

## HARVARD PUBLIC SCHOOLS

### PROCEDURES DURING TEAM MEETINGS WHEN A STUDENT HAS A DIAGNOSIS OF AUTISM

#### **Background:**

Massachusetts General Law c. 71B, S3, which was enacted in 2006, requires that IEP Teams consider and address the following topics in the IEP discussion the certain specific needs of students with disabilities on the autism spectrum:

1. Verbal and nonverbal communication needs of the student.
2. The need to develop social interaction skills and proficiencies.
3. The needs resulting from resistance to environmental change or change in daily routines.
4. The needs resulting from engagement in repetitive activities and stereotyped movements.
5. The need for positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder.
6. Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.

#### **Procedures During Team Meeting:**

The facilitator of the Team meeting will ensure that each area is addressed during the discussion. The Team will determine if any of the six areas is an area of need. If it is an area of need, it will be addressed in the IEP through an accommodation, modification, goal, or service, as appropriate.

The facilitator of the meeting uses a checklist to document that each area was addressed.