**Autism**

**Assessment Documentation**

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<th>School District</th>
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<th>Grade</th>
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<th>Student</th>
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1. **Definition**

Student's characteristics evident in early childhood (as social demands increase)

Persistent deficits in social communication and social interaction across multiple contexts, as manifested by all of the following:

- **deficits in social-emotional reciprocity**
  - Yes
  - No

- **deficits in nonverbal communicative behaviors used for social interaction**
  - Yes
  - No

- **deficits in developing and maintaining relationships appropriate to developmental level**
  - Yes
  - No

Restricted, repetitive patterns of behavior, interests, or activities as manifested by at least two (2) of the following:

- stereotyped or repetitive speech, motor movements, or use of objects
  - Yes
  - No

- excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change
  - Yes
  - No

- highly restricted, fixated interests that are abnormal in intensity or focus
  - Yes
  - No

- hyper-or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment
  - Yes
  - No

2. **Evaluation Procedures**

- parental interview (including developmental history)
  - Yes
  - No

- behavioral observations in two (2) or more settings addressing characteristics related to Autism
  - Yes
  - No

- evaluation of health history
  - Yes
  - No

- evaluation of pragmatic communication skills
  - Yes
  - No
  - Further language evaluation if identified as an area of concern
  - Yes
  - No

- evaluation of social-emotional and behavior functioning (to include social skills and adaptive behaviors) that includes:
  - Yes
  - No
  - at least one (1) standardized or normed instrument specific to autism and
    - Yes
    - No
  - one (1) normative measure of general behavior/social-emotional functioning
    - Yes
    - No

- evaluation of sensory
  - Yes
  - No

- evaluation of cognitive/developmental skills
  - Yes
  - No

- evaluation of academic skills
  - Yes
  - No

- documentation, including observation and/or assessment, of how Autism adversely affects the child's educational
  - Yes
  - No
performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or non-academic areas)

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<th>Signature of Assessment Team Member</th>
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