

Autism Spectrum Disorders (ASD)

Multidisciplinary Evaluation Team Members and Responsibilities

School psychologist

* + Cognitive ability and functioning (not required, may be norm referenced or criterion referenced).
  + Academic achievement.
  + Functional skills or adaptive behavior (across various environments from multiple sources).
  + Systematic observation across environments (may also have been done by special education teacher, autism specialist, or other personnel).
  + Review of *social and development history* (provided by school social worker).
  + Review of other data sources (mental health reports, functional behavioral assessment (FBA)/positive behavior intervention plan (PBIP) data, ISTEP+, Acuity and M-Class classroom benchmark assessments, parent information, and sensory-motor reports provided by occupational therapist (OT), speech and language evaluation).

Autism coordinator

* + Systematic observations across environments.
  + Review of other data sources (mental health reports, FBA/PBIP data, ISTEP+, Acuity and M-Class classroom benchmark assessments, parent information, and sensory-motor reports provided by OT, speech and language evaluation).

Special education teacher

* + Systematic observation (in collaboration with autism specialist) across environments.
  + Review of other data sources (mental health reports, FBA/PBIP data, ISTEP+, Acuity and M-Class, classroom benchmark assessments, parent information, and sensory-motor reports provided by OT, speech and language evaluation).

Behavior consultant

* + Systematic observation (in collaboration with autism specialist) across environments.
  + Review of other data sources (mental health reports, FBA/BPIP data, ISTEP+, Acuity and M-Class, classroom benchmark assessments, parent information, and sensory-motor reports provided by OT, speech and language evaluation).

Speech and language pathologist

* + Assessment of receptive, expressive, pragmatic and social communication.
  + Classroom or small group observation of pragmatic and social communication.

Occupational therapist (OT) (is not required to participate in the multidisciplinary team meeting but recommended)

* + Assessment of motor skills and sensory responses.

General education teacher (recommended but not required, report will be the *teacher/counselor information form* and pre-referral general education intervention (GEI) information on interventions)

* + Collaborates with school psychologist, autism consultant, special education teacher, behavior consultant and other evaluators in providing information for assessments, review of records, and student data on academic, social and behavioral performance in the general education setting.

The school psychologist will direct other qualified evaluators to participate when considering other possible areas of eligibility or multiple areas of eligibility:

* Emotional disability teacher (if considering ED eligibility)
* Speech and language pathologist (if considering LSI)
* Behavior consultant (for all students who have behavior impeding learning)
* Mild cognitive disability (MICD) or moderate cognitive disability (MOCD) teacher (if considering cognitive disability)
* Occupational therapist (OT) (for sensory-motor, or technology needs)

All members of the autism multidisciplinary team will produce a written summary of their evaluation and send to the school psychologist within the timeline provided.

All members of the multidisciplinary team should be notified of the date of the M-team meeting at the time they are notified of the evaluation.