	Teacher
	Parent/Guardian/Adult Student
	Student
	Other
NOTE: If a team member disagrees with the report, that team member's conclusi Meeting Notes (optional)	