

## PROMPTS FOR AUTISM SPECTRUM DISORDER CRITERION 2 INFORMATION

Criterion 2 information is to be completed by the student's teacher with support from the school team. Where more than one teacher provides the student's program, this should be a teacher with an overview of the specific significant education adjustments that are currently in place in all subject areas.

**Criterion 2: The identified Autism Spectrum Disorder results in activity limitations and participation restrictions for the student at school requiring *significant* education adjustments.**

For the purposes of verification, ***significant* education adjustments**:

- are **personalised**
- may benefit all/other students, but are **essential** for the identified student to access and participate in the curriculum, school activities and environment
- must be **specific and targeted** to the identified impairment and the individual student
- include the **range and breadth, frequency and intensity** of adjustments that are currently in place for the student.

**Please note:**

- These prompts are intended as a **guide** to assist school teams in recording the **evidence** required for Criterion 2. Both Criterion 1 and Criterion 2 must be accepted in order to meet departmental requirements for verification.
- It is **not essential** to answer every prompt or to present information in the exact order of the prompts.
- It is only necessary to record information **once** in the most appropriate section.
- Criterion 2 information should be a **summary** demonstrating the **educational impact** of the student's impairment and functioning at school and the associated **significant education adjustments** that are **currently occurring** for the student.
- When describing adjustments **specific, contextual examples** should be provided.
- When providing explicit descriptions or anecdotal information about a student please be mindful of accountability and the document being accessible to various stakeholders, including parents.
- Recommendations provided by private therapists and specialists are relevant to the verification process only when implemented as part of the student's current school program.
- Only information and adjustments pertinent to **Autism Spectrum Disorder and the individual student's functioning** can be taken into consideration.
- Copying and pasting generic lists of adjustments that have not been personalised or contextualised to represent the educational needs of individual students is not appropriate.
- Curriculum planning documents, individualised plans and support timetables **may be attached** to the verification request to support Criterion 2 information. **Please note** it would be expected that individualised planning would be in place for a student requiring **significant education adjustments**.
- It is helpful to be explicit in identifying and describing the role of any **specialist staff** involved in providing or recommending adjustments in response to a student's functioning.
- **Specialist staff includes** special education teachers, heads of special education services, guidance officers, advisory visiting teachers, occupational therapists, speech language pathologists and psychologists.

CURRICULUM	<b>PROMPTS FOR SCHOOL TEAMS</b> <i>Consider the prompts and include information relevant to the verification request.</i>
<b>Achieved Curriculum</b>  <b>Teaching Strategies</b>  <b>Staff Resources</b>  <b>Educational Resources</b>  <b>Specialist Staff Support</b>  <b>Use of Assistive Technology</b>  <b>Assessment/Reporting</b>	<div data-bbox="501 256 2134 328"> <b>Describe the <i>student's functioning</i> (activity limitations and participation restrictions) related to the <b>Autism Spectrum Disorder</b>:</b> </div> <div data-bbox="501 328 2134 363"> Consider relevant curriculum planning documents, assessment, and reports in collating the information for this section. </div> <div data-bbox="501 392 2134 592"> Describe the student's: <ul style="list-style-type: none"> <li>• current achievement levels, strengths and weaknesses within the curriculum in comparison to same age peers</li> <li>• differences in functioning across the learning areas</li> <li>• current developmental levels, information processing and learning styles</li> <li>• learning requirements if engaging in curriculum at a year level different to same age peers</li> <li>• use of assistive technology to support curriculum activities.</li> </ul> </div> <div data-bbox="501 620 2134 783"> Describe the student's ability to: <ul style="list-style-type: none"> <li>• store, retain, recall and generalise information across curriculum activities</li> <li>• interpret, select, plan, research and synthesise information required in curriculum activities</li> <li>• apply knowledge and skills in different contexts or environments</li> <li>• demonstrate flexibility of thinking and ability to focus on areas outside of their personal interests.</li> </ul> </div> <div data-bbox="501 812 2134 847"> Describe any contextual or environmental factors which impact on the student's ability to engage in the curriculum. </div> <div data-bbox="501 876 2134 948"> Provide a summary of the achieved outcomes from any targeted programs implemented to support the student in accessing and achieving curriculum expectations. </div> <div data-bbox="501 967 2134 1007"> <b>Outline the <i>associated significant education adjustments</i> that are currently in place for this student:</b> </div> <div data-bbox="501 1007 2134 1299"> In response to the student's functioning described above, outline the: <ul style="list-style-type: none"> <li>• pedagogical adjustments and strategies additional to classroom differentiations routinely made by teachers</li> <li>• extra resources necessary for the student to access the curriculum</li> <li>• targeted and individualised interventions, adjustments, specialised programs <b>currently occurring</b></li> <li>• role of personnel providing assistance and in which setting/s, including teacher aide/s</li> <li>• strategies implemented on advice from specialist staff (both DETE and outside agencies) to support the student at school</li> <li>• assistive technology useful in allowing the student to access the curriculum (e.g. to accommodate processing, motor, motivational, other needs)</li> <li>• adjustments made to assessment and reporting.</li> </ul> </div> <div data-bbox="501 1327 2134 1385"> Outline the individualised plans currently in place to support the student's engagement in the curriculum. Please note individualised plans may be attached to the verification request to support Criterion 2 information. </div>

