



7 Areas for Consideration

Individualized Education Plan

In the development of the Individualized Education Program (IEP) for a student on the autism spectrum (which includes autistic disorder, Asperger's disorder, pervasive developmental disorder not otherwise specified, childhood disintegrative disorder, and Rett Syndrome, as defined in the Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM-IV, 2000)), the IEP team shall consider all of the following factors:

- 1) The verbal and nonverbal communication needs of the child.
- 2) The need to develop social interaction skills and proficiencies.
- 3) The needs resulting from the child's unusual responses to sensory experiences.
- 4) The needs resulting from resistance to environmental change or change in daily routines.
- 5) The needs resulting from engagement in repetitive activities and stereotyped movements.
- 6) The need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder.
- 7) Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.

This Act of the 95th General Assembly does not create any new entitlement to a service, program, or benefit, but must not affect any entitlement to a service, program, or benefit created by any other law.

These changes to the Illinois special education regulations were finalized and published on June 29, 2007. A full copy of these regulations can be found at: http://www.isbe.state.il.us/spec-ed/pdfs/ASD_guidance_08-1.pdf

Download a worksheet to use during the IEP at: www.illinoisautismproject.org

Autism Fact Sheet

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