

Autism Spectrum Disorder
Cross Walk for OAR 581-015-2000 Definitions
Revisions will be implemented on 1-1-2019

Old Definition	New Definition
<p>(a) "Children with disabilities" or "students with disabilities" means children or students who require special education because of autism; communication disorders; deafblindness; emotional disturbances; hearing impairment, including deafness; intellectual disability; orthopedic impairments; other health impairments; specific learning disabilities; traumatic brain injuries; or visual impairments, including blindness.</p>	<p>(a) "Children with disabilities" or "students with disabilities" means children or students evaluated in accordance with OAR 581-015-2100 through 581-015-2180 as having autism spectrum disorder; communication disorder; deafblindness; emotional disturbance; hearing impairment, including deafness; intellectual disability; orthopedic impairment; other health impairment; specific learning disability; traumatic brain injury; or visual impairment, including blindness, and who, by reason thereof, need special education and related services.</p> <p>(A) If it is determined through an appropriate evaluation in accordance with OAR 581-015-2100 through 581-015-2180, that a child has one of the disabilities identified in section (4) above, but only needs a related service and not special education, the student is not a student with a disability under this OAR.</p> <p>(B) If, consistent with OAR 581-015-2000 (29), the related service required by the child is considered special education rather than a related service, the child would be determined to be a child with a disability under this OAR.</p>
<p>(a) "Autism" means a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects a child's educational performance. Other characteristics that may be associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Essential features are typically but not necessarily manifested before age three. Autism may include autism spectrum disorders such as but not limited to autistic disorder, pervasive developmental disorder, not otherwise specified, and Asperger's syndrome. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. However, a child who qualifies for special education under the category of autism may also have an emotional disturbance as a secondary disability if the child meets the criteria under emotional disturbance.</p>	<p>"Autism Spectrum Disorder" means a developmental disability that includes persistent deficits in social communication and social interaction across multiple contexts; restricted, repetitive patterns of behavior, interests, or activities. Characteristics are generally evident before age three but may not become fully evident until social demands exceed limited capacities, or may be masked by learned strategies. Characteristics cause educationally and developmentally significant impairment in social, occupational, or other important areas of current functioning. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. However, a child who qualifies for special education under the category of autism spectrum disorder may also have an emotional disturbance as a secondary disability if the child meets the criteria under emotional disturbance. The term "Autism Spectrum Disorder" is equivalent to the term "autism" used in ORS 343.035 and in 34 CFR §300.8.</p>
<p>No previous definition for "Developmental History"</p>	<p>"Developmental History" means gathering information regarding the following: the child's prenatal and birth history, including prenatal exposure to alcohol, prescription and non-prescription medications, or other drugs; meeting of developmental milestones; socialization and behavioral patterns; health and physical/medical history; family and environmental factors; home and educational performance; trauma or significant stress experienced by the child; and the display of characteristics of any additional learning or behavioral problems.</p>

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Revisions will be implemented on 1-1-2019

Old Evaluation Components	New Evaluation Components
<ul style="list-style-type: none"> • Developmental Profile • Observations. At least three observations of the child's behavior, at least one of which involves direct interactions with the child. The observations must occur in multiple environments, on at least two different days, and be completed by one or more licensed professionals knowledgeable about the behavioral characteristics of autism spectrum disorder. • Communication Assessment • Medical Examination/Health Assessment • Social Communication Assessment • Behavior Rating Tool • Additional assessment to determine impact of disability • Additional assessments to determine educational needs 	<ul style="list-style-type: none"> • Developmental History • Information from parent regarding historical or current characteristics associated with ASD • Observations. Three observations of the child's behavior; at least one of which involves direct interactions with the child, and at least one of which involves direct observation or video of the child's interactions with one or more peers in an unstructured environment when possible, or with a familiar adult. The observations must occur in multiple environments, on at least two different days, and be completed by one or more licensed professionals knowledgeable about the behavioral characteristics of autism spectrum disorder. • Social Communication Assessment • Standardized Autism Identification Tool • Medical Examination/Health Assessment (required birth to 5, as needed 5 to 21) • Vision Screening • Hearing Screening • Additional assessment to determine impact of disability • Additional assessments to determine educational needs

Old Criteria	New Criteria
<p>The team must have documented evidence that the child demonstrates all of the characteristics listed</p> <ul style="list-style-type: none"> • Characteristic of an autism spectrum disorder <ul style="list-style-type: none"> ○ Communication ○ Social Interactions ○ Patterns of Behavior, Interest, and/or Activities that are Restricted, Repetitive, or Stereotypic ○ Unusual Responses to Sensory Experiences • Inconsistent or discrepant with the child's development in other areas; <ul style="list-style-type: none"> ○ Communication ○ Social Interactions ○ Patterns of Behavior, Interest, and/or Activities that are Restricted, Repetitive, or Stereotypic ○ Unusual Responses to Sensory Experiences • Documented over time and/or intensity <ul style="list-style-type: none"> ○ Communication ○ Social Interactions ○ Patterns of Behavior, Interest, and/or Activities that are Restricted, Repetitive, or Stereotypic ○ Unusual Responses to Sensory Experiences 	<p>All three social communication deficits:</p> <ul style="list-style-type: none"> • Social-emotional reciprocity • Nonverbal communicative behaviors used for social interactions • Development, maintaining, and understanding relationships <p>Two of the four restricted, repetitive patterns of behavior, interests, or activities:</p> <ul style="list-style-type: none"> • Stereotyped or repetitive motor movements, use of objects, or speech; • Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior; • Highly restricted, fixated interests that are abnormal in intensity or focus; or • Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment.

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Old-- the team determined that:	New-- the team determined that:
<ul style="list-style-type: none"> • Adverse impact on child's developmental progress (3 to 5) or educational performance (5 to 21). • The child needs special education services. • Not due to a lack of appropriate instruction in reading, including the essential components of reading instruction. • Not due to a lack of appropriate instruction in math. • Not due to limited English proficiency. • Currently eligible as a student with an emotional disturbance (ED) the team has determined that ASD is the primary disability. 	<ul style="list-style-type: none"> • The child demonstrates characteristics of autism spectrum disorder. • The characteristics of autism spectrum disorder are not better described by another established or suspected eligibility for special education services. • The child does not have a primary disability of Emotional Disturbance. A child may not be eligible for special education services on the basis of an autism spectrum disorder if the child's primary disability is an emotional disturbance. However, a child with autism spectrum disorder as primary disability may also have an emotion disturbance as a secondary disability. • Adverse impact on child's developmental progress (3 to 5) or educational performance (5 to 21), not applicable for birth to 3. • The child needs special education services as a result of the disability. • Not due to a lack of appropriate instruction in reading, including the essential components of reading instruction • Not due to a lack of appropriate instruction in math • Not due to limited English proficiency.