

## Autism Spectrum Disorder

### Definition

Autism Spectrum Disorder (ASD) is 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 autistic disorder, pervasive developmental disorder (not otherwise specified), and Asperger's syndrome. (While Asperger's is no longer included in the DSM-V, students may present with prior diagnoses of Asperger's and meet the educational eligibility criteria for Autism Spectrum Disorder.)

### Criteria for Eligibility

To be eligible as a student with ASD, the team must have documented evidence that the student has all four of the following characteristics of autism spectrum disorder, documented over time and intensity, and inconsistent or discrepant with the student's development in other areas: (1) Impairments in communication; (2) Impairments in social interaction; (3) Patterns of behavior, interests or activities that are restricted, repetitive, or stereotypic; and (4) Unusual responses to sensory experiences. The condition must have an adverse impact on the student's educational performance, and the student must need special education services as a result of the disability.

### Evaluation Requirements

The evaluation must include the following:

<b>Medical Professional</b>	<input type="checkbox"/> A medical report or a health assessment statement indicating whether there are any physical or sensory factors that may be affecting the student's educational performance (a medical diagnosis of ASD is not required)
<b>Student Support Team</b>	<input type="checkbox"/> File review <input type="checkbox"/> Teacher/staff interview (optional) <input type="checkbox"/> Developmental History (Parent Interview and/or portions of the ASD

<p><b>Student Support Team (Continued)</b></p>	<p>Rating Scale) that describes the student's historical and current characteristics associated with ASD.</p> <ul style="list-style-type: none"> <li>❑ At least three 20-minute observations of the child's behavior in multiple environments by an educator knowledgeable in ASD. One of these observations must take place during direct interaction with the Observer.</li> <li>❑ ASD Rating Scale Assessments to determine the impact of the suspected disability. Additional evaluations or assessments that are necessary to identify the child's educational needs completed by a support specialist.</li> </ul>
<p><b>Speech Language Pathologist</b></p>	<ul style="list-style-type: none"> <li>❑ Assessment of communication addressing communication characteristics of ASD (includes but not limited to measures of language, semantics and pragmatics)</li> </ul>

## Communication Disorder

### Definition

“Communication Disorder” is the impairment of speech articulation, voice, fluency, or the impairment of development of language comprehension and/or expression, or the impairment of the use of a spoken or other symbol system that adversely affects educational performance. The language impairment may be manifested by one or more of the following components of language: morphology, syntax, semantics, phonology, and pragmatics.

### Criteria for Eligibility

To be eligible as a student with CD, the student must meet the criteria for one of these communication disorders:

- (1) Voice disorder;
- (2) Phonology or articulation disorder;
- (3) Fluency disorder; or
- (4) Syntax, morphology, pragmatic or semantic disorder.

The condition must have an adverse impact on the student’s educational performance, and the student must need services as a result of the disability.

<b>Speech Language Pathologist</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> A standardized assessment of articulation and/or phonological processes and a speech sample.</li><li><input type="checkbox"/> An evaluation or screening of the child’s hearing acuity and, if indicated, a measure of middle ear functioning.</li><li><input type="checkbox"/> For a suspected disorder in syntax, morphology, semantics, or pragmatics, a representative language sample and standardized test(s) assessing language comprehension and expression.</li><li><input type="checkbox"/> For a suspected fluency disorder, an observation in at least two settings and a standardized measurement by a speech and language pathologist</li></ul>
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## Other Health Impairment

### Definition

“Other Health Impairment” is having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, due to chronic or acute health problems. Such health problems could include, but are not limited to: a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, Tourette’s syndrome, or attention deficit/hyperactivity disorder.

### Criteria for Eligibility

The student support team may determine a student is eligible in the category of Other Health Impairment if the student meets the above definition. The condition must be permanent or expected to last more than 60 days. The condition must have an adverse impact on the student’s educational performance, and the student must need special accommodations as a result of the disability.

### Evaluation Requirements

The student support team must include at least one professional knowledgeable and experienced in the evaluation of students with the suspected disability, the student’s regular teacher (if unavailable a general education teacher qualified to teach a student at his or her age) and a person qualified to conduct individual diagnostic assessment such as; a school psychologist, speech language pathologist, learning specialist or other qualified individual. The evaluation must include the following:

<b>Student Support Specialist</b>	<input type="checkbox"/> Review cum file and active file with other student records
<b>School psychologist</b>	<input type="checkbox"/> Evaluation of emotional/behavioral status developmental and social history <input type="checkbox"/> The completion of at least two behavior rating scales (one of which must be standardized) by at least two adults
<b>Medical Professional</b>	<input type="checkbox"/> A medical statement or health assessment statement indicating a

	diagnosis of a health impairment or a description of the health impairment, its expected duration, needs for medical attention, and any recommendations for restriction from activity or for health management in school.
<b>Student Support Specialist</b>	<input type="checkbox"/> Assessment of the health impairment impact on the student's educational performance.

## Specific Learning Disability

### Definition

A specific learning disability (SLD) is a disorder in one or more of the basic psychological processes which results in academic achievement that does not meet Oregon grade level standards in one or more of the following areas, when provided with appropriate instruction: basic reading skills; reading fluency skills; reading comprehension; mathematics calculation; mathematics problem-solving; written expression; oral expression and listening comprehension. (Oral expression and listening comprehension are more typically addressed under Communication Disorder.)

### Criteria for Eligibility – Pattern of Strengths and Weaknesses

For patterns of strengths and weaknesses evaluations, teams must complete standardized, norm-referenced achievement tests, tests of basic psychological processes, and other assessment of basic psychological processes. A pattern of strengths and weaknesses relevant to the identification of a specific learning disability means that assessment and other data shows that the student has at least one area of academic weakness that is aligned with at least one area of related cognitive weakness in an otherwise normal cognitive profile.

### Evaluation Requirements

The student support team must include at least one professional qualified as a specialist knowledgeable and experienced in the evaluation and education of students with SLD. The evaluation must include the following:

<b>General Education Teacher</b>	<input type="checkbox"/> Progress monitoring data
<b>Student Support Specialist</b>	<input type="checkbox"/> Academic achievement testing
<b>School psychologist</b>	<input type="checkbox"/> Review cum file <input type="checkbox"/> Assessment of pattern of strengths and weaknesses
<b>Student Support Team</b>	<input type="checkbox"/> Observation and documentation of relationship of behavior to academic functioning Other assessments as needed