COMMUNICATION	<b>PROMPTS FOR SCHOOL TEAMS</b> <i>Consider the prompts and include information relevant to the verification request.</i>
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<b>Receptive</b>	Describe the <b>student's functioning</b> (activity limitations and participation restrictions) related to the <b>Autism Spectrum Disorder</b> :
<b>Expressive</b>	When completing this section, consider the student's communication skills compared with their same age peers and any contextual or environmental factors impacting the student's ability to communicate within the school environment.
<b>Pragmatics</b> (language use)	Describe how the student demonstrates their understanding of language and uses language to communicate:
<b>Speech</b>	<ul style="list-style-type: none"> <li>• in the classroom</li> <li>• in other learning environments</li> <li>• to meet personal needs</li> <li>• to receive information appropriately (comprehension)</li> <li>• when processing and following instructions</li> <li>• to convey information/thoughts appropriately</li> <li>• in formal and social conversation</li> <li>• when metaphors and literal language are used</li> <li>• when interpreting gestures and non-verbal body cues and language</li> <li>• with familiar and unfamiliar peers and adults within the school environment.</li> </ul>
<b>Specialist Staff Support</b>	Describe any requirement for alternative or augmentative communication to facilitate effective communication.
	Describe the specialist support staff involved in the development of strategies specific to addressing the student's communication needs at school.
	Outline the <b>associated significant education adjustments</b> that are currently in place for this student:
	In this section outline the targeted interventions and associated significant adjustments specific to communication needs as identified across the areas of <b>receptive, expressive, pragmatics, speech</b> and <b>specialist support staff</b> .
	<p>In response to the student's functioning described above, outline the:</p> <ul style="list-style-type: none"> <li>• extra resources necessary to allow the student to communicate</li> <li>• targeted and individualised interventions, adjustments, specialised programs <b>currently occurring</b></li> <li>• role of personnel providing assistance and in which setting/s, including teacher aide/s</li> <li>• strategies implemented on advice from specialist staff (both DETE and outside agencies, including speech-language pathologists) to support the student at school</li> <li>• assistive technology allowing the student to communicate</li> <li>• strategies in place to assist with speech sound production.</li> </ul>
	Outline the individualised plans currently in place to support the student's communication. Please note individualised plans may be attached to the verification request to support Criterion 2 information.

SOCIAL PARTICIPATION/ EMOTIONAL WELLBEING	<b>PROMPTS FOR SCHOOL TEAMS</b> <i>Consider the prompts and include information relevant to the verification request.</i>
<b>Social/Interaction Skills</b>  <b>Self-Regulation Strategies</b>  <b>Individualised Plans</b>  <b>Use of Social Development Resources</b>  <b>Specialist Staff Support</b>	<p>Describe the <b>student's functioning</b> (activity limitations and participation restrictions) related to the <b>Autism Spectrum Disorder</b>:</p> <p>When completing this section, consider the student's social skills and emotional wellbeing compared with their same age peers and any contextual or environmental factors impacting on the student's ability to socialise and self-regulate within the school environment</p> <p>Describe the student's social/interaction skills including:</p> <ul style="list-style-type: none"> <li>• ability to learn and develop socially appropriate skills</li> <li>• reciprocity in conversations and/or ability to share and take turns</li> <li>• understanding the consequences of actions</li> <li>• ability to relate to others socially - interpret, consider others' thoughts and feelings and/or predict social situations and responses</li> <li>• friendship skills, participation in recreational activities</li> <li>• maintaining socially appropriate behaviour in a range of settings, e.g. breaks, transitions and free time</li> <li>• ability to make decisions, request assistance and/or solve problems.</li> </ul> <p>Describe the student's self-management strategies including:</p> <ul style="list-style-type: none"> <li>• emotional regulation skills (understanding self and appropriate coping strategies)</li> <li>• anger/aggression management and/or conflict resolution</li> <li>• taking responsibility for actions</li> <li>• ability to cope with non-preferred activities.</li> </ul> <p>Describe any anxious, repetitive, rigid and/or obsessive behaviour.</p> <p>Outline the <b>associated significant education adjustments</b> that are currently in place for this student:</p> <p>In response to the student's functioning described above, outline the:</p> <ul style="list-style-type: none"> <li>• targeted and individualised interventions, adjustments and specialised programs <b>currently occurring</b></li> <li>• role of personnel providing assistance and in which setting/s, including teacher aide/s</li> <li>• individual or small group programs being implemented to assist and improve the student's social skills, self-esteem, ability to cope with the school day</li> <li>• individualised resources/visuals (e.g. 'what to do' stories, incident reports, social 'scales')</li> <li>• school-based social/emotional programs in place that the student requires individual additional support to access</li> <li>• alternative environments accessed by the student to assist self-regulation</li> <li>• strategies implemented on advice from specialist staff (both DETE and outside agencies, e.g. AVT ASD, AVT Behaviour, Guidance Officer, Autism Queensland consultant) to support the student at school.</li> </ul> <p>Outline the individualised plans currently in place to support the student's social participation and emotional wellbeing. Please note individualised plans may be attached to the verification request to support Criterion 2 information.</p>

