

Autism Spectrum Disorder
Cross Walk for OAR 581-015-2000 Definitions
Revisions will be implemented on 1-1-2019

Old Definition	New Definition
<p>(a) "Children with disabilities" or "students with disabilities" means children or students who require special education because of autism; communication disorders; deafblindness; emotional disturbances; hearing impairment, including deafness; intellectual disability; orthopedic impairments; other health impairments; specific learning disabilities; traumatic brain injuries; or visual impairments, including blindness.</p>	<p>(a) "Children with disabilities" or "students with disabilities" means children or students evaluated in accordance with OAR 581-015-2100 through 581-015-2180 as having autism spectrum disorder; communication disorder; deafblindness; emotional disturbance; hearing impairment, including deafness; intellectual disability; orthopedic impairment; other health impairment; specific learning disability; traumatic brain injury; or visual impairment, including blindness, and who, by reason thereof, need special education and related services.</p> <p>(A) If it is determined through an appropriate evaluation in accordance with OAR 581-015-2100 through 581-015-2180, that a child has one of the disabilities identified in section (4) above, but only needs a related service and not special education, the student is not a student with a disability under this OAR.</p> <p>(B) If, consistent with OAR 581-015-2000 (29), the related service required by the child is considered special education rather than a related service, the child would be determined to be a child with a disability under this OAR.</p>
<p>(a) "Autism" means a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects a child's educational performance. Other characteristics that may be associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Essential features are typically but not necessarily manifested before age three. Autism may include autism spectrum disorders such as but not limited to autistic disorder, pervasive developmental disorder, not otherwise specified, and Asperger's syndrome. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. However, a child who qualifies for special education under the category of autism may also have an emotional disturbance as a secondary disability if the child meets the criteria under emotional disturbance.</p>	<p>"Autism Spectrum Disorder" means a developmental disability that includes persistent deficits in social communication and social interaction across multiple contexts; restricted, repetitive patterns of behavior, interests, or activities. Characteristics are generally evident before age three but may not become fully evident until social demands exceed limited capacities, or may be masked by learned strategies. Characteristics cause educationally and developmentally significant impairment in social, occupational, or other important areas of current functioning. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. However, a child who qualifies for special education under the category of autism spectrum disorder may also have an emotional disturbance as a secondary disability if the child meets the criteria under emotional disturbance. The term "Autism Spectrum Disorder" is equivalent to the term "autism" used in ORS 343.035 and in 34 CFR §300.8.</p>
<p>No previous definition for "Developmental History"</p>	<p>"Developmental History" means gathering information regarding the following: the child's prenatal and birth history, including prenatal exposure to alcohol, prescription and non-prescription medications, or other drugs; meeting of developmental milestones; socialization and behavioral patterns; health and physical/medical history; family and environmental factors; home and educational performance; trauma or significant stress experienced by the child; and the display of characteristics of any additional learning or behavioral problems.</p>

Autism Spectrum Disorder
Cross Walk for OAR 581-015-2130 Autism Spectrum Disorder
Revisions will be implemented on 1-1-2019

Old Evaluation Components	New Evaluation Components
<ul style="list-style-type: none"> • Developmental Profile • Observations. At least three observations of the child's behavior, at least one of which involves direct interactions with the child. The observations must occur in multiple environments, on at least two different days, and be completed by one or more licensed professionals knowledgeable about the behavioral characteristics of autism spectrum disorder. • Communication Assessment • Medical Examination/Health Assessment • Social Communication Assessment • Behavior Rating Tool • Additional assessment to determine impact of disability • Additional assessments to determine educational needs 	<ul style="list-style-type: none"> • Developmental History • Information from parent regarding historical or current characteristics associated with ASD • Observations. Three observations of the child's behavior; at least one of which involves direct interactions with the child, and at least one of which involves direct observation or video of the child's interactions with one or more peers in an unstructured environment when possible, or with a familiar adult. The observations must occur in multiple environments, on at least two different days, and be completed by one or more licensed professionals knowledgeable about the behavioral characteristics of autism spectrum disorder. • Social Communication Assessment • Standardized Autism Identification Tool • Medical Examination/Health Assessment (required birth to 5, as needed 5 to 21) • Vision Screening • Hearing Screening • Additional assessment to determine impact of disability • Additional assessments to determine educational needs

Old Criteria	New Criteria
<p>The team must have documented evidence that the child demonstrates all of the characteristics listed</p> <ul style="list-style-type: none"> • Characteristic of an autism spectrum disorder <ul style="list-style-type: none"> ○ Communication ○ Social Interactions ○ Patterns of Behavior, Interest, and/or Activities that are Restricted, Repetitive, or Stereotypic ○ Unusual Responses to Sensory Experiences • Inconsistent or discrepant with the child's development in other areas; <ul style="list-style-type: none"> ○ Communication ○ Social Interactions ○ Patterns of Behavior, Interest, and/or Activities that are Restricted, Repetitive, or Stereotypic ○ Unusual Responses to Sensory Experiences • Documented over time and/or intensity <ul style="list-style-type: none"> ○ Communication ○ Social Interactions ○ Patterns of Behavior, Interest, and/or Activities that are Restricted, Repetitive, or Stereotypic ○ Unusual Responses to Sensory Experiences 	<p>All three social communication deficits:</p> <ul style="list-style-type: none"> • Social-emotional reciprocity • Nonverbal communicative behaviors used for social interactions • Development, maintaining, and understanding relationships <p>Two of the four restricted, repetitive patterns of behavior, interests, or activities:</p> <ul style="list-style-type: none"> • Stereotyped or repetitive motor movements, use of objects, or speech; • Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior; • Highly restricted, fixated interests that are abnormal in intensity or focus; or • Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment.

