

03.04.01 Autism Spectrum Disorders (ASD)

Before you begin...

The information included in the check boxes below is taken from a state rule. Consult [MN Rule 3525.1325](#) for complete details on the requirements of this disability category. For further information, see the [Autism Manual](#).

Definition

"Autism spectrum disorders" (ASD) means a range of pervasive developmental disorders, with onset in childhood, that adversely affects a pupil's functioning, and results in the need for special education instruction and related services. ASD is a disability category characterized by an uneven developmental profile and a pattern of qualitative impairments in several areas of development, including social interaction, communication, or the presence of restricted, repetitive, and stereotyped patterns of behavior, interests, and activities. These core features may present themselves in a wide variety of combinations that range from mild to severe, and the number of behavioral indicators present may vary. ASD may include Autistic Disorder, Childhood Autism, Atypical Autism, Pervasive Developmental Disorder Not Otherwise Specified, Asperger's Disorder, or other related pervasive developmental disorders.

Eligibility Criteria

Based on information in the Evaluation Report and the student file, the student **must meet requirements in boxes 1, 2, and 3** below to be eligible for this disability category. The determination must be made by a multidisciplinary team and supported by information collected from multiple settings and sources. The "Eligibility Determination" must have one of the buttons selected for the checklist to be considered complete.

1. Social Interaction Indicators

The student must exhibit at least TWO of the following indicators of qualitative impairment of reciprocal social interactions:

- limited joint attention
- limited use of facial expressions towards others
- does not show or bring things to others to indicate interest in 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 activities
- misinterprets others' behaviors and social cues
- other:

2. Communication and Patterns of Behavior

The student must exhibit at least ONE indicator from either of the two groups of indicators below.

Qualitative impairment in communication:

- not using finger to point or request
- using others' 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 (gestures, facial expressions, tone of voice)
- odd production of speech (intonation, rhythm, rate, or volume)
- repetitive or idiosyncratic language
- inability to initiate or maintain conversation when speech is present
- other:

OR

Restricted, repetitive or stereotyped patterns of behavior, interests, and activities:

- insistence on following routines or rituals

- demonstrating distress or resistance to change in activity
- repetitive hand or finger mannerisms
- lack of true imaginative play vs. reenactment
- over-reaction or under-reaction to sensory stimuli
- rigid, rule-bound thinking
- intense, focused preoccupation with a limited range of play, interest, or conversation topics
- other:

3. Verification

The student record must include documentation with supporting data in all four areas below to show verification that ASD adversely affects performance and that the student is in need of special education and related services.

- present level of performance in each core feature identified in Boxes 1 and 2
- education needs in each core feature identified in Boxes 1 and 2
- observation in two different settings on two different days
- historical summary of developmental history and behavior patterns

Save

Eligibility Determination

To determine eligibility, one of the following MUST be checked.

- The documentation supports the team decision that the student is eligible.
- The documentation supports the team decision that the student is ineligible.
- The documentation does not support the team decision that the student is eligible.