

## Criteria for Autism Spectrum Disorder (ASD) Program

The Autism Spectrum Disorder (ASD) Program is for a student with a diagnosis of ASD, who has marked difficulties in communication, social, adaptive, self-regulation, and academic skills. The program emphasizes the development of functional communication, functional academic skills, socialization, daily living skills, and self-regulation. The student is deemed to require an intensive specialized program.

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.

<b>Designation:</b>	Kindergarten, Primary, Junior, Intermediate, Secondary
<b>Class Size:</b>	Up to six students
<b>Resources:</b>	One teacher with special education qualifications, and two educational assistants

### Referral Criteria:

#### Cognitive Profile

- a diagnosis of ASD as specified by DSM-5, indicating the level of severity identified in a psychological and/or developmental assessment report. Provisional diagnoses are acceptable especially with children under 10 years of age; and
- evidence of Extremely Low intellectual ability (i.e., 2<sup>nd</sup> percentile or lower)

#### Academic Profile

- requires intensive support for task completion and attending or participating in groups;
- experiences profound difficulty in learning and processing information; and
- requires an IEP with accommodations, modifications and may require alternative programming

#### Social/Communication Profile

- impairments in verbal/non-verbal basic communication skills;
- primary form of communication is a combination of: communication pictures, gestural communication, and may include use of some verbal language;
- some students may not have acquired the ability to communicate verbally;
- significant impairments in emotional reciprocity; and
- frequent marked difficulties with self-regulation in multiple settings

#### Social/Behavioural Profile

- may present with threats and/or behaviour injurious to self and/or others; and
- marked difficulties in unstructured situations (e.g., recess, lunch time, in hallways)

### **Required Documentation**

- psychological assessment report (verification from a school psychologist or psychological associate that the psychological assessment continues to be valid);
- A diagnosis of ASD by a psychologist or psychological associate, psychiatrist or a physician, specifying level of severity (where available). Provisional diagnoses are acceptable especially with children under 10 years of age;
- adaptive functioning measures completed within the past 12 months;
- 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 (WIAT III preferred or informal);
  - clinician report;
  - record form; and
  - student response booklet
- 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 or Communication of Learning;
- current IEP;
- ASD team action plan(s);
- safe/safety plan and/or behaviour management plan (as appropriate); and
- additional assessment reports (e.g., most recent medical, Intensive Behaviour Intervention (IBI), occupational/physiotherapy, social work, Developmental Profile III)

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