Autism Spectrum Disorder
Cross Walk for OAR 581-015-2130 Autism Spectrum Disorder
Revisions will be implemented on 1-1-2019

Old-- the team determined that:	New-- the team determined that:
<ul style="list-style-type: none"> • Adverse impact on child's developmental progress (3 to 5) or educational performance (5 to 21). • The child needs special education services. • Not due to a lack of appropriate instruction in reading, including the essential components of reading instruction. • Not due to a lack of appropriate instruction in math. • Not due to limited English proficiency. • Currently eligible as a student with an emotional disturbance (ED) the team has determined that ASD is the primary disability. 	<ul style="list-style-type: none"> • The child demonstrates characteristics of autism spectrum disorder. • The characteristics of autism spectrum disorder are not better described by another established or suspected eligibility for special education services. • The child does not have a primary disability of Emotional Disturbance. A child may not be eligible for special education services on the basis of an autism spectrum disorder if the child's primary disability is an emotional disturbance. However, a child with autism spectrum disorder as primary disability may also have an emotion disturbance as a secondary disability. • Adverse impact on child's developmental progress (3 to 5) or educational performance (5 to 21), not applicable for birth to 3. • The child needs special education services as a result of the disability. • Not due to a lack of appropriate instruction in reading, including the essential components of reading instruction • Not due to a lack of appropriate instruction in math • Not due to limited English proficiency.

OAR 581-015-2000 Definitions

(4)

(a) "**Children with disabilities**" or "**students with disabilities**" means children or students evaluated in accordance with OAR 581-015-2100 through 581-015-2180 as having autism spectrum disorder; communication disorder; deafblindness; emotional disturbance; hearing impairment, including deafness; intellectual disability; orthopedic impairment; other health impairment; specific learning disability; traumatic brain injury; or visual impairment, including blindness, and who, by reason thereof, need special education and related services.

(A) If it is determined through an appropriate evaluation in accordance with OAR 581-015-2100 through 581-015-2180, that a child has one of the disabilities identified in section (4) above, but only needs a related service and not special education, the student is not a student with a disability under this OAR.

(B) If, consistent with OAR 581-015-2000 (29), the related service required by the child is considered special education rather than a related service, the child would be determined to be a child with a disability under this OAR.

(b) The terms used in the definition of a child with a disability are defined as follows:

(A) "**Autism Spectrum Disorder**" means a developmental disability that includes persistent deficits in social communication and social interaction across multiple contexts; restricted, repetitive patterns of behavior, interests, or activities. Characteristics are generally evident before age three but may not become fully evident until social demands exceed limited capacities, or may be masked by learned strategies. Characteristics cause educationally and developmentally significant impairment in social, occupational, or other important areas of current functioning. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. However, a child who qualifies for special education under the category of autism spectrum disorder may also have an emotional disturbance as a secondary disability if the child meets the criteria under emotional disturbance. The term "Autism Spectrum Disorder" is equivalent to the term "autism" used in ORS 343.035 and in 34 CFR §300.8.

(8) "**Developmental History**" means gathering information regarding the following: the child's prenatal and birth history, including prenatal exposure to alcohol, prescription and non-prescription medications, or other drugs; meeting of developmental milestones; socialization and behavioral patterns; health and physical/medical history; family and environmental factors; home and educational performance; trauma or significant stress experienced by the child; and the display of characteristics of any additional learning or behavioral problems.

581-015-2130

Autism Spectrum Disorder

(1) If a child is suspected of having an autism spectrum disorder, the following evaluations must be conducted:

(a) Developmental History as defined in OAR 581-015-2000(8).

(b) Information from parents and other knowledgeable individuals regarding the child's historical and current characteristics that are associated with an autism spectrum disorder, including:

(A) Deficits in social communication and social interaction across multiple contexts as manifested by deficits in social-emotional reciprocity, nonverbal communicative behaviors used for social interaction, and developing, maintaining, and understanding relationships; and

(B) Restricted, repetitive patterns of behavior, interests, or activities, as manifested by stereotyped or repetitive motor movements, use of objects, or speech; insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior; highly restricted, fixated interests that are abnormal in intensity or focus; hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment.

(c) Observations. Three observations of the child's behavior; at least one of which involves direct interactions with the child, and at least one of which involves direct observation or video of the child's interactions with one or more peers in an unstructured environment when possible, or with a familiar adult. The observations must occur in multiple environments, on at least two different days, and be completed by one or more licensed professionals knowledgeable about the behavioral characteristics of autism spectrum disorder.

(d) Social Communication Assessment. Assessments conducted by a speech and language pathologist licensed by the State Board of Examiners for Speech-Language Pathology and Audiology or the Teacher Standards and Practices Commission, in reference to developmental expectations and that address the characteristics of autism spectrum disorder to develop a profile of:

(A) Functional receptive and expressive communication, encompassing both verbal (level of spoken language) and nonverbal skills;

(B) Pragmatics across natural contexts; and

(C) Social understanding and behavior, including social-emotional reciprocity

(e) Standardized Autism Identification Tool. One or more valid and reliable standardized rating scales, observation schedules, or other assessments that identify core characteristics of autism spectrum disorder.

