



IROQUOIS SPECIAL EDUCATION ASSOCIATION

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Additional Factors to be considered for Students with a disability on the Autism Spectrum

Date: _____ Student Name: _____ DOB: _____

The IEP team has considered the following factors when developing the IEP for the above named student who has a disability on the autism spectrum (which includes Autistic Disorder, Asperger's Syndrome, Pervasive Developmental Disorder not otherwise specified, Childhood Disintegrative Disorder, and Rett Syndrome):

1. The verbal and nonverbal communication needs of the child

IEP Goals which take this factor into consideration: _____

Supplemental Aids, Supports and/or Accommodations addressing this factor:

_____ This area was considered by the IEP team, however, the team did not deem this a deficit area for this student.

2. The need to develop social interaction skills and proficiencies

IEP Goals which take this factor into consideration: _____

Supplemental Aids, Supports and/or Accommodations addressing this factor:

_____ This area was considered by the IEP team, however, the team did not deem this a deficit area for the student.

3. The needs resulting from the child's unusual responses to sensory experiences.

IEP Goals which take this factor into consideration: _____

Supplemental Aids, Supports and/or Accommodations addressing this factor:

_____ This area was considered by the IEP team, however, the team did not deem this a deficit area for the student.

4. The needs resulting from resistance to environmental change or change in daily routines.

IEP Goals which take this factor into consideration: _____

Supplemental Aids, Supports and/or Accommodations addressing this factor:

_____ This area was considered by the IEP team, however, the team did not deem this a deficit area for this student.

5. The needs resulting from engagement in repetitive activities and stereotyped movements.

IEP Goals which take this factor into consideration: _____

Supplemental Aids, Supports and/or Accommodations addressing this factor:

____ This area was considered by the IEP team, however, the team did not deem this a deficit area for this student.

6. The need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from the autism spectrum disorder.

IEP Goals which take this factor into consideration: _____

Supplemental Aids, Supports, and/or Accommodations addressing this factor:

____ This area was considered by the IEP team, however, the team did not deem this a deficit area for this student.

7. Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.

IEP Goals which take this factor into consideration: _____

Supplemental Aids, Supports and/or Accommodations addressing this factor:

____ This area was considered by the IEP team, however, the team did not deem this a deficit area for this student.

This form is to verify that the factors were taken into consideration. It is not meant to create new entitlement to a service, program, or benefit.