# CRITERIA FOR DISABILITY CATEGORY

### **AUTISM**

### Form ER-1-AUT (Rev. 06/2023)

Date form completed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_LEA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ WISEid\_\_\_\_\_\_\_\_\_\_\_ LEA’s Student ID \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Initial evaluation or considering new disability category *(must complete all sections)*

Reevaluat~~ion~~ing category for continuing identification *(must complete all sections)*

This form is provided to assist individualized education program (IEP) teams as one part of a comprehensive special education evaluation to document if a student meets the disability category criteria under [Chapter 115, Wis. Stats](https://docs.legis.wisconsin.gov/statutes/statutes/115)., and [PI 11.36, Wis. Admin. Code](https://docs.legis.wisconsin.gov/code/admin_code/pi/11/36). The IEP team should complete this form to document whether or not the student meets the disability category criteria or continues to meet the criteria during a reevaluation. Attach the criteria form to the Evaluation Report, DPI sample form ER-1, that includes additional information to determine special education eligibility.

Autism means a developmental disability significantly affecting a child's social interaction and verbal and nonverbal communication, generally evident before age 3, that adversely affects learning and 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, and unusual responses to sensory experiences. [PI 11.36 (8)(a), Wis. Admin. Code](http://docs.legis.wisconsin.gov/code/admin_code/pi/11/36/8/a). Refer to [Forms Guide](https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample/forms) for more information.

Criteria for the disability category of autism can be documented as follows:

## SECTION I. SOCIAL PARTICIPATION AND COMMUNICATION

*Both must be checked yes.*

Yes  No The student displays difficulties or differences or both in interacting with people and events. The student may be unable to establish and maintain reciprocal relationships with people. The student may seek consistency in environmental events to the point of exhibiting rigidity in routines. *Explain or reference data or evidence:*

Yes  No The student displays problems which extend beyond speech and language to other aspects of social communication, both receptively, and expressively. The student’s verbal language may be absent or, if present, lacks the usual communicative form which may involve deviance or delay or both. The student may have a speech or language disorder or both in addition to communication difficulties associated with autism. *Explain or reference data or evidence:*

## SECTION II. OTHER CHARACTERISTICS

*At least one must be checked yes.*

Yes  No The student exhibits delays, arrests, or regressions in motor, sensory, social or learning skills. The student may exhibit precocious or advanced skill development, while other skills may develop at normal or extremely depressed rates. The student may not follow developmental patterns in the acquisition of skills. *Explain or reference data or evidence:*

Yes  No The student exhibits abnormalities in the thinking process and in generalizing. The student exhibits strengths in concrete thinking while difficulties are demonstrated in abstract thinking, awareness and judgment. Perseverant thinking and impaired ability to process symbolic information may be present. *Explain or reference data or evidence:*

Yes  No The student exhibits unusual, inconsistent, repetitive, or unconventional responses to sounds, sights, smells, tastes, touch or movement. The student may have a visual or hearing impairment or both in addition to sensory processing difficulties associated with autism. *Explain or reference data or evidence:*

Yes  No The student displays marked distress over changes, insistence on following routines, and a persistent preoccupation with or attachment to objects. The student’s capacity to use objects in an age-appropriate or functional manner may be absent, arrested or delayed. The student may have difficulty displaying a range of interests or imaginative activities or both. The student may exhibit stereotyped body movements. *Explain or reference data or evidence:*

## SECTION III. EDUCATIONAL PERFORMANCE

*Must be checked yes.*

Yes  No There is an adverse effect on the student's learning, academic achievement, or functional performance. *Explain or reference data or evidence:*

## SECTION IV. EXCLUSIONARY FACTOR

The disability category of autism does not apply if the student’s educational performance is adversely affected primarily because the child has an emotional behavioral disability.

The student’s educational performance is not primarily adversely affected due to an emotional behavioral disability (check to confirm that this is true).

## SECTION V. DISABILITY CATEGORY CRITERIA DETERMINATION

Yes  No The documentation of the criteria above demonstrates developmental disability significantly affecting a student's social interaction and verbal and nonverbal communication that adversely affects learning and educational performance. The student meets the disability category criteria for ~~under~~ **autism.** A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education (document the need for specially designed instruction on the ER-1).