

Autism Considerations

In the development of the individualized education program for a student who has a disability 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.

Student Needs: _____

Supports Identify: _____

- 2)** The need to develop social interaction skills and proficiencies.

Student Needs: _____

Supports Identify: _____

- 3)** The needs resulting from the child's unusual responses to sensory experiences.

Student Needs: _____

Supports Identify: _____

- 4)** The needs resulting from resistance to environmental change or change in daily routines.

Student Needs: _____

Supports Identify: _____

- 5)** The needs resulting from engagement in repetitive activities and stereotyped movements.

Student Needs: _____

Supports Identify: _____

6) The need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder.

Student Needs: _____

Supports Identify: _____

7) Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.

Student Needs: _____

Supports Identify: _____

Follow – Up Activities	Person(s) Responsible