LEARNING ENVIRONMENT/ ACCESS	<b>PROMPTS FOR SCHOOL TEAMS</b> <i>Consider the prompts and include information relevant to the verification request.</i>
<b>Classroom and Non-Classroom Environment</b>  <b>Organisational skills</b>  <b>Sensory Needs</b>  <b>Transition Skills</b>  <b>Specialist Staff Support</b>	<div data-bbox="499 252 2130 323"> <p>Describe the <b>student's functioning</b> (activity limitations and participation restrictions) related to the <b>Autism Spectrum Disorder</b>:</p> </div> <div data-bbox="499 323 2130 834"> <p>When completing this section, consider the student's ability to access the learning environment compared with their same age peers and any contextual or environmental factors impacting on the student's ability to access the school environment.</p> <p>The learning environment includes both classroom and non-classroom environments, including special education and learning support areas, the playground and assembly.</p> <p>Describe the student's:</p> <ul style="list-style-type: none"> <li>responsibility for belongings and self</li> <li>attention and concentration</li> <li>response to sensory input, e.g. noise, lights, textures, smells, proximity, taste</li> <li>decision-making ability</li> <li>ability to transition from one task or activity to another</li> <li>ability to transition from one setting to another, e.g. class to playground, class to specialist lesson, school to work experience</li> <li>use of assistive technology and specialist equipment</li> <li>ability to organise themselves and function independently.</li> </ul> </div> <div data-bbox="499 834 2130 874"> <p>Outline the <b>associated significant education adjustments</b> that are currently in place for this student:</p> </div> <div data-bbox="499 874 2130 1090"> <p>In response to the student's functioning described above, outline the:</p> <ul style="list-style-type: none"> <li>adjustments responding to the student's individual needs additional to classroom differentiations that are routinely made by staff</li> <li>targeted and individualised interventions, adjustments, specialised programs <b>currently occurring</b></li> <li>role of personnel providing assistance and in which setting/s, including teacher aide/s</li> <li>strategies implemented on advice from specialist staff (both DETE and outside agencies) to support the student at school</li> <li>changes made to the physical environment to support sensory, organisational or motor challenges.</li> </ul> </div> <div data-bbox="499 1090 2130 1169"> <p>Outline the individualised plans currently in place to support the student's access to the learning environment. Please note individualised plans may be attached to the verification request to support Criterion 2 information.</p> </div>

HEALTH AND PERSONAL CARE, SAFETY	<b>PROMPTS FOR SCHOOL TEAMS</b> <i>Consider the prompts and include information relevant to the verification request.</i>
<b>Health Management</b>  <b>Risk Management</b>  <b>Self-Care Skills</b>  <b>Specialised Self-Care Procedure</b>  <b>Individualised Plans</b>  <b>Specialist Staff Support</b>	Describe the <b>student's functioning</b> (activity limitations and participation restrictions) related to the <b>Autism Spectrum Disorder</b> :
	When completing this section, consider the student's health and safety needs compared with their same age peers and any contextual or environmental factors impacting on the student's ability to participate in school activities.
	Describe the student's: <ul style="list-style-type: none"> <li>• behaviours placing their own or others' safety at risk</li> <li>• personal and/or self-care skills</li> <li>• specialised health support/procedures (including degree and frequency)</li> <li>• individualised eating, drinking and dietary requirements</li> <li>• individualised essential hygiene routines</li> <li>• medications prescribed in relation to anxiety, concentration, at-risk behaviours, Autism Spectrum Disorder related medical conditions.</li> </ul>
	Outline the <b>associated significant education adjustments</b> that are currently in place for this student:  In response to the student's functioning described above, outline the: <ul style="list-style-type: none"> <li>• targeted and individualised interventions, adjustments, specialised programs <b>currently occurring</b></li> <li>• role of personnel providing assistance and in which setting/s, including teacher aide/s</li> <li>• strategies implemented on advice from specialist staff (both DETE and outside agencies) to support the student at school.</li> </ul> Outline the individualised plans currently in place to support the student's health, personal care and safety. Please note individualised plans may be attached to the verification request to support Criterion 2 information.