

# Missouri Division of Special Education Compliance Standards & Indicators

## 600-ELIGIBILITY CRITERIA: Autism

Legal Requirement	Indicators	Documentation
NOTE: Basis for legal requirements found in the <i>Missouri State Plan for Special Education</i> , Section III Fed. Regulations 300.8, 300.306		
<b>600.10</b> Evaluation procedures include:	<p>The evaluation report documents the use of <b>all</b> of the following procedures to address the areas of concern:</p> <ul style="list-style-type: none"> <li><b>600.10.a.</b> Review of medical records,</li> <li><b>600.10.b.</b> Observation of the child’s behavior across multiple environments</li> <li><b>600.10.c.</b> An in-depth social history</li> </ul> <p>NOTE: The in-depth social history may include a developmental history, significant life events, and/or reports from parents, physicians and teachers.</p>	Evaluation report
<b>600.20</b> Disturbance of the communication process:	<p>The evaluation report documents disturbances of speech, language-cognitive development, and nonverbal communication in <b>one (1) or more</b> of the following:</p> <ul style="list-style-type: none"> <li><b>600.20.a.</b> Abnormalities that extend beyond speech to many aspects of the communication process</li> <li><b>600.20.b.</b> Absence of communicative language or, if present, language lacks communicative intent</li> <li><b>600.20.c.</b> Characteristics involve both deviance and delay</li> <li><b>600.20.d.</b> Deficits in the capacity to use language for social communication, both receptive and expressive</li> </ul>	Evaluation report
<b>AND</b>		
<b>600.30</b> Disturbance in the capacity to relate appropriately:	<p>The evaluation report documents a deficit in the child’s capacity to relate appropriately to people, events or objects through <b>one (1) or more</b> of the following ways:</p> <ul style="list-style-type: none"> <li><b>600.30.a.</b> Evidence of abnormalities in relating to people, events, or objects</li> <li><b>600.30.b.</b> Deficits in capacity to form relationships with people</li> <li><b>600.30.c.</b> Use of objects in an age-appropriate or functional manner are absent, arrested, or delayed</li> <li><b>600.30.d.</b> Seeks consistency in environmental events to the point of exhibiting rigidity in routines</li> </ul>	Evaluation report
<b>600.40</b> Adverse effect on educational performance:	<ul style="list-style-type: none"> <li><b>600.40.a.</b> The evaluation report documents all areas in which the child’s autism adversely affects her/his educational performance.</li> <li><b>600.40.b.</b> The documentation includes a description of the educational concerns.</li> </ul>	Evaluation report

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<b>600.50</b> Autism is not a result of other factors:	<b>600.50.a.</b> The evaluation report documents the results of the evaluation and the team’s conclusion that the child’s autism is not the result of an emotional disability.	Evaluation report
<b>AND, IF APPROPRIATE</b>		
<b>600.60</b> Disturbance of developmental rates and sequences:	The evaluation report documents deficits in the child’s developmental rates and sequences through <b>one (1) or more</b> of the following: <b>600.60.a.</b> Delays, arrests or regressions in physical, social or learning skills <b>600.60.b.</b> Areas of precocious development with other skill areas at normal or extremely depressed rates <b>600.60.c.</b> Skill acquisition does not follow normal developmental patterns	Evaluation report
<b>AND/OR, IF APPROPRIATE</b>		
<b>600.70</b> Disturbance of responses to sensory stimuli:	The evaluation report documents deficits in the child’s responses to sensory stimuli through <b>one (1) or more</b> of the following: <b>600.70.a.</b> Behavior ranges from hyperactive to unresponsive to people and objects and can alternate between these states over periods ranging from hours to months <b>600.70.b.</b> Disturbances in auditory, visual, olfactory, gustatory, tactile and kinesthetic responses <b>600.70.c.</b> Responds to stimulation inappropriately and in repetitive or nonmeaningful ways	Evaluation report