(f) Medical Examination or Health Assessment. A medical examination or health assessment shall be completed for children age birth to five for initial eligibility determinations, and may be completed for children above age five, as determined necessary by the team. The purpose of a medical examination or health assessment is to ensure consideration of other health and/or physical factors that may impact the child's developmental performance for a child age 3-5 or the child's educational performance for a child age 5-21. A medical diagnosis of autism spectrum disorder is not required to determine eligibility.

(g) Vision and Hearing Screening. Review existing screening, or if none conduct a new screening.

(h) Other.

(A) Any additional assessments that may include, measures of cognitive, adaptive, academic, behavioral-emotional, executive function/self-regulation, or sensory processing necessary to determine the impact of the suspected disability:

(i) On the child's developmental progress for a child age 3 to 5; or

(ii) On the child's educational performance for a child age 5 to 21.

(B) Any additional evaluations or assessments necessary to identify the child's educational needs.

(2) To be eligible as a child with an autism spectrum disorder, the child must meet all of the following minimum criteria:

(a) The team must have documented evidence that the child demonstrates a pattern of characteristics defined as all three social communication deficits, and at least two of the four restricted, repetitive patterns of behavior, interests, or activities contained in this section:

(A) Child demonstrates persistent deficits in social communication and social interaction across multiple contexts, as evidenced by the all of the following, currently or by history (examples are illustrative, not exhaustive):

(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;

(ii) 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; and

(iii) 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.

(B) Restricted, repetitive patterns of behavior, interests, or activities, as evidenced by at least two of the following, currently or by history (examples are illustrative, not exhaustive):

(i) Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypes, lining up toys or flipping objects, echolalia, idiosyncratic phrases);

(ii) Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take the same route or eat the same food every day);

(iii) Highly restricted, fixated interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests); or

(iv) Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).

(b) Characteristics are generally evident before age three, but may not have become fully evident until social demands exceed limited capacities, or may be masked by learned strategies.

(c) The characteristics of autism spectrum disorder are not better described by another established or suspected eligibility for special education services. A child may not be eligible for special education services on the basis of an autism spectrum disorder if the child's primary disability is an emotional disturbance under OAR 581-015-2145. However, a child with autism spectrum disorder as a primary disability may also have an emotional disturbance as a secondary disability.

(3) To be eligible for special education services as a child with an autism spectrum disorder, the eligibility team must also determine that:

(a) For a child age 3 to 5, the child's disability has an adverse impact on the child's developmental progress; or

(b) For a child age 5 to 21, the student's disability has an adverse impact on the student's educational performance.

(c) The child needs special education services as a result of the disability.

(d) The team has considered the child's special education eligibility, and determined that the eligibility is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies); and is not due to a lack of appropriate instruction in math; and is not due to limited English proficiency.

TO BE USED STARTING ON 1-1-2019

**STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION
(AUTISM SPECTRUM DISORDER 82)
(EARLY INTERVENTION)**

Child's Name _____ Birthdate _____ Date _____

mm/dd/yy

School District _____

Date of Initial Eligibility _____

Date Eligibility Re-established _____

The team has obtained the following assessments (attach evaluation report that describes and explains the results of the evaluation conducted):

1. The team has reviewed existing information, including information from the parent/guardian(s), the child's cumulative records, and previous individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination.

Date Reviewed

2. A developmental history as defined in OAR 581-015-2000(8).

Examiner

Date Conducted

Date Reviewed

3. Information from parents and other knowledgeable individuals regarding the child's historical and current characteristics that are associated with an autism spectrum disorder, including (a) deficits in social communication and social interaction across multiple contexts; and (b) restricted, repetitive patterns of behavior, interests, or activities.

Examiner

Date Conducted

Date Reviewed

4. Three observations of the child's behavior: at least one of which involves direct interactions with the child, and at least one of which involves direct observation or video of the child's interactions with one or more peers in an unstructured environment when possible, or with a familiar adult. The observations must occur in multiple environments, on at least two different days, and be completed by one or more licensed professionals knowledgeable about the behavioral characters of autism spectrum disorder.

Examiner (observation of interaction in an unstructured environment)

Date Conducted

Date Reviewed

Examiner (the direct interaction)

Date Conducted

Date Reviewed

Examiner

Date Conducted

Date Reviewed

5. A social communication assessment conducted by a speech and language pathologist licensed by the State Board of Examiners for Speech-Language Pathology and Audiology or the Teacher Standards and Practices Commission, in reference to developmental expectations and that address the characteristics of autism spectrum disorder to develop a profile of: functional receptive and expressive communication encompassing both verbal and nonverbal skills; pragmatics across natural contexts; and social understanding and behavior including social-emotional reciprocity.

Speech-Language
Pathologist

Assessment

Date Conducted

Date Reviewed

6. Standardized autism identification tool. One or more valid and reliable standardized rating scales, observation schedules, or other assessments that identify core characteristics of autism spectrum disorder.

Examiner

Assessment

Date Conducted

Date Reviewed

7. A medical examination or health assessment shall be completed for children age birth to three for initial eligibility determination. The purpose of a medical examination or health assessment is to ensure consideration of other health and/or physical factors that may impact the child's developmental performance. A medical diagnosis of autism spectrum disorder is not required to determine eligibility.

