

ASD Eligibility

December 14, 2018
Linn Benton Lincoln Education Service District
Special Education and Evaluation Services and Cascade Regional Program

Overview

- ◆ Regional Program & Technical Assistance Paper (TAP)
- ◆ Seven Knowledge Areas
- ◆ Changes to Eligibility Requirements
- ◆ Differentiation Among Eligibilities
- ◆ Re-Eligibility
- ◆ New Eligibility Form
- ◆ New Report
- ◆ Q and A

Cascade Regional Program

Regional Management Team (RMT) governs 8 Regional Programs in Oregon

- Professional Learning Team (PLT): Amanda Stenberg and Melissa Bernel
- Technical Assistance Paper (TAP) guidance (last updated 2010)

Cascade Regional Low-Incidence Regional Program history

The 'take-away': LBL ESD ASD Evaluators are not Low Incidence Regional providers

ODE Website for Low-Incidence Regional supports

New From ODE

DSM-5 language

Medical vs. Educational

ASD Evaluation Required Components (TAP)

ASD Team Competencies in the Seven Knowledge Areas (TAP)

Evaluations in LBL's region vs. other regions

DSM-5 Language



DSM-5
2013

ODE OAR:

...generally evident before age three but may not have become fully evident until social demands exceed limited capacities or may be masked by learned strategies;

DSM-5:

...must be present in the early developmental period (but may not become fully manifest until social demands exceed limited capacities or may be masked by learned strategies in later life).

Medical diagnosis versus Educational eligibility

The child's disability has an adverse impact on the on the student's educational performance for a student age 5 to 21;

yes no

AND

The child needs special education services as a result of the disability.

yes no

From the TAP: Evaluation Requirements

Changes in the OAR:

- Characteristics are historical OR current
- Unstructured observation interacting with a peer or known adult
- Social communication testing
- Standardized ASD tool
- Medical statement required only for birth-5
- Vision and hearing screening required

Team competencies-7 Knowledge Areas

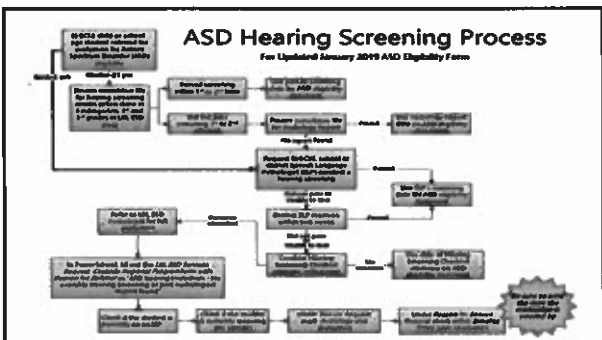
K1. Typical Child Development	K5. Tools for ASD Identification
K2. Atypical Child Development	K6. ASD Characteristics
K3. Mental Health Disorders	K7. Family and Environmental Dynamics
K4. Formal and Informal Assessments	

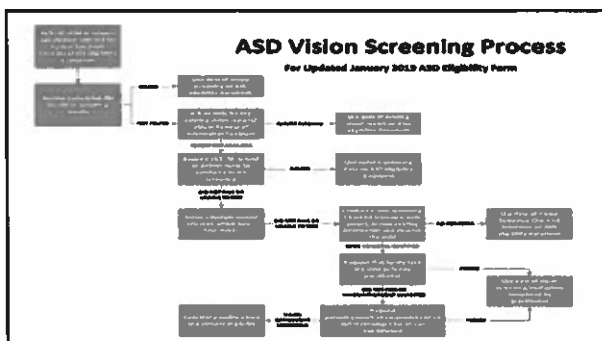
EECC Initial Differential ASD-Competencies

Team Leader: Psychologist	KA: 1, 2, 3, 4, 5, 6, 7
SLP	KA: 1, 2, 4, 6, 7
Learning Consultant	KA: 1, 2, 4, 7
ASD Consultant	KA: 1, 2, 4, 6, 7
ASD Evaluator (LC, SLP or Psych)	KA: 1, 2, 4, 6, 7

