

New Mexico TEAM Professional Development Module: Autism

[Slide 1]: Welcome

Welcome to the New Mexico TEAM technical assistance module on making eligibility determinations under the category of autism. This module will review the guidance of the NM TEAM section on autism. During this module, you will sometimes be referred back to a different module or other resources for additional information. We encourage you to have a copy of the NM TEAM available and open to the section on autism for reference during this module.

[Slide 2]: Learner Objectives

After successfully completing this module, you will have the knowledge to use evaluation data effectively to make an eligibility determination under the category of autism. Specifically, you will be able to: understand the federal definition of autism, identify some common characteristics of autism and the associated educational impact, and recognize special considerations for assessment for children with known or suspected autism. Additionally, you will understand the highly recommended and potential components of an evaluation for autism, know the criteria required for eligibility under the category of autism, and understand how to document the team's eligibility determination decisions.

[Slide 3]: Definition

When teams are making eligibility determination decisions, IDEA outlines a two-step approach. Each of these steps involves responding to a specific question—the first question is “Does the child have a disability as defined by IDEA?” and the second question is “Does the child require specially designed instruction as a result of this disability?”

This module will walk you through answering those two questions. First, we'll talk about the definition of autism, as defined by IDEA, to help you begin to better understand the disability itself. Next, we'll talk about the impact of the disability on educational performance to help you understand when a child might require specially designed instruction as a result of autism. Later, after establishing this basic framework, we'll talk more specifically about the evaluation components and the eligibility determination decisions.

IDEA's definitions of disability terms are the cornerstones of eligibility determination decisions. The definition, combined with comprehensive assessment data, including detailed information about the child's background, educational strengths and needs, and other pertinent factors, helps schools, educators, and parents determine if the child is eligible for and in need of special education and related services. Please take a moment to read the IDEA definition of autism and then we'll take a closer look at it.

[Slide 4]: Now let's take a closer look at the definition. This definition of the disability will help teams answer the question: “Does the child have a disability as defined by IDEA?”

Autism is a developmental disability which typically manifests by the age of three, but can be identified at a later age.

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[Slide 5]: It is important that teams recognize that children who are experiencing difficulties in educational performance primarily because of an emotional disturbance should not be found eligible under the category of autism.

[Slide 6]: Although we recognize that all children with autism may demonstrate unique characteristics, there are several hallmark features of autism that we are going to highlight. First, individuals with autism demonstrate impairments in verbal and non-verbal communication, as well as impairments in interactions with others. This doesn't mean that children with autism have a total lack of communication abilities or that they may not be interested in social interaction, but difficulties in these areas will be apparent.

[Slide 7]: In addition, many children with autism display stereotyped and repetitive movements, such as rocking, tapping, repeatedly flipping light switches, preoccupation with parts of objects, such as wheels on toys or hinges, or making repetitive sounds.

[Slide 8]: Individuals with autism also typically have some degree of difficulty with cognitive flexibility, which may include becoming upset when routines or things in the environment change unexpectedly.

[Slide 9]: Finally, it is common for children with autism to have atypical responses to sensory experiences. Parents and caregivers of children with autism often report that the children prefer or particular foods, places, clothing, toys, etc. There is often, but not always, a discernable pattern to these preferences or avoidances, such as specific textures or colors.

It is important to remember that this disability must adversely affect the child's educational performance in order for him to be found eligible for special education and related services. We'll talk about this second step to eligibility determination decisions by first talking about educational performance in general and then looking specifically at issues related to autism.

[Slides 10-16]: Educational Performance

[Slide 10]: To determine the impact of a disability on a child's educational performance, the team needs to answer the question: "Does the child require specially designed instruction as a result of this disability?" If a child with a disability does not require specially designed instruction, then the child would not qualify under IDEA and teams should consider the implementation of a Section 504 plan or other classroom interventions to address the child's needs.

[Slide 11]: According to IDEA, specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction to meet the unique needs that result from a child's disability. This includes special education.

[Slide 12] In New Mexico, services provided by a speech-language pathologist may also be considered special education, not simply a related service, if the services meet the requirements outlined in the New Mexico Administrative Code, typically referred to as NMAC.

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[Slide 13]: When evaluating a child for potential eligibility for special education and related services under the eligibility category of autism, according to IDEA, it is important that teams remember to consider three aspects of the child's educational performance. This includes the child's ability to: be involved and make progress in the general education curriculum, participate in extracurricular and other nonacademic activities, and be educated and participate with other children with and without disabilities.

[Slide 14]: Teams are probably most familiar and most comfortable with the first of these areas: determining if a child's disability results in a need for specially designed instruction in order to be involved in and make progress in the general education curriculum. While this includes academic progress, it may also include social skills, problem solving, communication, and other general curriculum areas.

[Slide 15]: Second, it is also important for teams to consider whether a child needs specially designed instruction in order to participate in extracurricular and nonacademic activities, such as recess, sports, choir, drama, and other clubs or school-related activities. For example, a child with autism may be performing satisfactorily in classroom activities because of the amount of supports inherent in the classroom environment. However, this child may have difficulty with participation in extracurricular activities, like soccer or choir, because of the interaction between his disability and the nature of the activities. According to IDEA, this child may be found eligible for special education and related services because of the impact of his disability on his ability to participate in these activities. An example of this might be a child with autism who requires supplementary aids and services to participate in after-school clubs. It is important to recognize that IDEA doesn't guarantee children access to competitive teams or groups **because** of their disability. However, they should be permitted the same opportunity as other children to try out for the activities and/or teams. The New Mexico Activities Association provides guidance regarding academic eligibility for participation for children enrolled in special education programs.

[Slide 16]: The third and final area for teams to consider is the child's ability to be educated and participate with other children, including those with and without disabilities. This is essentially a question of educational environment. For example, a child with autism may be able to access the general **curriculum** and participate in extracurricular activities, but because of his disability, it may be especially difficult for him to be educated in the general education classroom. This is not a discussion about where services will be delivered, but what services are necessary. For example, an eligibility determination team, or EDT, may determine that a child with challenging behaviors needs specially designed instruction in order to develop and support appropriate classroom behaviors and interactions. Other examples include a child with attention difficulties who requires specially designed instruction to learn strategies to improve his attention and focus in the classroom, or a child who needs specially designed instruction in the form of social skills interventions in order to participate in activities with peers. Where the first question teams ask relates to access to curriculum, this question addresses the educational setting for the child.

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Now that we've talked in general about educational performance, let's look specifically at the possible adverse effects of autism on a child's education.

[Slides 17-20]: Characteristics and Educational Impact

[Slide 17]: We're going to highlight some of the developmental areas that are commonly impacted by autism to help teams identify characteristics that may suggest that a child has autism. As we discuss the different areas, we will highlight characteristics and educational impact for both preschool-aged and school-aged children with autism. Although we're examining the same developmental areas for both age groups, the characteristics may be manifested in different ways depending on the developmental level of the child and the demands of the environment. It is important to recognize that the effects of autism will vary considerably, depending in large part upon the interaction between the child's characteristics, and the school, family, and community supports.

To identify the educational impact for a child with autism, the EDT must examine the demands of various settings and environments and the child's abilities to meet those demands by addressing the question of "How do the characteristics of the disability manifest in the child's natural environments (including home, classroom, recess, and others)?" This determination needs to be made at a very individual level for each child and must be based on comprehensive information about the child and his environments, including information gained from observing a child's functional and academic performance across a variety of settings.

[Slide 18]: The characteristics under the category of autism are organized around four domains: communication, social/emotional, cognition, and sensory. These domains each include a range of skills that may be impacted by autism.

[Slide 19]: When we are looking at the domain of communication, for example, we find that preschoolers with autism may have difficulty initiating conversations with others, while in school-aged children we look at more complex conversational skills, including initiating, maintaining, and terminating conversations.

[Slide 20]: When looking at the domains of cognition and sensory skills, children with autism often have difficulty taking the perspectives of others, with flexibility of thinking, and/or with their ability to process sensory information. This might be evident in a preschool-aged child who becomes upset and resists drinking from a cup at mealtimes other than the one he is used to, or who struggles to adjust to a change in his bedtime routine. School-aged children may exhibit difficulties during changes in school routine, such as field trips, assemblies, or when there is a substitute teacher.

Please refer to the "Characteristics and Educational Impact" section of the NM TEAM for more detailed information in each of these areas, but remember that the characteristics presented in NM TEAM are not meant to be exhaustive nor is the NM TEAM suggesting that all children with autism will demonstrate all of the presented characteristics. It is important for teams to recognize that these

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characteristics may lead to limited opportunities for engaging in age-appropriate activities, opportunities to be educated with peers, and the learning that accompanies these activities.

[Slides 21-23]: Special Considerations for Assessment

[Slide 21]: It is important for EDTs to be aware of issues related to evaluating young children and children with known or suspected disabilities, regardless of the eligibility categories being considered. For example, when evaluating young children, it is imperative that the impact of the family, home environment, home language, and developmental history be considered. Specifically, EDTs must determine that a possible lack of exposure to developmentally appropriate activities is not the **primary** reason for the child's difficulties. In addition, for a child with a known or suspected disability, EDTs must ensure that the assessment results accurately reflect the areas being assessed. For example, be careful that you are not measuring the child's sensory, motor, or speaking skills, unless those are the skills you *wish* to assess. Please review NM TEAM section 6 for more information on these issues.

[Slide 22]: Like all of the eligibility categories, autism has unique characteristics that can influence the evaluation process. Children with autism often demonstrate uneven patterns of cognitive skills. Many children with autism demonstrate strengths in visual and perceptual skills with differences in verbal expression and verbal comprehension. Because of this, information regarding a child's verbal and nonverbal skills should be obtained by using a variety of data sources, not simply standardized tests.

[Slide 23]: In addition, it is important that EDTs remember that they are making an educational determination of autism, not a medical diagnosis. Medical and general health factors should be considered for all eligibility determinations, and some specific situations may require medical documentation to make an appropriate eligibility determination. Teams need to determine what medical information they require to make an appropriate eligibility determination decision, but it is not **absolutely** required that teams obtain a medical diagnosis as part of the eligibility determination decision for autism. If the team has the expertise to gather and interpret the data necessary to make a determination under the category of autism without a medical diagnosis, and deems it appropriate to do so, neither IDEA, NMAC, nor NM TEAM prevents them from doing so. The team must document this decision, including the rationale and supporting documentation used. Teams must remember that part of the eligibility determination decision under all of the categories involves indicating that no other disability **better** explains the child's educational problems, so teams must be sure that they have the necessary information to make this determination.

In New Mexico, the definition of autism has been operationalized using the Diagnostic Statistical Manual IV but because that manual uses a medical model, EDTs should use the DSM-IV criteria primarily for descriptive information to support an eligibility determination decision. It is not necessary for an EDT to determine that the child meets DSM-IV criteria in any of the three categories presented in NM TEAM in order to be found eligible for special education and related services under the eligibility category of autism. Instead, it is necessary that the child meets the eligibility criteria outlined in the NM TEAM autism chapter and on the corresponding eligibility determination worksheets.

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[Slides 24-27]: Initial Evaluation: Autism

[Slide 24]: To answer the questions on the eligibility determination worksheets and make eligibility decisions, it is important to discuss the evaluation components that are outlined in the NM TEAM. A number of the components are the same across most, if not all, of the eligibility categories. These components are outlined and discussed in the Conducting Initial Evaluations Module.

Highly recommended evaluation components for autism are listed on the screen in front of you and in the NM TEAM under the autism section. All of the highly recommended components are important and should be addressed in an evaluation, but some of the elements need to be discussed in a bit more depth to help evaluators more clearly understand the component within the context of autism.

Please remember that the assessments chosen must be tailored to assess specific areas of suspected disability and educational need. Assessment of children for whom autism is suspected should be multidisciplinary and comprehensive and conducted by individuals experienced in evaluating individuals with autism. There is no single definitive assessment for suspected autism. Thus, the use of multiple tools, as well as the professional judgment and skill of the professionals who conducted the evaluation, will ensure accurate findings. Please remember that the NM TEAM provides information about common characteristics of children with autism—this information can help EDTs identify if autism may be an appropriate eligibility category for consideration.

Let's start by talking about the information gathered during a review of existing data, the child's history, and direct observations of the child's behavior. When evaluating a child for suspected autism, EDTs should pay particular attention to information suggesting that the child has a history of difficulty forming and maintaining age-appropriate relationships, using language to communicate appropriately, developing play and other social skills, etc., as these are all key characteristics of autism.

Although the score obtained from a cognitive assessment is not directly related to the eligibility determination decision, this assessment can be very useful in describing a child's strengths and needs in order to promote the development of an appropriate educational program. Evaluators need to make a thoughtful decision about the type of cognitive assessment used so that they obtain a comprehensive view of the child's abilities. Evaluators should take care so that the cognitive assessment is selected specifically to get the best measure of the child's cognitive abilities, rather than measuring the child's verbal or nonverbal communication skills. For example, many of the non-verbal cognitive assessments rely heavily on a child's ability to read and interpret gestures. This is a core deficit for many children with autism, so this type of assessment may not provide accurate estimates of their cognitive abilities.

[Slide 25]: EDTs should recognize that the academic performance of children with autism may or may not be impacted. Some children with autism may perform well on standards-based assessments, standardized academic achievement tests, and other assessments, such as basic receptive and expressive language measures, but may have significant difficulty participating in learning activities with their peers and adults. EDTs must understand that a child does not need to demonstrate academic achievement deficits to be found eligible for special education and related services under the category of autism, but they do need to show significant educational impact.

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In addition, an assessment of adaptive behavior skills is essential. Assessment of adaptive behavior should address three main domains: conceptual, social, and practical skills. Conceptual skills include language, reading and writing, time concepts, and other skills. Social skills include interacting with others, demonstrating self-esteem, possessing the ability to avoid being victimized, and following rules, among other skills. Examples of practical skills are self-care and life skills like eating and dressing, being safe across environments and situations, using transportation, following schedules, and engaging in appropriate job skills. These data may be collected through rating scales and checklists, as well as observations across settings and interviews with teachers and parents. A child with autism may have strengths and weaknesses in their adaptive behavior skills, however for all children with autism, they will demonstrate some degree of deficit in the area of social skills. Despite these deficits, EDTs must remember that many children with autism can establish relationships, can make friends, and engage in some positive social behaviors, such as hugging, smiling, and making eye contact. These behaviors and social relationships, however, may differ qualitatively from those of children without autism. Although a full psychological evaluation may or may not be necessary, it is essential that the evaluation of a child with suspected autism includes data regarding the child's social and emotional skills, as difficulties with social interaction are a hallmark feature of autism.

Many children with autism demonstrate differences in how they process sensory information, such as touch, movement, sounds, textures, tastes, etc. An evaluation of a child's sensory processing skills will help teams identify a child's unique sensory processing abilities in order to identify the factors that may be contributing to a child's behaviors, as well as those factors that support a child's learning. This information will help teams develop an appropriate educational plan for the child.

[Slide 26]: Autism-specific instruments, such as rating scales and structured observational assessments, provide EDTs with valuable information that will support the identification of a child under the category of autism. These instruments typically obtain information specifically related to determining whether a child's difficulties are specifically related to autism. Like all sources of evaluation data, these instruments must be viewed in relation to all of the other evaluation data collected and should not be considered in isolation. It is essential that teams look for a consistent pattern of documentation across environments and respondents before making any eligibility determination decision.

[Slide 27]: Finally, it is important to recognize that decisions regarding transition assessments need to be highly individualized for each child and situation. In New Mexico, transition planning must be documented on the first IEP in effect when the child turns 14 or during their 8th grade year, whichever happens sooner. This type of transition planning specifically relates to the child's progression from the public schools to post-secondary settings. However, EDTs should recognize first, that this planning may need to start earlier for some children and second, that transitions occur throughout a child's school tenure. For example, children transition from preschool to elementary school, from elementary school to middle school, between schools, and so on. EDTs should ensure that they have the information necessary to support children through all of these critical transitions, as appropriate for each individual child.

[Slide 28]: Potential Additional Components

It is the responsibility of the team to answer any questions that may arise throughout the evaluation process, including what eligibility category best describes the child's primary disability and what supports and services the child needs. The highly recommended evaluation components that we've discussed should help teams answer many of the questions that they might have, but in some situations, teams may require additional information. NM TEAM presents a list of potential additional components that can be found in the Initial Evaluation section of the NM TEAM category of autism. This list may be helpful as teams make eligibility determination decisions, but should not be considered as the only additional areas that the EDT may wish to explore. We will talk about a few of those components now.

One of the potential additional components for an evaluation under the category of autism is a psychological evaluation. This may assist in identifying any psychological needs that need to be addressed as part of the student's educational program and to help identify whether the child demonstrates the characteristics of autism. For example, a psychological evaluation may confirm that a child demonstrates the characteristics of autism in a situation where the EDT is unsure if the child's difficulties are primarily the result of an emotional disturbance or autism. Additionally, a physical evaluation, may provide teams with useful information that would help support any medical or neurobiological needs that a child may have. This information would assist in the development of an appropriate educational program.

[Slides 29-43]: Eligibility Determination Process for Autism

[Slide 29]: Before we examine criteria that are specific to the eligibility determination decision for autism, we would like to remind you that general information regarding the eligibility process and use of the eligibility determination worksheets is presented in the module, "Eligibility Determination and Use of Eligibility Determination Worksheets." We encourage you to listen to that module and to review the information presented in the NM TEAM in "Section Six. Essential Components of Eligibility Determination."

For this discussion, you will find it helpful to refer specifically to the "Eligibility Determination" and "Eligibility Determination Worksheets" sections within the Autism chapter of the NM TEAM.

[Slide 30]: To determine that a child is eligible for special education and related services as a child with autism, an EDT must first determine that the child is a child with a disability, and second that the child demonstrates a need for specialized instruction as a result of his disability.

[Slide 31]: The Eligibility Determination Worksheets are structured to guide the EDT in making these decisions. They provide a detailed road map to guide teams not only in working through the process, but also in documenting their decisions. We will use the Autism worksheet as a guide for the rest of this discussion.

[Slide 32]: First, the EDT must document relevant identifying information and the assessment and evaluation data they have collected and will be using in the eligibility determination process. This information should reflect data collected from multiple data sources.

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[Slide 33]: Second, under the “Determine the presence of a disability” section, the EDT will address five questions that specifically relate to determining if a child has autism.

[Slide 34]: The first two questions, questions 1 and 2, which are consistent across almost all of the eligibility categories, require that the EDT discuss determinant factors related to the child’s performance, specifically the lack of appropriate instruction in reading and math, as well as limited English proficiency. Essentially EDTs must consider all of the factors contributing to the child’s difficulties and decide which factors are the primary cause or causes of the child’s difficulties. Like all decisions, these decisions must be made based on comprehensive evaluation data and with the input of all of the members of the EDT. It is important that EDTs recognize that a child may have experienced a lack of appropriate instruction and/or have limited English proficiency, but if these factors are not the primary reasons for the child’s difficulties, they would not be considered determinant factors. Once the EDT has ruled out either of these factors, they check “Yes” on the Worksheet. This communicates that “Yes, they have eliminated the possibility that one of these factors is a determinant factor.” If the EDT is considering more than one potential eligibility category, these first two question would be answered the same and use the same documentation across all of the categories. EDTs may find it useful to complete multiple worksheets simultaneously if they are considering more than one eligibility category. Additionally, EDTs should remember that lack of appropriate instruction for preschool-aged children is considered to be a lack of opportunities to participate in developmentally appropriate activities. It is important to remember that the lack of opportunities must be due to a reason other than the nature of the child’s disability in order for it to be considered a determinant factor. For example, it may be that a young child has significant behavioral challenges that make it difficult for the family to involve the child in family and community activities. In this situation, even though the child has had a lack of opportunity to participate in these activities, EDTs should not consider this as the determinant factor for the child’s learning difficulties. Rather, this information might be helpful and used as further documentation to support a decision that indicates that a child is eligible for special education and related services.

[Slide 35]: The next two questions, questions 3 and 4, are unique to autism. First, the team must eliminate the possibility that the child’s educational performance is adversely affected primarily because of an emotional disturbance. This decision will be based on information gathered throughout the evaluation process, and may or may not include a complete psychological evaluation. It may require EDTs to complete the “Determine the presence of a disability section” on the worksheet for Emotional Disturbance prior to responding to this question on the autism worksheet.

[Slide 36]: Second, the team must determine that the child is a child with autism, as defined by IDEA based on assessment and evaluation data collected by the EDT. As mentioned earlier, although the DSM-IV criteria are listed in the NM TEAM, this information is provided only as descriptive information to support an eligibility decision. It is not necessary that the child meet the DSM-IV criteria to be found eligible for special education and related services under the category of autism, because the EDT is making an educational decision, not a medical one. EDTs should also remember that medical information provided by parents and outside agencies can be useful in answering this question, however, the medical information is not required for this decision and the medical information would

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only answer the question, “Does this child have autism?” The medical information would not necessarily support that the child also requires specially designed instruction as a result of the autism. That question will be answered by the EDT later.

[Slide 37]: The fifth and final question to be addressed is also consistent across all eligibility categories, like the questions related to the determinant factors. In this case, the EDT is determining if any other eligibility category better describes the child’s disability. It is possible that a child demonstrates more than one disability, but if the EDT determines that autism **best** describes the child’s disability, they would respond “Yes, we’ve determined that no other category better describes the child’s disability.” On the other hand, if the child has autism but also has another disability and the other disability better describes the child, the EDT would answer “No, we’ve determined that another category better describes this child’s disability.” In either case, it is likely that the EDT will need to complete the “Determine the presence of a disability” section on one or more worksheets for the other eligibility categories being considered.

In addition to answering each of the questions “yes” or “no” in this section, it is critical that the EDT briefly describe the documentation that supported each of their decisions.

[Slide 38]: Each of the five questions serves as a stopping point in the process if the EDT answers “no.” Once the EDT has answered “no” to any of the five questions, they have determined that the child is not a child with autism. If this occurs, the EDT should stop moving through those five questions. If the EDT either is not considering another potential eligibility category or has already completed the “Determine the presence of a disability” section for other potential categories, the EDT should move to the “Determination of eligibility for special education and related services” section of the worksheet. At this point, the EDT will document the determination that “The child is not eligible under the eligibility category of autism.” They also need to indicate why that decision was reached by indicating either that the child doesn’t have autism or that a different category best describes the child’s disability. The process then stops for this eligibility category.

The response to all of the five questions in this section of the worksheet must be “yes” in order to proceed to the section of the worksheet, “Determination of the need for specially designed instruction.” Remember, if you have even one “no” response, you skip over the “Determination of the need for specially designed instruction” section.

[Slide 39]: To determine the need for specially designed instruction, using the assessment and evaluation data collected, the EDT must determine if, as a result of autism, the child requires special education and related services in one or more areas outlined in IDEA.

[Slide 40]: These areas include: being involved in and making progress in the general education curriculum or developmentally appropriate activities; participating in extracurricular and other nonacademic activities; and/or being educated and participating with other children with and without disabilities. The EDT must answer “yes” to at least one of the questions in this section of the worksheet to say that the child requires specially designed instruction because of needs resulting from autism.

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[Slide 41]: After answering these three questions, the EDT moves into the final phase of the eligibility determination process—documenting the final eligibility determination decision. This section of the worksheet, “Determination of eligibility for special education and related services,” allows EDTs to document that either the child is eligible for special education and related services under the category of autism, is not eligible under the category of autism, or that more information needs to be collected to make a determination.

[Slide 42]: If the EDT determines that the results of the evaluation indicate that the child requires specially designed instruction as a result of autism, the child would be eligible under the category of autism.

[Slide 43]: If the EDT determines that the child is not eligible under the category of autism, they must indicate the rationale for that decision by checking one of the four options within that decision. These options allow EDTs to document either that the child doesn’t have autism or any other disability, that the child does not have autism, but is eligible under another eligibility category, that the child has autism but another eligibility category better describes the child’s primary disability, or that the child has autism, but doesn’t demonstrate a need for specially designed instruction. This section allows for the documentation that a different eligibility category better describes the primary disability.

EDTs should clearly read the questions presented on the worksheet and determine which situation most accurately describes the child being evaluated. Any child who is found to be “not eligible” for special education and related services must be referred to the SAT.

Finally, if the EDT is unable to make an eligibility determination, they may identify additional information that need to be gathered. They would then reconvene later to make the final eligibility determination decision.

[Slide 44]: Reevaluation and Discontinuation of Services

The Reevaluation worksheets in the NM TEAM will support the EDT through the documentation and decision-making process during reevaluations.

EDTs should remember that with appropriate supports, a child with autism will likely demonstrate improved skills and abilities, so the intensity of their supports may need to be adapted. It is important to avoid prematurely discontinuing special education and related services for a child with autism, because they likely will have some long-term support needs. Monitoring of social skills, behavior, communication, current levels of academic performance, and independence may continue to be necessary, even if special education supports are discontinued.

[Slide 45]: Closing

Thank you for participating in this NM TEAM training module. We hope this information has been helpful in clarifying and expanding on the information presented in the manual.