

AUTISM CONSIDERATIONS

Students with Autism Spectrum Disorders may have unique educational issues as a result of the seven core areas outlined in Public Act 095-0257. The information in the chart below is provided to assist an IEP Team in understanding the needs of the student on the autism spectrum in these areas, and therefore develop a more effective educational program.

IEP teams must consider the seven core areas when developing the IEP. A good time to review the considerations is during the development of the Supplementary Aids, Accommodations, and Modifications Section and/or at the end of the meeting to ensure that all items have been considered during the development of the IEP.

The “*IEP Attachment for Students with Autism*” Form in Embrace must be completed to show that the seven core areas were considered and how the considerations were incorporated into the student’s IEP.

Factors for Consideration:	Considerations for IEP Team:
Verbal and nonverbal communication	<ul style="list-style-type: none"> ● Current level of communication ● System of communication most effective with student ● Functions for which the student uses and understands language ● Ability to use and understand non-verbal communication ● Emerging communication skills ● Alternative augmentative communication assessment
Social interaction skills	<ul style="list-style-type: none"> ● Ability to respond appropriately to the social approach of others ● Social interactions the student is capable of initiating ● Pragmatic skills ● Abilities within small and large groups and in typical age-level activities
Unusual responses to sensory experience	<ul style="list-style-type: none"> ● Tactile – Does the student demonstrate a lack of awareness to his/her body in space, and/or a need for higher level of input in tactile experiences?

	<ul style="list-style-type: none"> ● Visual – Is the student’s eye gaze avoidant of, or fixated on, particular sights? ● Sound – How does the student respond to auditory events? ● Smell/taste – Does the student respond in an atypical way to olfactory events or tastes?
<p>Resistance to environmental change or change in daily routines</p>	<ul style="list-style-type: none"> ● Preparing for transitions with visual supports and timers ● Previewing changes in environment and schedules ● An individual visual schedule – either written, pictures, photos, line drawings ● All supports provided in the most successful modality for this student for communicating upcoming change or transition
<p>Engagement in repetitive activities and stereotyped movements</p>	<ul style="list-style-type: none"> ● Determine the function of the behavior, activity or verbalization ● Determine the extent to which the behavior interferes with engagement in other more appropriate activities (social or academic) ● The use of formal and informal data collection for significant behaviors ● The use of positive behavior supports to encourage participation in social and academic activities ● Depending on the behavior, effective practice can include modifying the behavior, teaching more appropriate replacement behaviors, providing sensory and motivating breaks, using special equipment, developing curriculum around student’s topic of interest
<p>Positive behavioral interventions, strategies, and supports to address</p>	<ul style="list-style-type: none"> ● Discuss the need for a functional behavioral assessment (FBA) of the target behavior

<p>any behavioral difficulties resulting from autism spectrum disorder</p>	<ul style="list-style-type: none"> ● Match the intensity level of the FBA to the behavior being addressed ● Use the information to determine positive behavior interventions, strategies and supports and replacement behaviors to teach ● Select the least amount of intervention likely to be effective and efficient
<p>Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development</p>	<ul style="list-style-type: none"> ● Intervention strategies for social skill development ● Regular review of classroom and individual expectations ● Organization supports ● Previewing information ● Direct instruction for learning new skills or generalizing skills ● Repeated instruction and practice in multiple environments with a variety of materials and people

Resource: Illinois Autism Training and Technical Assistance Project (IATTAP) at www.illinoisautismproject.org