Required components of ASD evaluation

Vision and Hearing screening





<p>ODE Website</p> <p>Regional Programs Autism Spectrum Disorder</p> <p>https://www.oregon.gov/ode/students-and-family/SpecialEducation/ResPrograms_BestPractice/Pages/Autism-Spectrum-Disorder-ASD-Education-Services.aspx</p>	<p>→ Hearing Screening Checklist Interview</p> <p>→ Vision Screening Checklist Interview</p> <p>"10 Tips for Testing Hearing in Children with Autism" https://leader.mabasha.com/article.aspx?articleid=2280124</p>
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<p>Social Communication</p> <p>Previous Criteria Must exhibit impairments in four areas</p> <ul style="list-style-type: none"> • Communication • Social Interaction • Patterns of Behaviors, Interests, and/or Activities that are Restricted, Repetitive, or Stereotypic • Unusual Responses to Sensory Experiences <p>Revised Criteria Must exhibit ALL THREE Social Communication deficits</p> <ol style="list-style-type: none"> 1. social-emotional reciprocity 2. nonverbal communicative behaviors used for social interaction 3. developing, maintaining, and understanding relationships <p>Key changes</p> <ul style="list-style-type: none"> • Social and communication are now a <u>combined</u> category • Core deficits are <u>much more descriptive with examples</u>. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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<p>Social-emotional reciprocity</p> <p>The back and forth interaction that takes place in communication. It is the ability to form mutual connections to associate with, be around, and enjoy one another. It includes a person's motivation and ability to seek out opportunities to connect and respond appropriately. Examples include:</p> <ul style="list-style-type: none"> • Showing an interest in others • Imitating others • Respond to name • Maintain a conversation • Complementing, commenting, asking questions • Times intialations appropriately 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Nonverbal communicative behaviors

Noted in the use and understanding of nonverbal communication. Nonverbal communication is the act of conveying a thought, feeling, or idea through gesture, posture, and facial expression. Examples include:

- Establishing and maintaining appropriate eye contact
- Understanding and using gestures such as pointing or shrugging
- Voice loudness, prosody, and rate
- Facial expressions such as mad, bored, or happy

Developing, maintaining, and understanding relationships

Dependent upon the student's ability to understand and engage in behaviors that are considered by others as socially appropriate. This is called "Theory of Mind" and provides the intuitive ability to infer what other people are feeling or thinking. Examples include:

- Gauging another person's level of interest in topic or activity
- Shows an awareness of "unwritten rules"
- Ability to "code shift" communication based on partner (adult vs. peer)
- Infers emotional state of others
- Engages in balanced give-and-take in friendships

Five key concepts regarding SCA

1. The role of the SCA is to form a profile for social communication development relative to typical development by assessing areas we generally expect to be impacted by ASD and ASD will emerge if present.
2. The SLP's knowledge of typical development and how knowledge of ASD is vital to the team in determining SCA and ASD.
3. The SCA will assist in eligibility determination and help to inform intervention needs.
4. SCA is not just collection of standardized language scores. SC also needs to look at how the student is functioning in **multiple contexts**.
5. SC is not the final determination of eligibility. All evaluation data has to be considered.

Social Communication Summary

1. Functional receptive and expressive communication encompassing both verbal and nonverbal skills;
2. Pragmatic skills across natural contexts; and
3. Social understanding and behavior, including social emotional reciprocity.

Restricted, Repetitive Patterns of Behavior, Interests, or Activities

Jerry
Revised Criteria

Must exhibit AT LEAST TWO OF FOUR Restricted, repetitive patterns of behavior, interests, or activities

1. Stereotyped or repetitive motor movements, use of objects, or speech
2. Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior
3. Highly restricted, fixated interests that are abnormal in intensity or focus
4. Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment

Key Changes

- Sensory is one of four that may be used to establish eligibility

ii. The team must have documented evidence that the child demonstrates a pattern of characteristics.....

Defined as all three social communication deficits.....