Physician, Naturopathic Physician, Physician Assistant, or
Nurse Practitioner

Date Conducted

Date Reviewed

TO BE USED STARTING ON 1-1-2019

**STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION
(AUTISM SPECTRUM DISORDER 82)
(EARLY INTERVENTION)**

8. Vision and Hearing Screening. Review existing screening, or if none conduct a new screening.

_____ Examiner (if new)	_____ Screening	_____ Date Conducted	_____ Date Reviewed
_____ Examiner (if new)	_____ Screening	_____ Date Conducted	_____ Date Reviewed

9. Any additional assessments that may include: measures of cognitive, adaptive, academic, behavioral-emotional, executive function/self-regulation, or sensory processing necessary to determine the impact of the suspected disability.

_____ Examiner	_____ Assessment	_____ Date Conducted	_____ Date Reviewed
_____ Examiner	_____ Assessment	_____ Date Conducted	_____ Date Reviewed

10. Any additional evaluations or assessments necessary to identify the child's developmental needs.

_____ Examiner	_____ Assessment	_____ Date Conducted	_____ Date Reviewed
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11. The team must have documented evidence that the child demonstrates a pattern of characteristics defined as all three social communication deficits, and at least two of the four restricted, repetitive patterns of behavior, interests, or activities.

Social Communication and Social Interaction
Must have all three social communication deficits currently or by history.
(Examples are illustrative, not exhaustive)

Demonstrates persistent deficits across multiple contexts

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 <input type="checkbox"/> no <input type="checkbox"/>
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 <input type="checkbox"/> no <input type="checkbox"/>
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 <input type="checkbox"/> no <input type="checkbox"/>

Restricted, Repetitive Patterns of Behavior, Interests, or Activities
Must have at least two of the four currently or by history.
(Examples are illustrative, not exhaustive)

Demonstrates persistent deficits across multiple contexts

Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypes, lining up toys or flipping objects, echolalia, idiosyncratic phrases).	yes <input type="checkbox"/> no <input type="checkbox"/>
Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take the same route or eat the same food every day).	yes <input type="checkbox"/> no <input type="checkbox"/>
Highly restricted, fixated interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests).	yes <input type="checkbox"/> no <input type="checkbox"/>
Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).	yes <input type="checkbox"/> no <input type="checkbox"/>

TO BE USED STARTING ON 1-1-2019

**STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION
(AUTISM SPECTRUM DISORDER 82)
(EARLY INTERVENTION)**

The team has determined that:

The child demonstrates characteristics of autism spectrum disorder? Characteristics of autism spectrum disorder are generally evident before age three but may not have become fully evident until social demands exceed limited capacities or may be masked by learned strategies;	yes <input type="checkbox"/> no <input type="checkbox"/>
The characteristics of autism spectrum disorder are not better described by another established or suspected eligibility for special education services;	yes <input type="checkbox"/> no <input type="checkbox"/>
The child does not have a primary disability of Emotional Disturbance. A child may not be eligible for special education services on the basis of an autism spectrum disorder if the child's primary disability is an emotional disturbance. However, a child with autism spectrum disorder as primary disability may also have an emotion disturbance as a secondary disability;	yes <input type="checkbox"/> no <input type="checkbox"/> no current ED eligibility <input type="checkbox"/>
The child needs special education services as a result of the disability.	yes <input type="checkbox"/> no <input type="checkbox"/>

The team agrees that this child does does not qualify for special education with the eligibility of Autism Spectrum Disorder.

Signatures of Team Members	Title	Agree	Disagree
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

A copy of the evaluation report and the eligibility statement has been provided to the parent(s).

TO BE USED STARTING ON 1-1-2019

STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION (AUTISM SPECTRUM DISORDER 82) (EARLY INTERVENTION)

This form is used to:

- Document whether the child meets the eligibility criteria for autism spectrum disorder and the basis for that determination in accordance with 34 CFR §300.8.
- Meet the following requirements, regarding the need to establish eligibility for special education and related services:
 - OAR 581-015-2100 (Responsibility for Evaluation and Eligibility Determination);
 - OAR 581-015-2105 (Evaluation and Reevaluation Requirements);
 - OAR 581-015-2110 (General Evaluation and Reevaluation Procedures);
 - OAR 581-015-2115 (Evaluation Planning);
 - OAR 581-015-2120 (Determination of Eligibility);
 - OAR 581-015-2125 (Interpretation of Evaluation Data);
 - OAR 581-015-2775 (EI Evaluations);
 - OAR 581-015-2780 (EI Eligibility);
- Document the date the initial eligibility was established and/or re-established.
- Provide a place for the team to sign the statement and indicate whether or not each member agrees or disagrees with the eligibility determination; and
- Document that the parent was given a copy of evaluation report(s) and eligibility statement.

Directions:

1. Enter the date the form was completed by the team.
2. Enter the child's complete legal name; do not use a nickname.
3. Enter child's school district.
4. Enter the child's date of birth.
5. Enter the date of initial eligibility and/or re-establish eligibility.
6. Document completion of the required evaluation elements:
 - The team has reviewed existing information, including information from the parent/guardian(s), the child's cumulative records, and previous individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination;
 - Developmental history;
 - Information from parents and other knowledgeable individuals regarding the child's historical and current characteristics that are associated with an autism spectrum disorder.
 - At least three observations of the child's behavior;
 - A direct interaction with the child (may be used as one of the observations);
 - Social communication assessment;
 - Standardized autism tools;
 - Medical examination or health assessment;
 - Vision and hearing screening;
 - Assessments to determine impact of the disability; and
 - Additional assessments to determine child's developmental needs.

