

Criteria for Autism Spectrum Disorder (ASD) Credit Support Program

The Autism Spectrum Disorder (ASD) Credit Support Program is for a student with a diagnosis of ASD who can integrate into regular secondary school credit courses and is typically working towards completion of an Ontario Secondary School Diploma (OSSD). This educational support program may serve the needs of students with an ASD diagnosis with accompanying social emotional concerns, who are able to attend school regularly.

Evidence is required that interventions at Tier 1, 2 and 3 have been applied over time based on the learning needs of the student. Based on evidence from these interventions, it is expected that the student will benefit from a specialized program at this time.

Designation:	Secondary
Class Size:	Up to 10 students
Resources:	One teacher with special education qualifications to support integration and deliver learning strategies courses, and additional support from educational assistants

Referral Criteria:

Cognitive Profile

- a diagnosis of ASD as specified by DSM-5, indicating the level of severity; and
- evidence of Average or above intellectual ability (i.e., 25th percentile or greater)

Academic Profile

- evidence of capacity to complete credit bearing courses at the Essentials, Applied, or Academic levels;
- requires an IEP with accommodations and/or modifications; and
- requires intensive support for executive functioning (e.g., organizational skills time management, task initiation)

Social/Communication Profile

- may have impairments in verbal/non-verbal communication skills; and
- may have significant difficulty with social interactions and require support with perspective taking, working with others

Social/Behavioural Profile

- marked difficulties with self-regulation in multiple settings

Required Documentation

- psychological assessment report (verification from a school psychologist or psychological associate that the psychological assessment continues to be valid).

- speech-language assessment report (verification from a school speech-language pathologist that the speech-language assessment continues to be valid);
- educational assessment within the last 12 months (English WIAT-III preferred);
 - clinician report;
 - record form; and
 - student response booklet
- writing samples with and without use of assistive technology (e.g., classroom-based writing samples); and
- Learning Support Services referral form detailing interventions at the Tier 1, 2 and 3 levels, to address the challenges and rationale as to why student needs may be better met in a specialized program setting

Additional Documentation (if available or appropriate)

- current report card;
- credit counselling summary;
- current IEP;
- ASD team action plan(s);
- safe/safety plan and/or behaviour management plan (as appropriate);
- additional assessment reports (e.g., most recent medical, occupational/physiotherapy, social work); and
- list of community agencies involved with student

The student's progress will be monitored regularly and reviewed through the annual IPRC process to ensure appropriate placement to support student learning needs.