

AUTISM CONSIDERATIONS

In accordance with Section 14-8.02 of the School Code, as amended by P.A.095-0257, "In development of the individualized education program for a student who has a disability on the autism spectrum (which includes autistic disorder, Asperger disorder, pervasive developmental disorder not otherwise specified, childhood disintegrative disorder, and Rett Syndrome, as defined in the DSM-IV, 2000), the IEP team shall consider all the following factors."

1. Verbal and Nonverbal Communication Needs

Student Needs:

Supports Identified:

2. Social Interaction Skills and Proficiencies

Student Needs:

Supports Identified:

3. Needs Resulting from Unusual Responses to Sensory Experiences

Student Needs:

Supports Identified:

4. Needs Resulting from Resistance to Environmental Change or Change in Daily Routines

Student Needs:

Supports Identified:

5. Needs Resulting Engagement in Repetitive Activities and Stereotyped Movements

Student Needs:

Supports Identified:

6. Needs for Any Positive Behavioral Interventions, Strategies and Supports

Student Needs:

Supports Identified:

7. Other Needs Which Impact Progress in the General Curriculum, Including Social and Emotional Development

Student Needs:

Supports Identified:
