

TABLE I
DSM-IV Diagnostic Criteria for Autistic Disorder

A. A total of **SIX** (or more) items from (1), (2), and (3), with at least two from (1), and one each from (2) and (3):

(1) qualitative impairment in social interaction, as manifested by at least **TWO** of the following:

- (a) marked impairment in the use of multiple non-verbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction
- (b) failure to develop peer relationships appropriate to developmental level
- (c) a lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., by a lack of showing, bringing, or pointing out objects of interest)
- (d) lack of social or emotional reciprocity

TOTAL _____ (2 minimum)

(2) qualitative impairments in communication as manifested by at least **ONE** of the following:

- (a) delay in, or total lack of, the development of spoken language (not accompanied by an attempt to compensate through a native modes of communication such as gesture or mime)
- (b) individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others
- (c) stereotyped and repetitive use of language or idiosyncratic language
- (d) lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level

TOTAL _____ (1 minimum)

(3) restricted repetitive and stereotyped patterns of behavior, interests, and activities, as manifested by at least **ONE** of the following:

- (a) encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus
- (b) apparently inflexible adherence to specific, non-functional routines or rituals
- (c) stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting, or complex whole-body movements)
- (d) persistent preoccupation with parts of objects

TOTAL _____ (1 minimum)

GRAND TOTAL _____ (6 minimum)

The following conditions must also be met:

B. Delays or abnormal functioning in at least one of the following areas, with onset prior to age 3 years:

- (1) social interaction
- (2) language as used in social communication
- (3) symbolic or imaginative play

C. The disturbance is not better accounted for by Rett's Disorder or Childhood Disintegrative Disorder

Note: From the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, 1994, Washington, DC: American Psychiatric Association.
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Autism Disability Determination Team
Team Discussion Guide

Once it has been established that a student has the condition of an autism disorder, the evaluation team must also follow additional good practice for determining whether or not this student requires special education and is a student with Autism Disability. The following criteria checklist should be followed in team discussion:

- 1. There is evidence, by assessment team consensus, that the student meets the criteria for the presence of Autistic Disorder.
- 2. The student shows delays or abnormal functioning in at least **ONE** of the following areas with onset generally prior to 3 years of age:
 - Social interaction
 - Language as used in social communication
 - Symbolic or imaginative play
- 3. The symptoms have persisted more than 6 months.
- 4. The symptoms are to a degree to be developmentally deviant.
- 5. The symptoms meet criteria cross-situationally, as rated by at least 2 persons.
- 6. More than one instrument was used to make the diagnostic decision; and the assessment team feels confident regarding the validity and comprehensiveness of the assessment. Input from a medical doctor or appropriate clinician may be necessary.
- 7. Other diagnoses were considered and ruled out as a major factor in explaining current symptomatology. Symptoms are not considered better explained as part of another mental disorder.
- 8. The student's primary educational problems are not due to Emotional Disability.
- 9. The impairment adversely affects the child's educational performance.
- 10. It has been discussed and ruled out that the determinant factor for the educational performance difficulty is not due to:
 - Lack of appropriate instruction in reading;
 - Lack of appropriate instruction in math; or
 - Limited English proficiency.
- 11. The adverse effects of the impairment on educational performance are not correctable without Special Education.

Eligibility Decision/Discussion:

