

## Autism Referral Process

1. Teacher/Parent suspects a student may have autism
2. Principal schedules Staffing to complete Autism Pre-Referral Staffing Form
  - a. Members needed for Staffing:
    - i. Principal
    - ii. Parents
    - iii. ISD School Psychologist
    - iv. ISD Speech Therapist
    - v. ISD School Social Worker
    - vi. General Education Teacher
    - vii. Special Education Teacher (if student currently receives Resource Room services)
    - viii. Any other current ISD Special Education Providers
3. Conduct Staffing and complete Pre-Referral Staffing Form & Autism Quadrant Form
4. Following a completion of Pre-Referral Staffing Forms
  - a. If data supports suspicion of Autism in an Educational Setting, Staffing Team will complete a REED
    - i. Following completion of REED, Principal will send REED and any private evaluations to the ISD
  - b. If data does not support a Special Education Referral, Team will recommend interventions and continue Staffings to determine that interventions are meeting the needs of the student

# Autism Pre-Referral Staffing Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

District: \_\_\_\_\_

Attendees: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Medical History/Info: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Private Evaluations/Services/Counseling: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Special Education Evaluations/Services: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Academic Interventions: \_\_\_\_\_

\_\_\_\_\_

Behavior Interventions: \_\_\_\_\_

\_\_\_\_\_

Social Interventions: \_\_\_\_\_

\_\_\_\_\_

# Autism Quadrant Form

<b>Social</b>	<b>Communication</b>
<b>Behavior</b>	<b>Sensory</b>

# Autism Quadrant Form Thinking Points & Examples

<b>Social</b>	<b>Communication</b>
<ul style="list-style-type: none"> <li>• Are their social interactions limited to adults only?</li> <li>• Look at play/nonacademic activities with peers, adults, and with objects</li> <li>• Note social interactions (ie, seating preference, initiation with peers, groups, crowds, unfamiliar people/places)</li> <li>• Observe nonverbal behaviors (ie body postures, proximity to others)</li> <li>• Do they augment communications with gestures, eye contact, visual confirmation</li> <li>• Do nonverbal behaviors match emotional content (ton of voice, facial expressions, body language)</li> <li>• How do they interpret others' behaviors/emotions? How do they decode social cues (ie, look on teacher's face, tone of voice, gestures)</li> <li>• Do they understand different points of view?</li> <li>• Do they do things that annoy others? What?</li> </ul>	<ul style="list-style-type: none"> <li>• How do they communicate their needs/wants?</li> <li>• What is the quality of their verbal communication? (vocal tone, volume, rise &amp; fall/prosody, speed)</li> <li>• How do they participate in the conversation? Do they take turns? Do they elaborate/maintain/expand?</li> <li>• How do they initiate interactions &amp; conversations?</li> <li>• Can they maintain conversation they don't initiate or about topics not of interest?</li> <li>• How do they participate in conversations, small group discussions, whole class discussions?</li> <li>• Do topics of interest permeate their conversations of speech?</li> <li>• Can they answer questions with a relevant/appropriate response?</li> <li>• Do they echo or use echolalia (immediate or delayed)</li> <li>• Do they repeat or ask questions without really wanting or attending to the answer?</li> </ul>
<b>Behavior</b>	<b>Sensory</b>
<ul style="list-style-type: none"> <li>• Are they strongly rule governed?</li> <li>• How does he/she handle conflict?</li> <li>• How do they respond to change (ie, new activities, new people, new materials, new ideas)</li> <li>• Look for subtle as well as obvious behaviors that interfere with interactions and environment (self-stimulatory behaviors or restricted areas of interest)               <ul style="list-style-type: none"> <li>○ Obvious Examples: spinning all objects whenever possible</li> <li>○ Subtle Examples: low humming, labelling cars/electronics, repeating messages</li> </ul> </li> <li>• Look at how they respond to directions, consequences, criticism</li> <li>• Is their behavior intentional and functional?</li> <li>• Do they persevere to the point of interference with learning and interacting?</li> <li>• Do they exhibit echoing behavior (imitation)?</li> <li>• Look for social behaviors and note them in this area</li> </ul>	<ul style="list-style-type: none"> <li>• How do they tolerate their environment? (noise level, physical structure, visual stimulation, activity of others, etc)</li> <li>• Consider their proximity to other people; peers &amp; adults (posture, sitting on or near others, etc)</li> <li>• Activity level (bouncing leg, chewing on objects) during active times &amp; quiet times (ie, during "specials", silent reading, etc)</li> <li>• Is there something that this individual does constantly? (ie, chewing on shirt, puts stuff in mouth, rocking, etc)</li> <li>• Is there something they avoid? (ie, cafeteria, gym class, writing)</li> <li>• To what types of activities do they gravitate?               <ul style="list-style-type: none"> <li>○ Tactile: always seeking playdoh, water or oral</li> <li>○ Movement (proprioceptive): seeks swinging, jumping</li> </ul> </li> </ul>