TO BE USED STARTING ON 1-1-2019

**STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION
(AUTISM SPECTRUM DISORDER 82)
(EARLY INTERVENTION)**

7. The team must have documented evidence that the child demonstrates a pattern of characteristics defined as:
 - All three social communication deficits; and
 - At least two of the four restricted, repetitive patterns of behavior, interests, or activities.
8. The team must determine that the child:
 - Demonstrates the characteristics of autism spectrum disorder are generally evident before age three but may not have become fully evident until social demands exceed limited capacities or may be masked by learned strategies;
 - The characteristics of autism spectrum disorder are not better described by another established or suspected eligibility for special education services;
 - If the child is currently eligible as a child with emotional disturbance (ED) indicate whether Autism Spectrum Disorder is the primary disability. If the child is not currently eligible as ED, check the "not currently eligible as ED" box;
 - The child's disability has an adverse impact on the child's developmental progress when the child is age three through kindergarten; and
 - The child needs special education services as a result of the disability.
9. The team considered the child's special education eligibility, and determined that the eligibility:
 - Is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies);
 - Is not due to due a lack of appropriate instruction in math; or
 - Is not due to limited English proficiency.
10. Indicate if the child meets the eligibility criteria.
11. Have each team member (including the parent/guardian) sign the form, indicating his/her title, and whether he/she agrees or disagrees with the eligibility determination.
12. Place a copy of this form with all attachments into the child's file.
13. Give a copy of the evaluation report and eligibility statement to the parent/guardian(s).

Note: If the team is using existing data, indicate the assessment information used, and the date the team determines this information to be currently valid. Attach documentation of each evaluation.

TO BE USED STARTING ON 1-1-2019

**STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION
(AUTISM SPECTRUM DISORDER 82)
(ECSE)**

Child's Name _____ Birthdate _____ Date _____
 School District _____ School _____ mm/dd/yy
 Date of Initial Eligibility _____ Date Eligibility Re-established _____

The team has obtained the following assessments (attach evaluation report that describes and explains the results of the evaluation conducted):

1. The team has reviewed existing information, including information from the parent/guardian(s), the child's cumulative records, and previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination.

Date Reviewed

2. A developmental history as defined in OAR 581-015-2000(8).

_____	_____	_____
Examiner	Date Conducted	Date Reviewed

3. Information from parents and other knowledgeable individuals regarding the child's historical and current characteristics that are associated with an autism spectrum disorder, including (a) deficits in social communication and social interaction across multiple contexts; and (b) restricted, repetitive patterns of behavior, interests, or activities.

_____	_____	_____
Examiner	Date Conducted	Date Reviewed

4. Three observations of the child's behavior: at least one of which involves direct interactions with the child, and at least one of which involves direct observation or video of the child's interactions with one or more peers in an unstructured environment when possible, or with a familiar adult. The observations must occur in multiple environments, on at least two different days, and be completed by one or more licensed professionals knowledgeable about the behavioral characters of autism spectrum disorder.

_____	_____	_____
Examiner (observation of interaction in an unstructured environment)	Date Conducted	Date Reviewed
_____	_____	_____
Examiner (the direct interaction)	Date Conducted	Date Reviewed
_____	_____	_____
Examiner	Date Conducted	Date Reviewed

5. A social communication assessment conducted by a speech and language pathologist licensed by the State Board of Examiners for Speech-Language Pathology and Audiology or the Teacher Standards and Practices Commission, in reference to developmental expectations and that address the characteristics of autism spectrum disorder to develop a profile of: functional receptive and expressive communication encompassing both verbal and nonverbal skills; pragmatics across natural contexts; and social understanding and behavior including social-emotional reciprocity.

_____	_____	_____	_____
Speech-Language Pathologist	Assessment	Date Conducted	Date Reviewed

6. Standardized autism identification tool. One or more valid and reliable standardized rating scales, observation schedules, or other assessments that identify core characteristics of autism spectrum disorder.

_____	_____	_____	_____
Examiner	Assessment	Date Conducted	Date Reviewed

7. A medical examination or health assessment shall be completed for children age birth to five for initial eligibility determination. The purpose of a medical examination or health assessment is to ensure consideration of other health and/or physical factors that may impact the child's developmental performance for a child age 3-5. A medical diagnosis of autism spectrum disorder is not required to determine eligibility.

_____	_____	_____
Physician, Naturopathic Physician, Physician Assistant, or Nurse Practitioner	Date Conducted	Date Reviewed

TO BE USED STARTING ON 1-1-2019

**STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION
(AUTISM SPECTRUM DISORDER 82)
(ECSE)**

8. Vision and Hearing Screening. Review existing screening, or if none conduct a new screening.

_____ Examiner (if new)	_____ Screening	_____ Date Conducted	_____ Date Reviewed
_____ Examiner (if new)	_____ Screening	_____ Date Conducted	_____ Date Reviewed

9. Any additional assessments that may include: measures of cognitive, adaptive, academic, behavioral-emotional, executive function/self-regulation, or sensory processing necessary to determine the impact of the suspected disability.

_____ Examiner	_____ Assessment	_____ Date Conducted	_____ Date Reviewed
_____ Examiner	_____ Assessment	_____ Date Conducted	_____ Date Reviewed

10. Any additional evaluations or assessments necessary to identify the child's developmental needs.

_____ Examiner	_____ Assessment	_____ Date Conducted	_____ Date Reviewed
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11. The team must have documented evidence that the child demonstrates a pattern of characteristics defined as all three social communication deficits, and at least two of the four restricted, repetitive patterns of behavior, interests, or activities.

