

STUDENT NAME: \_\_\_\_\_

DATE OF MEETING: \_\_\_\_\_

**AUTISM CONSIDERATIONS**

In accordance with Section 14-8.02 of the School Code, as amended by P.A. 095-0257, "in the 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 of the following factors:"

<b>1. Verbal and Nonverbal Communication needs</b>	
<b>Student Needs:</b> -cannot maintain conversation topic; will change without regard for others -unable to share personal experiences on demand -will share when mood strikes him without regard to the listener's background understanding -can become overly animated when sharing to the point of dysregulation (i.e., rapid speech, fast breathing) -literal in language (i.e., pick up your desk – tried to pick up his desk, check you work – put check marks on it) -uses polite social language (i.e., please, can I take that) -vocal tone and prosody only changes when excited and overly animated	<b>Supports Identified:</b> direct speech/language services total of 200 minutes 1:1 per week, 80 of which are IEP minutes (during guided reading); visual cues for all stories; color coding; teacher restates and paraphrases a lot of information for him; 1:1 instruction
<b>2. Social Interaction Skills and proficiencies</b>	
<b>Student Needs:</b> -walks around the playground by himself; may walk close to someone, but does not say anything -during classroom games, only participates with prompting -adult prompting for social interactions at all times (i.e., never greets others) -limited eye contact -does not walk next to peers who are walking with him to the same place	<b>Supports Identified:</b> adult support and prompting for social interactions; social work identified as a need in 04/2009
<b>3. Needs resulting from unusual responses to sensory experiences</b>	
<b>Student Needs:</b> -occasionally covers ears in response to noise (i.e., tornado drills) -sometimes delayed response to noise (i.e., something drops in classroom jumps couple seconds after the fact, mimic peers' reactions in some cases) -not aware of personal space of others -becomes very distracted by his environment to the point he is unable to do academic work and will simply sit doing nothing	<b>Supports Identified:</b> OT services recommended in 04/2009; sensory breaks mentioned as strategy, but declined by parents
<b>4. Needs resulting from resistance to environmental change or change in daily routines</b>	
<b>Student Needs:</b> -unable to see the bigger picture (i.e., job he might like to have in the future) or talk about the future (i.e., upcoming dates or special events, what do over breaks) -teacher supports him through daily classroom transitions -can become upset and needs to know 'why' when there is a change from the regular schedule	<b>Supports Identified:</b> posted classroom schedule; teacher supports him to stay on schedule; adult verbal cues
<b>5. Needs resulting from engagement in repetitive activities and stereotyped movements</b>	
<b>Student Needs:</b> -engages in some repetitive/stereotyped behaviors that are verbal in nature (i.e., dinosaurs, wolves, transformers) -he will talk repeatedly about these topics, engaging in exact dialogue about the topic -on occasion has been observed to flap his hands (says he likes the noise it makes)	<b>Supports Identified:</b> redirected (verbal or visual cues) in his conversation choices

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<b>6. Need for any positive behavioral interventions, strategies, and supports</b>	
<b>Student Needs:</b> -his behaviors impede him from processing through his day, but do not negatively impact others to the point interventions are necessary	<b>Supports Identified:</b> positive reinforcement for doing a good job and he seeks this out ('did I do good')
<b>7. Other needs which impact progress made in the general curriculum, including social and emotional development</b>	
<b>Student Needs:</b> -seemingly no idea as to what daily schedule is and feels no inclination to move more quickly if behind schedule -cannot find anything in his desk when asked -not able to put things in folders as directed -loses focus in all setting types (i.e. 1:1, small group, large group) -often "in his own world" and will not seek help independently (needs to be approached by an adult	<b>Supports Identified:</b> Adult prompting; Close proximity to adult/teacher; Concepts introduced and reinforced with visual, auditory and tactile methods; Pre-teaching and reteaching as needed; Story maps/ concepts as needed; Multiple repetition of new information; Give short, concise directions; Ask short questions; Give visuals and manipulatives whenever possible; Check for understanding and have him repeat back directions
<b>Follow-Up Activities:</b>	<b>Person(s) Responsible:</b>