

ASD Eligibility Criteria OAR Revisions

Going into effect January 1, 2019

FREQUENTLY ASKED QUESTIONS

“I heard that the new educational criteria more closely align with the medical DSM-5 diagnostic criteria. Does this mean that having a medical diagnosis is the same as having an educational eligibility?”

No. An educational eligibility remains distinct from a medical diagnosis. Although the educational criteria is now aligned with the medical model, an education evaluation must go further to establish the need for specially designed instruction (SDI) and related services.

“We have documentation of a medical/clinical evaluation diagnosing ASD. May we use components from this evaluation to meet certain procedural requirements?”

Yes. For example, if the team obtains a clinical report completed by a clinician that includes results from an Autism Spectrum Rating Scales (ASRS), the team may use the results to meet the requirement for a Standardized Autism Identification Tool. Take care to ensure the evaluation was completed recently enough to reflect the child’s current performance.

“What is the speech-language pathologist’s role on the evaluation team?”

The SLP is responsible for completing the social communication assessment (SCA), alongside team members who are responsible for completing other components. The other evaluation team members play an important role in evaluating core social communication deficits associated with ASD. Each team member contributes their insights in determining eligibility across all seven domains. The SLPs view regarding the presence or absence of social communication deficits associated with ASD holds neither more or less sway than the other evaluation team member.

“When a child comes up for re-evaluation and was made eligible under the previous criteria, can we re-establish eligibility using only previously completed assessments (i.e. “rollover” components from the previous eligibility to the new)?”

No. Due to additions to the required components, the team will have to convene an evaluation planning meeting and obtain consent for the components needed to meet the new criteria in effect as of January 1, 2019. Remember that the team may carry forward previously completed evaluation components that align with the new criteria.

“How is the new criteria likely to change the number of children found eligible with ASD?”

ODE presented information to the state board indicating a significant change is not anticipated.

“A student is transitioning from ECSE to kindergarten. Do we have to re-evaluate using the new criteria?”

No. A re-evaluation will be done using the new criteria at the next triennial review. For example, if the student was made eligible at age 3 years, the re-eligibility will be conducted when he is 6 years old, but may be conducted earlier if the team so decides.