Social Communication and Social Interaction
Must have all three social communication deficits currently or by history.
(Examples are illustrative, not exhaustive)

Demonstrates persistent deficits across multiple contexts

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 <input type="checkbox"/> no <input type="checkbox"/>
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 <input type="checkbox"/> no <input type="checkbox"/>
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 <input type="checkbox"/> no <input type="checkbox"/>

Restricted, Repetitive Patterns of Behavior, Interests, or Activities
Must have at least two of the four currently or by history.
(Examples are illustrative, not exhaustive)

Demonstrates persistent deficits across multiple contexts

Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypes, lining up toys or flipping objects, echolalia, idiosyncratic phrases).	yes <input type="checkbox"/> no <input type="checkbox"/>
Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take the same route or eat the same food every day).	yes <input type="checkbox"/> no <input type="checkbox"/>
Highly restricted, fixated interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests).	yes <input type="checkbox"/> no <input type="checkbox"/>
Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).	yes <input type="checkbox"/> no <input type="checkbox"/>

TO BE USED STARTING ON 1-1-2019

**STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION
(AUTISM SPECTRUM DISORDER 82)
(ECSE)**

The team has determined that:

The child demonstrates characteristics of autism spectrum disorder? Characteristics of autism spectrum disorder are generally evident before age three but may not have become fully evident until social demands exceed limited capacities or may be masked by learned strategies;	yes <input type="checkbox"/> no <input type="checkbox"/>
The characteristics of autism spectrum disorder are not better described by another established or suspected eligibility for special education services;	yes <input type="checkbox"/> no <input type="checkbox"/>
The child does not have a primary disability of Emotional Disturbance. A child may not be eligible for special education services on the basis of an autism spectrum disorder if the child's primary disability is an emotional disturbance. However, a child with autism spectrum disorder as primary disability may also have an emotion disturbance as a secondary disability;	yes <input type="checkbox"/> no <input type="checkbox"/> no current ED eligibility <input type="checkbox"/>
The child's disability has an adverse impact on the child's developmental progress for a child age 3 to 5; and	yes <input type="checkbox"/> no <input type="checkbox"/>
The child needs special education services as a result of the disability.	yes <input type="checkbox"/> no <input type="checkbox"/>

The team agrees that this child does does not qualify for special education with the eligibility of Autism Spectrum Disorder.

Signatures of Team Members	Title	Agree	Disagree
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

A copy of the evaluation report and the eligibility statement has been provided to the parent(s).

TO BE USED STARTING ON 1-1-2019

STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION (AUTISM SPECTRUM DISORDER 82) (ECSE)

This form is used to:

- Document whether the child meets the eligibility criteria for autism spectrum disorder and the basis for that determination in accordance with 34 CFR §300.8.
- Meet the following requirements, regarding the need to establish eligibility for special education and related services:
 - OAR 581-015-2100 (Responsibility for Evaluation and Eligibility Determination);
 - OAR 581-015-2105 (Evaluation and Reevaluation Requirements);
 - OAR 581-015-2110 (General Evaluation and Reevaluation Procedures);
 - OAR 581-015-2115 (Evaluation Planning);
 - OAR 581-015-2120 (Determination of Eligibility);
 - OAR 581-015-2125 (Interpretation of Evaluation Data);
 - OAR 581-015-2790 (ECSE Evaluation); and
 - OAR 581-015-2795 (ECSE Eligibility).
- Document the date the initial eligibility was established and/or re-established.
- Provide a place for the team to sign the statement and indicate whether or not each member agrees or disagrees with the eligibility determination; and
- Document that the parent was given a copy of evaluation report(s) and eligibility statement.

Directions:

1. Enter the date the form was completed by the team.
2. Enter the child's complete legal name; do not use a nickname.
3. Enter child's school district and school.
4. Enter the child's date of birth.
5. Enter the date of initial eligibility and/or re-establish eligibility.
6. Document completion of the required evaluation elements:
 - The team has reviewed existing information, including information from the parent/guardian(s), the child's cumulative records, and previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination;
 - Developmental history;
 - Information from parents and other knowledgeable individuals regarding the child's historical and current characteristics that are associated with an autism spectrum disorder.
 - At least three observations of the child's behavior;
 - A direct interaction with the child (may be used as one of the observations);
 - Social communication assessment;
 - Standardized autism tools;
 - Medical examination or health assessment for child age 3 to 5;
 - Vision and hearing screening;
 - Assessments to determine impact of the disability; and
 - Additional assessments to determine child's developmental needs.

TO BE USED STARTING ON 1-1-2019

**STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION
(AUTISM SPECTRUM DISORDER 82)
(ECSE)**

7. The team must have documented evidence that the child demonstrates a pattern of characteristics defined as:
 - All three social communication deficits; and
 - At least two of the four restricted, repetitive patterns of behavior, interests, or activities.
8. The team must determine that the child:
 - Demonstrates the characteristics of autism spectrum disorder are generally evident before age three but may not have become fully evident until social demands exceed limited capacities or may be masked by learned strategies;
 - The characteristics of autism spectrum disorder are not better described by another established or suspected eligibility for special education services;
 - If the child is currently eligible as a child with emotional disturbance (ED) indicate whether Autism Spectrum Disorder is the primary disability. If the child is not currently eligible as ED, check the "not currently eligible as ED" box;
 - The child's disability has an adverse impact on the child's developmental progress when the child is age three through kindergarten; and
 - The child needs special education services as a result of the disability.
9. The team considered the child's special education eligibility, and determined that the eligibility:
 - Is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies);
 - Is not due to a lack of appropriate instruction in math; or
 - Is not due to limited English proficiency.
10. Indicate if the child meets the eligibility criteria.
11. Have each team member (including the parent/guardian) sign the form, indicating his/her title, and whether he/she agrees or disagrees with the eligibility determination.
12. Place a copy of this form with all attachments into the child's file.
13. Give a copy of the evaluation report and eligibility statement to the parent/guardian(s).

