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6A-6.03023 Exceptional Student Education Eligibility for Students With Autism Spectrum Disorder.

(1) Definition. Students with Autism Spectrum Disorder. Autism Spectrum Disorder is defined to be a range of pervasive developmental disorders that adversely affects a student's functioning and results in the need for specially designed instruction and related services. Autism Spectrum Disorder is characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe. Autism Spectrum Disorder may include Autistic Disorder, Pervasive Developmental Disorder Not Otherwise Specified, ~~Aspergers Syndrome~~ Asperger's Disorder, or other related pervasive developmental disorders.

(2) ~~Activities prior to referral~~ General education interventions and activities. Prior to referral for evaluation the requirements in subsections 6A-6.0331(1)~~(3)~~, F.A.C., must be met.

(3) Evaluation. In addition to the procedures identified in subsection 6A-6.0331~~(4)~~ (5), F.A.C., the evaluation ~~must also include the procedures identified in the district's Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students as required by Rule 6A 6.03411, F.A.C~~ components include the following:

(a) The minimum components of the evaluation shall include all of the following:

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1. Documented and dated behavioral observations conducted by members of the evaluation team targeting social interaction, communication skills, and stereotyped patterns of behavior, interests, or activities, across settings. General education interventions and activities conducted prior to referral may be used to meet this criterion, if the activities address the elements identified in this subparagraph;

2. A comprehensive social/developmental history compiled with the parents(s) or guardian(s) that addresses the core features of autism spectrum disorder;

3. A comprehensive psychological evaluation to identify present levels of performance and uneven patterns of development in language, social interaction, adaptive behavior, and cognitive skills; and,

4. A comprehensive speech/language evaluation.

(b) Medical information provided shall be considered.

(4) Criteria for eligibility. A student with Autism Spectrum Disorder is eligible for exceptional student education if all of the following criteria are met:

(a) Evidence of all of the following:

1. Uneven developmental profile as evidenced by inconsistencies across or within the domains of language, social interaction, adaptive behavior, and/or cognitive skills; and

2. Impairment in social interaction as evidenced by delayed, absent, or atypical ability to relate to people or the environment; and

3. Impairment in verbal and/or nonverbal language or social communication skills, and

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4. Restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities; and

(b) The student needs special education as defined in paragraph 6A-6.03411(1)~~(e)~~ (kk), F.A.C.

Specific Authority 1000.01, 1001.42(4)(1), 1003.01, 1003.57, 1011.62(1)(c) FS. Law Implemented 1000.01, 1001.42(4)(1), 1003.01 1003.21, 1003.57~~(5)~~, 1011.62(1)(c) FS. History-New 7-2-79, Formerly 6A-6.3023, Amended 7-1-07, xx-xx-xx