

STATE BOARD OF EDUCATION
Consent Item
February 25, 2015

SUBJECT: Approval of Amendment to Rule 6A-6.03023, Exceptional Student Education Eligibility for Students with Autism Spectrum Disorder

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1003.01, 1003.57, 1003.571, Florida Statutes

EXECUTIVE SUMMARY

This amendment reflects updates made to Rules 6A-6.03012 and 6A-6.030121, F.A.C., and the recent revisions to the Diagnostic and Statistical Manual of Mental Disorder, Fifth Edition (DSM-5). The proposed amendment will also provide additional specificity related to autism spectrum disorder and the evaluations required to determine eligibility.

Supporting Documentation Included: Proposed Rule 6A-6.03023, Exceptional Student Education Eligibility for Students with Autism Spectrum Disorder

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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 ~~s~~Spectrum ~~d~~Disorder is a condition that reflects a wide range of symptoms and levels of impairment, which vary in severity from one (1) individual to another 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 ~~s~~Spectrum ~~d~~Disorder is characterized by an atypical ~~uneven~~ developmental profile ~~with and~~ a pattern of qualitative impairments in social interaction ~~and social~~ communication, and the presence of restricted ~~or~~ repetitive, ~~and/or stereotyped~~ patterns of behavior, interests, or activities, which occur across settings. ~~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, Asperger's Disorder, or other related pervasive developmental disorders.~~

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

(3) Evaluation. In addition to the procedures identified in subsection 6A-6.0331(5), F.A.C., the district shall conduct a full and individual evaluation that addresses the core features of autism spectrum disorder to include deficits in social interaction, social communication, and restricted or repetitive, patterns of behavior, interests, or activities. An evaluation for determining eligibility shall include the following components:

(a) ~~Documented and dated~~ Bbehavioral observations conducted by members of the evaluation team targeting social interaction, social communication skills, and restricted or repetitive ~~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 paragraph;~~

(b) A ~~comprehensive~~ social/developmental history based on an interview with ~~compiled~~ with the parents(s) or guardian(s) that addresses the core features of autism spectrum disorder;

(c) A ~~comprehensive~~ psychological evaluation that includes assessment of academic, intellectual, social-emotional, and behavioral functioning and must include at least one (1) standardized instrument specific to autism spectrum disorder to identify present levels of performance and ~~uneven~~ patterns of development in language, social interaction, adaptive behavior, and cognitive skills;

(d) A comprehensive speech/language evaluation that includes assessment of the pragmatic (both verbal and nonverbal) and social interaction components of social communication. An observation of the student's social communication skills must be conducted by a speech language pathologist; and,

(e) A standardized assessment of adaptive behavior; and ~~Medical information provided shall be considered.~~

(f) If behavioral concerns are present, a functional behavioral assessment is conducted to inform behavioral interventions on the student's individual educational plan.

(4) Criteria for eligibility. A student with aAutism sSpectrum dDisorder 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~~

~~1.~~ 2. Impairment in social interaction as evidenced by delayed, absent, or atypical ability to relate to individuals ~~people~~ or the environment; ~~and~~

~~2.~~ 3. Impairment in verbal ~~and/or~~ nonverbal language skills used for ~~or~~ social communication; ~~skills~~, and

~~3.~~ 4. Restricted or repetitive, ~~and/or~~ stereotyped patterns of behavior, interests, or activities. ~~;~~ ~~and~~

(b) The core features identified in subparagraphs (4)(a)1., (4)(a)2., and (4)(a)3. of this rule, occur across settings.

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

Rulemaking Authority 1003.01, 1003.57, 1003.571 FS. Law Implemented 1003.01, 1003.57, 1003.571 FS. History—
New 7-2-79, Formerly 6A-6.3023, Amended 7-1-07, 12-15-09.