Note: If the team is using existing data, indicate the assessment information used, and the date the team determines this information to be currently valid. Attach documentation of each evaluation.

TO BE USED STARTING ON 1-1-2019

**STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION
(AUTISM SPECTRUM DISORDER 82)
(SCHOOL AGE)**

Child's Name _____ Birthdate _____ Date _____
 School District _____ School _____ mm/dd/yy
 Date of Initial Eligibility _____ Date Eligibility Re-established _____

The team has obtained the following assessments (attach evaluation report that describes and explains the results of the evaluation conducted):

1. The team has reviewed existing information, including information from the parent/guardian(s), the child's cumulative records, and previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination.

Date Reviewed

2. A developmental history as defined in OAR 581-015-2000(8).

_____	_____	_____
Examiner	Date Conducted	Date Reviewed

3. Information from parents and other knowledgeable individuals regarding the child's historical and current characteristics that are associated with an autism spectrum disorder, including (a) deficits in social communication and social interaction across multiple contexts; and (b) restricted, repetitive patterns of behavior, interests, or activities.

_____	_____	_____
Examiner	Date Conducted	Date Reviewed

4. Three observations of the child's behavior: at least one of which involves direct interactions with the child, and at least one of which involves direct observation or video of the child's interactions with one or more peers in an unstructured environment when possible, or with a familiar adult. The observations must occur in multiple environments, on at least two different days, and be completed by one or more licensed professionals knowledgeable about the behavioral characters of autism spectrum disorder.

_____	_____	_____
Examiner (observation of interaction in an unstructured environment)	Date Conducted	Date Reviewed
_____	_____	_____
Examiner (the direct interaction)	Date Conducted	Date Reviewed
_____	_____	_____
Examiner	Date Conducted	Date Reviewed

5. A social communication assessment conducted by a speech and language pathologist licensed by the State Board of Examiners for Speech-Language Pathology and Audiology or the Teacher Standards and Practices Commission, in reference to developmental expectations and that address the characteristics of autism spectrum disorder to develop a profile of: functional receptive and expressive communication encompassing both verbal and nonverbal skills; pragmatics across natural contexts; and social understanding and behavior including social-emotional reciprocity.

_____	_____	_____	_____
Speech-Language Pathologist	Assessment	Date Conducted	Date Reviewed

6. Standardized autism identification tool. One or more valid and reliable standardized rating scales, observation schedules, or other assessments that identify core characteristics of autism spectrum disorder.

_____	_____	_____	_____
Examiner	Assessment	Date Conducted	Date Reviewed

7. A medical examination or health assessment may be completed for children above age five, as determined necessary by the team. The purpose of a medical examination or health assessment is to ensure consideration of other health and/or physical factors that may impact the child's educational performance for a child age 5-21. A medical diagnosis of autism spectrum disorder is not required to determine eligibility.

_____	_____	_____
Physician, Naturopathic Physician, Physician Assistant, or Nurse Practitioner	Date Conducted	Date Reviewed

TO BE USED STARTING ON 1-1-2019

**STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION
(AUTISM SPECTRUM DISORDER 82)
(SCHOOL AGE)**

8. Vision and Hearing Screening. Review existing screening, or if none conduct a new screening.

_____ Examiner (if new)	_____ Screening	_____ Date Conducted	_____ Date Reviewed
_____ Examiner (if new)	_____ Screening	_____ Date Conducted	_____ Date Reviewed

9. Any additional assessments that may include: measures of cognitive, adaptive, academic, behavioral-emotional, executive function/self-regulation, or sensory processing necessary to determine the impact of the suspected disability.

_____ Examiner	_____ Assessment	_____ Date Conducted	_____ Date Reviewed
_____ Examiner	_____ Assessment	_____ Date Conducted	_____ Date Reviewed

10. Any additional evaluations or assessments necessary to identify the child's educational needs.

_____ Examiner	_____ Assessment	_____ Date Conducted	_____ Date Reviewed
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11. The team must have documented evidence that the child demonstrates a pattern of characteristics defined as all three social communication deficits, and at least two of the four restricted, repetitive patterns of behavior, interests, or activities.

Social Communication and Social Interaction
Must have all three social communication deficits currently or by history.
(Examples are illustrative, not exhaustive)

Demonstrates persistent deficits across multiple contexts

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 <input type="checkbox"/> no <input type="checkbox"/>
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 <input type="checkbox"/> no <input type="checkbox"/>
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 <input type="checkbox"/> no <input type="checkbox"/>

Restricted, Repetitive Patterns of Behavior, Interests, or Activities
Must have at least two of the four currently or by history.
(Examples are illustrative, not exhaustive)

Demonstrates persistent deficits across multiple contexts

Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypes, lining up toys or flipping objects, echolalia, idiosyncratic phrases).	yes <input type="checkbox"/> no <input type="checkbox"/>
Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take the same route or eat the same food every day).	yes <input type="checkbox"/> no <input type="checkbox"/>
Highly restricted, fixated interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests).	yes <input type="checkbox"/> no <input type="checkbox"/>
Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).	yes <input type="checkbox"/> no <input type="checkbox"/>

STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION
(AUTISM SPECTRUM DISORDER 82)
(SCHOOL AGE)

The team has determined that:

The child demonstrates characteristics of autism spectrum disorder? Characteristics of autism spectrum disorder are generally evident before age three but may not have become fully evident until social demands exceed limited capacities or may be masked by learned strategies;	yes <input type="checkbox"/> no <input type="checkbox"/>
The characteristics of autism spectrum disorder are not better described by another established or suspected eligibility for special education services;	yes <input type="checkbox"/> no <input type="checkbox"/>
The child does not have a primary disability of Emotional Disturbance. A child may not be eligible for special education services on the basis of an autism spectrum disorder if the child's primary disability is an emotional disturbance. However, a child with autism spectrum disorder as primary disability may also have an emotion disturbance as a secondary disability;	yes <input type="checkbox"/> no <input type="checkbox"/> no current ED eligibility <input type="checkbox"/>
The child's disability has an adverse impact on the on the student's educational performance for a student age 5 to 21; and	yes <input type="checkbox"/> no <input type="checkbox"/>
The child needs special education services as a result of the disability.	yes <input type="checkbox"/> no <input type="checkbox"/>
The team has considered the child's special education eligibility, and determined that the eligibility: <input type="checkbox"/> is <input type="checkbox"/> not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies); <input type="checkbox"/> is <input type="checkbox"/> not due to a lack of appropriate instruction in math; and <input type="checkbox"/> is <input type="checkbox"/> not due to limited English proficiency.	

The team agrees that this child does does not qualify for special education with the eligibility of Autism Spectrum Disorder.

Signatures of Team Members	Title	Agree	Disagree
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

A copy of the evaluation report and the eligibility statement has been provided to the parent(s).

TO BE USED STARTING ON 1-1-2019

STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION (AUTISM SPECTRUM DISORDER 82) (SCHOOL AGE)

This form is used to:

- Document whether the child meets the eligibility criteria for autism spectrum disorder and the basis for that determination in accordance with 34 CFR §300.8.
- Meet the following requirements, regarding the need to establish eligibility for special education and related services:
 - OAR 581-015-2100 (Responsibility for Evaluation and Eligibility Determination);
 - OAR 581-015-2105 (Evaluation and Reevaluation Requirements);
 - OAR 581-015-2110 (General Evaluation and Reevaluation Procedures);
 - OAR 581-015-2115 (Evaluation Planning);
 - OAR 581-015-2120 (Determination of Eligibility);
 - OAR 581-015-2125 (Interpretation of Evaluation Data);
- Document the date the initial eligibility was established and/or re-established.
- Provide a place for the team to sign the statement and indicate whether or not each member agrees or disagrees with the eligibility determination; and
- Document that the parent was given a copy of evaluation report(s) and eligibility statement.

Directions:

1. Enter the date the form was completed by the team.
2. Enter the child's complete legal name; do not use a nickname.
3. Enter child's school district and school.
4. Enter the child's date of birth.
5. Enter the date of initial eligibility and/or re-establish eligibility.
6. Document completion of the required evaluation elements:
 - The team has reviewed existing information, including information from the parent/guardian(s), the child's cumulative records, and previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination;
 - Developmental history;
 - Information from parents and other knowledgeable individuals regarding the child's historical and current characteristics that are associated with an autism spectrum disorder.
 - At least three observations of the child's behavior;
 - A direct interaction with the child (may be used as one of the observations);
 - Social communication assessment;
 - Standardized autism tools;
 - Medical examination or health assessment for child age 5-21 as determined necessary by the team;
 - Vision and hearing screening;
 - Assessments to determine impact of the disability; and
 - Additional assessments to determine child's educational needs.
7. The team must have documented evidence that the child demonstrates a pattern of characteristics defined as:
 - All three social communication deficits; and
 - At least two of the four restricted, repetitive patterns of behavior, interests, or activities.

TO BE USED STARTING ON 1-1-2019

**STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION
(AUTISM SPECTRUM DISORDER 82)
(SCHOOL AGE)**

8. The team must determine that the child:
 - Demonstrates the characteristics of autism spectrum disorder are generally evident before age three but may not have become fully evident until social demands exceed limited capacities or may be masked by learned strategies;
 - The characteristics of autism spectrum disorder are not better described by another established or suspected eligibility for special education services;
 - If the child is currently eligible as a child with emotional disturbance (ED) indicate whether Autism Spectrum Disorder is the primary disability. If the child is not currently eligible as ED, check the "not currently eligible as ED" box;
 - The child's disability has an adverse impact on the child's educational performance when the child is at the age of eligibility for kindergarten through age 21.
 - The child needs special education services as a result of the disability.
9. The team considered the child's special education eligibility, and determined that the eligibility:
 - Is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies);
 - Is not due to a lack of appropriate instruction in math; or
 - Is not due to limited English proficiency.
10. Indicate if the child meets the eligibility criteria.
11. Have each team member (including the parent/guardian) sign the form, indicating his/her title, and whether he/she agrees or disagrees with the eligibility determination.
12. Place a copy of this form with all attachments into the child's file.
13. Give a copy of the evaluation report and eligibility statement to the parent/guardian(s).

Note: If the team is using existing data, indicate the assessment information used, and the date the team determines this information to be currently valid. Attach documentation of each evaluation.