"Child demonstrates persistent deficits in social communication and social interaction across multiple context, as evidenced by the all of the following, currently or by history"

At least two of the four restricted, repetitive patterns of behavior, interests, or activities.

"Restrictive, repetitive patterns of behavior, interests, or activities, as evidences by at least two of the following, currently or by history."

Persistent across multiple environments
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Demonstrates persistent deficits across multiple contexts yes no

Persistent:

The team has documented characteristics that continue to occur or endure over a prolonged period.

Persistent across Multiple Environments/Contexts
—

Multiple Contexts:

"**Multiple**" indicates two or more

"**Context**" encompasses different settings within the same or different environments.

(examples: classroom, cafeteria, and playground)

Currently or by History
—

Social Communication and Social Interactions

Restrictive, Repetitive Patterns of Behavior, Interests or Activities

Currently social communication and social interactions / restricted, repetitive patterns of behavior, interest or activities are pervasive and sustained. Teams are encouraged to draw specific attention to a child's or student's *current profile* or observed characteristics associated with ASD.

Or by History

Concept applies primarily to older individuals with ASD.

The criteria accounts for individuals with ASD across the lifespan. Some adults and older students with ASD have learned to suppress behavior features of their autism and/or certain characteristic have become masked by learned strategies.

Generally Evident Before Age Three

"The child demonstrates characteristics characteristics of autism spectrum disorder? Characteristics of autism spectrum disorder are *generally evident before age three* but may not have become fully evident until social demands exceed limited capacities or *may be masked by learned strategies*."

Possible sources of information may include, but are not limited to:

- Previous assessment reports
- Developmental history
- Cumulative/SPED file review
- Behavior referrals
- Previous IEPs

Generally Evident Before Age Three

"...*generally evident before age three*..."

Characteristics associated with ASD can sometimes be difficult to detect during early childhood. The characteristics may be mild or fleeting and the gap in development between the child and their peers is not particularly wide.

For example, children often like trains. A preoccupation with trains may not appear as a distinct characteristic or the preoccupation may not be as intense as it can be in later years.

Generally Evident Before Age Three

"...social demands exceed limited capacities..."

As children progress through development and school, the gap in development often becomes more apparent as social demands and behavioral expectations are increased.

For example, parallel play, which can sometimes be difficult to detect in early childhood, becomes more apparent as children in early grades learn how to interact, build relationships, and participate in recess, P.E., etc.

Generally Evident Before Age Three

"...may be masked by learned strategies..."

This concept generally applies to older students with ASD who have developed appropriate coping strategies, skills, or the ability to self-manage behavior. This can often occur when effective instruction has taken place. Though they display less characteristics, they continue to be students with ASD.

For example, a high school student has learned how to start, maintain, and end a reciprocal conversation through social skills training and practice.

Differentiation Among Eligibilities

"The characteristics of autism spectrum disorder are not better described by another established or suspected eligibility for special education services."

Differentiation Among Eligibilities

There are other disabilities that can co-occur with ASD or have similar characteristics and presentation with ASD. Team must attempt to determine if the observed characteristics of ASD may be attributed to a different or an additional disability category. Other disability categories often include:

- Intellectual Disability
 - Hearing Impairment
 - Emotional Disturbance
 - Impairment
 - Communication Disorder
 - Traumatic Brain Injury
 - Other Health Impaired
- Vision

Differentiation Among Eligibilities

It is important to gather multiple sources of information when attempting to differentiate between eligibilities. Important sources of information to consider:

- Developmental History
- Medical Diagnoses/Information/Statement
- Previous/Additional Assessments

New information may necessitate the consideration for different or additional eligibilities. For example, a parent may disclose a head injury or a medical statement may disclose a diagnosis previously unknown to the school team (e.g., depression).

Emotional Disturbance and ASD

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 a primary disability may also have an emotional disturbance as a secondary eligibility.

Emotional Disturbance (ED) and Autism Spectrum Disorder (ASD) often have overlapping characteristics, are difficult to tease apart, and in some cases be comorbid.

