

## Autism Team Report

\_\_\_\_\_ County

Student's Full Name \_\_\_\_\_  
 School \_\_\_\_\_  
 Parent(s)/Guardian(s) \_\_\_\_\_  
 Address \_\_\_\_\_  
 City/State \_\_\_\_\_

Date \_\_\_\_\_  
 Date of Birth \_\_\_\_\_  
 Grade \_\_\_\_\_  
 WVEIS# \_\_\_\_\_  
 Telephone \_\_\_\_\_

Initial

Re-Evaluation

Other

When considering if a student may be eligible for special education and related services as a student with *Autism*, the Eligibility Committee must respond to each item below. The EC must answer "yes" to each yes/no statement to appropriately conclude a student is a student with autism, excluding **Criterion 1: Section B** wherein at least 2 of the 4 symptoms are required. Please also note the exception under **Criterion 1: Section C** when applicable.

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, Chapter 3, Section 4</i> .	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Criterion 1: Section A:</b> Persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following, currently or by history:  <i>Mark YES when deficits are/ were evident. Although examples are illustrative not exhaustive, all three components are required to be eligible in the area of autism.</i>	
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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Criterion 1: Section B:</b> Restricted repetitive and stereotyped patterns of behavior, interests, and activities, as manifested by at least two of the following:  <i>Mark YES when behavioral characteristics are/were evident. Examples are illustrative not exhaustive.</i>	
Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypies, lining up toys or flipping objects, echolalia, idiosyncratic phrases).	<input type="checkbox"/> Yes <input type="checkbox"/> No
Insistence on sameness, inflexible adherence to routines, or ritualized patterns or verbal and nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, need to	<input type="checkbox"/> Yes <input type="checkbox"/> No

# Autism Eligibility Report Sample

**Raffaela Di Napoli**



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