

## ANNOTATED DESCRIPTOR FOR MODERATE AUTISM SPECTRUM DISORDER (ASD)

### LEVEL 2

#### ***Funding Guideline Criteria***

The student has a diagnosis of an ASD that is expressed in significant difficulties with social interaction, verbal and non-verbal communication, and a narrow pre-occupation with a fixed range of interests and activities. Secondly, the student may have a significant cognitive disability or delays in adaptive skill development and require assistance with activities of daily living during the school day. The student also demonstrates persistent patterns of behaviour that interfere with his/her ability to learn. The student requires specific adaptations and instruction for a major portion of the school day.

#### ***Descriptors***

##### Student Profile

- A diagnosis of an ASD by a qualified clinician (summarize diagnosis or description of other co-existing conditions) including dates and evaluator.
- Confirmation of cognitive ability/potential (including adaptive skills)
- Concrete and concise descriptions of the student's abilities in the areas of
  - Social skills
  - Communication (verbal and non-verbal)
  - Academics
  - Self care/independent living
- Concrete and concise descriptions of behaviour(s) that limit the student's potential to learn or participate in school or community activities.

##### Resource Profile

- Specify student's programming needs throughout the day (i.e. adaptations and/or modifications or individualized programming).
- Specify training or intervention required for self-direction, independent skills, behaviour, communication and academics. Indicate roles of support personnel (e.g., clinicians, specialists, teacher assistants).
- Identify Division, school and/or outside supports needed. Indicate nature of support, including amount of time, types of materials (e.g., respite, therapy).