Emotional Disturbance and ASD

When considering both an ASD and ED eligibility, the team should first review and determine ASD eligibility, but stop at the question about ED eligibility:

- If the student is currently eligible as a student with ED the team has determined that ASD is the primary disability.
- The team then reviews the ED eligibility. If the evaluation data supported the qualification for ASD but only meets ED eligibility under the areas of "interpersonal relationships and/or inappropriate feelings and behaviors under normal circumstances", those characteristics can be subsumed under ASD eligibility and should not be used as qualifying characteristics for ED.

Emotional Disturbance and ASD

- However, if the student with ASD meets the ED criteria for "the inability to learn, and/or pervasive mood of depression, and/or somatization", then an ED eligibility may be warranted in addition to the ASD eligibility.
- If the student did not meet the qualification criteria for ASD then any/all ED criteria may be considered and used for qualification. At the end of the ED eligibility decision, the team should then return to the ASD form, answer the ED question and finalize the ASD eligibility.

Educational Impact and SDI

Debbie: Educational Impact and Specially Designed Instruction

The term "adverse impact on educational performance" is broad in scope. The term —educational performance includes **academic areas** (reading, math, communications, etc.) and **non academic areas** (daily life activities, mobility, pre-vocational and vocational skills, social adaptation, self-help skills, etc.), progress in meeting goals for the general curriculum, and performance on Statewide and local assessments. It is not just about receiving passing grades.

Educational Impact and SDI

Adverse effect is not solely measured by scores on individual testing but should also be determined through consideration of other data such as classroom performance, social communication, and retention history.

Assessments to determine the impact of the disability may include any evaluation, formal or informal, that addresses strengths, weaknesses, and educational needs. All of this information should define the impact of autism on the child's educational performance.

Educational Impact

Some examples of difficulties in a learning environment that may need to be considered include:

- organization;
- distractibility/attention;
- abstract thinking;
- interpretation of meaning of the event/lesson;
- generalization;
- communication;
- socialization.

SDI

Specially designed instruction means adapting, as appropriate to the needs of the student in the content, methodology, or delivery of instruction:

- To address the unique needs of the child resulting from ASD; and
- To ensure access of the child to the general curriculum in order to meet the state educational standards that apply to all students.

The ASD report should "paint the picture" of the student and help determine what the needs of the student are in order to be successful in the school setting.

3-Year Re-evaluation

Review of existing information in order to determine whether any additional information is needed and what specific evaluation will be conducted.

There is an array of pathways to re-establish an eligibility:

- Significant changes to the student's level of functioning or autism characteristics displayed
- The team is questioning the continued need for an ASD eligibility
- The team determines that there have not been significant changes that require a deeper look at the child's development, displayed characteristics, or academic performance and may choose to pull forward more or all previously completed evaluation components.

3-Year reevaluation

Reevaluations occurring after January 1, 2019 must adhere to the updated ASD criteria.

- Hearing screening
- Vision Screening
- Developmental history
- Social Communication assessment

Previously completed components may be usable if they align with the updated eligibility definitions, components and criteria.

Best Practice for using previous assessments to Re-establish Eligibility

Consider:

- The age of the child
- If ASD continues to best describe the student's learning style
- If the team has sufficient information to effectively continue to serve the student and develop appropriate educational programming
- Significant transition coming up for the child that may require the team to examine potential needs base on increased rigor or new expectations or requirements that may occur in the student's education career/lifespan (e.g. elementary to middle, aging out of service)

Best Practice for using previous assessments to Re-establish Eligibility continued....

- Teams should consider if there have been significant medical or medication changes since the last eligibility determination
- When the team determined to carry forward some or all of the required components for the previous eval/ eligibility discussion between the team members, including the parent/caregiver, is advised to ensure that they are in agreement that no additional evaluation or testing is needed based on the existing information the team has access to.
- When the team determines all previous evaluation components can be used to re-establish eligibility, it is best practice to draft an informal summary. The summary should include pertinent information.

New Eligibility Form

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New LBL Report

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Questions?

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