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Guidelines for Communication with Autism Team



1. Contact any of the team members with concerns or questions about general issues such as referral, red-flags, evidence based practices, etc.
2. If a referral for an evaluation is being considered, please contact tricia.west@k12.sd.us to determine if the category of autism should be considered by the team as a possible category of disability. There may be several courses of action that could be taken, including: observation, screening, evaluations in other suspected categories of disability first, or a direct referral for evaluation.
3. Contact Tricia.west@k12.sd.us **prior** to parents signing permission for evaluation on ANY student to be sure that the autism team can meet timelines. Tricia will provide you with a tentative date for evaluation.

****Special education teachers are highly encouraged to observe skills based evaluation and collaborate with the team in identifying areas of strength and areas of need. Please let Tricia know at the time of scheduling if there is a time/date that would work best for securing teacher participation in the evaluation.**

4. After given the okay for permission to evaluate by the team coordinator, please check to be sure all areas of evaluation are covered on the prior notice for evaluation, and in the case of reevaluations, that appropriate tests are pulled forward. Additional guidance can be found in the IEP technical assistance guide page 73.
5. Please e-mail the permission to evaluate to Tricia.
6. Prior to the MDT meeting, an autism team member will communicate with the case manager about whether or not the student will/will not likely meet the criteria for the educational disability category of autism.
7. Invite team members to the MDT/IEP meeting. We can provide guidance in answering questions such as: Are there any special communication needs? Does behavior impede learning? What strategies are required to address behavior including positive behavior supports and behavioral interventions? What would an appropriate social goal look like? Appropriate modifications and accommodations?
8. The team is also available for technical assistance in implementing evidence based practices in the area of autism. In the past, we have done in-services to large or small groups of teachers/staff, peer training/general information about autism, individual consultation on specific strategies with teachers/parents. We also have a large library of materials available to loan to teachers/staff, including specific social curriculums.