



# Worksheet for Determination of Eligibility for Special Education Services Under the Classification of Autism

**Name of Student:**

**Date of Birth:**

**Grade:**

**District:**

**School:**

**Date of PPT Meeting:**

**PPT Members Present:**

**Directions:** The planning and placement team (PPT) should complete this worksheet collaboratively when determining the eligibility for special education services under the disability category of Autism. Prior to completing the worksheet, the PPT should review the How to Use the Worksheet section of the [Autism Eligibility Guidelines](#) or clarifying information on how to complete each step.

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## Eligibility Step 1: Individuals with Disabilities Education Act (IDEA) Definition

34 C.F.R. § 300.8(c)(1)

(i) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction generally evident before age three (3) that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, unusual responses to sensory experiences

(ii) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance\*

(iii) A child who manifests the characteristics of autism after age three (3) could be identified as having autism if the criteria in paragraph (c)(1)(i) of this section are satisfied.

*\*Emotional disturbance is referred to as Emotional Disability in Connecticut.*

The PPT reviewed the IDEA definition of Autism as a team to establish a shared understanding of the term.

Yes

No

### Eligibility Step 2: Evaluation/Data

Note below which assessments and data sources were considered during this eligibility determination, and the area(s) the assessment/data targeted:

- Assessment/Area
- Assessment/Area
- Assessment/Area

The PPT reviewed the evaluation/data and discussed whether the information is sufficiently comprehensive to identify all the child's special education and related services needs.

- Yes
- No

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### Eligibility Step 3: Characteristics of Autism

Review the characteristics associated with Autism below. For each check box, the PPT should determine whether there is evidence of the characteristic. For each box checked, provide specific evidence of the characteristic. Use the information to answer the question below (3c).

#### 3a: Verbal and nonverbal communication and social interaction

Check all that apply:

- Differences in *nonverbal communication used for social interaction*, which may include differences in use of eye contact, facial expressions, body language, or understanding and use of gestures, differences in speech volume, prosody, pitch, rate, or rhythm.
- Differences in *verbal communication used for social interactions*, which may include differences in back-and-forth conversation, sharing of interests, emotions, or affect, or initiating or responding to social interactions.
- Differences in *developing, maintaining, and understanding relationships*, which may include difficulties adjusting behavior to suit various social contexts; difficulties in sharing imaginative play or in making friends; absence of interest in peers.

Provide evidence below for each area checked related to *verbal and nonverbal communication and social interaction*, based on evaluations, observations, and clinical judgment.

- Evidence
- Evidence
- Evidence

**3b: Restricted and repetitive patterns of behavior**

Check all that apply:

- Stereotyped or repetitive body movements, use of objects, or speech** (e.g., lining up toys or flipping objects, rocking, flicking, repeating words, phrases or sounds without understanding them, idiosyncratic phrases).
- Insistence on sameness**, inflexible adherence to routines, or ritualized patterns of behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns).
- Highly restricted, fixated interests** that are atypical in intensity or focus (e.g., strong attachment to or preoccupation with certain objects or topics).
- Hyper- or hypo reactivity to sensory input or unusual interest in sensory aspects of the environment** (e.g., indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).

Provide evidence below for each area checked related to **restricted and repetitive patterns of behavior**, based on evaluations, observations, and clinical judgment.

- Evidence
- Evidence
- Evidence

**3c:**

The PPT determined there is evidence of the following: a developmental disability significantly affecting verbal and nonverbal communication, social interaction, and restricted and repetitive patterns of behavior. To check “yes,” all areas of 3a should be checked and at least 2 areas in 3b should be checked.

- Yes
- No

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**Eligibility Step 4: Educational Impact**

At least one (1) of the following areas of educational performance is impacted significantly (*check all that apply*):

- Academic
- Social/emotional
- Functional/adaptive/life skills
- Behavioral
- Based on (*note the evaluation/data sources used to determine educational impact below*):
  - Evaluation/data source
  - Evaluation/data source
  - Evaluation/data source

Based on the evaluation, data, and clinical judgment, an adverse effect on educational performance was found. In other words, the student is performing significantly below age or developmental expectations due to the suspected area of disability.

- Yes
- No

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**Eligibility Step 5: Rule Out(s)**

Check the box of the factors that have been ruled out by the PPT:

- Medical conditions
- Environmental or cultural factors
- Limited English proficiency
- Emotional Disability
- Lack of appropriate instruction

All the following contributing factors have been ruled out as the primary cause of the student's unsatisfactory progress in school.

- Yes
- No

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**Eligibility Step 6: Specially Designed Instruction (SDI)**

SDI is needed in at least one (1) of the following areas of educational performance:

- Academic** (e.g., specialized reading, writing, or math program; explicit instruction on strategies to access the curriculum)
- Social/emotional** (e.g., explicit instruction in social skills or social problem-solving)
- Functional** (e.g., life skills/adaptive/vocational curriculum)
- Behavioral** (e.g., 1:1 support in learning and using coping skills)

Note: examples are not exhaustive.

Based on the evaluation, data, and clinical judgment, the student requires specially designed instruction (SDI) related to the areas of the suspected disability, beyond differentiation and accommodations.

- Yes
- No

### **Eligibility Step 7: Conclusion**

The PPT has reviewed the information presented and has made the determination that the student:

- meets the eligibility criteria for Autism and is eligible for special education and related services.
- does not meet the eligibility criteria for Autism and is not eligible for special education and related services under the primary disability category of Autism.
- has a medical diagnosis of Autism but the disability does not adversely affect their education and/or does not require specially designed instruction, therefore is not eligible for special education and related services under the primary disability category of Autism.
- Evaluation data are insufficient to determine eligibility. The PPT will determine next steps.

See the Autism Eligibility Decision Guide within the Autism Eligibility Guidelines for guidance on determining a conclusion.

#### **Notes:**

Best practice suggests that dissenting opinions may be documented in the recommendations or parent input section of the IEP.

#### **Date of Worksheet Completion:**

**Date**