

<u>Child Count Year</u>	<u># of students with Autism</u>	
94	55	Criteria 1
95	73	
96	90	
97	101	
98	112	
99	127	Criteria 2
00	165	Criteria 3
01	212	
02	232	

**Criteria 1 (prior to January 15, 1999)**

10.16.XXXX CRITERIA FOR IDENTIFICATION OF STUDENT AS HAVING AUTISM

(1) The student may be identified as having autism if written documentation supports the existence of a developmental disability that was present before the student was three years old and if the student has a communication disability in verbal or nonverbal communication and social interaction.

(2) The student may not be identified as having autism if the student has a hearing impairment, serious emotional disturbance or global cognitive defects in which the student exhibit "autistic-like" behavior.

(AUTH: 20-7-401, 20-7-403, MCA; IMP: 20-7-403, MCA)

## Criteria 2 (January 15, 1999 to July 1, 2000)

### 10.16.1125 CRITERIA FOR IDENTIFICATION OF STUDENT AS HAVING AUTISM

(1) The student may be identified as having autism if documentation supports the existence of a developmental disability that was generally evident before the student was three years of age and if the student has a communication disability in verbal or nonverbal communication and social interaction.

(2) Assessments shall document the presence of at least six items from (a), (b) and (c), to include one from (a)(ii) and one from (a)(iii):

(a) Qualitative impairment in social interaction, as manifested by at least two of the following:

(i) marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze facial expression, body postures and gestures to regulate social interaction;

(ii) failure to develop peer relationships appropriate to developmental level;

(iii) a lack of spontaneous seeking to share enjoyment, interests or achievements with other people (e.g., a lack of showing, bringing or pointing out objects of interest);

(iv) lack of social or emotional reciprocity;

(b) Qualitative impairments in communication as manifested by at least one of the following:

(i) delay in, or total lack of, the development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime);

(ii) in individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others;

(iii) lack of varied, spontaneous, make-believe play or social imitative play appropriate to developmental level;

(c) Restricted, repetitive and stereotyped patterns of behavior, interests and activities, as manifested by at least one of the following:

(i) encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus;

(ii) apparently inflexible adherence to specific nonfunctional routines or rituals;

(iii) stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting, or complex whole-body movements);

- (iv) persistent preoccupation with parts of objects;
- (d) Delays or abnormal functioning in at least one of the following areas, with onset prior to age 3 years:
  - (i) social interaction;
  - (ii) language as used in social communication;
  - (iii) symbolic or imaginative play.

(3) The student may not be identified as having autism if the student has a hearing impairment, emotional disturbance or global cognitive defects in which the student exhibits "autistic-like" behavior, such as Rett's disorder, Asperger's disorder, or childhood disintegrative disorder.

### **Criteria 3 (July 1, 2000 to present day)**

#### **10.16.3011 CRITERIA FOR IDENTIFICATION OF STUDENT AS HAVING AUTISM**

(1) The student may be identified as having autism if documentation supports the existence of a developmental disability that was generally evident before the student was three years of age and if the student has communication difficulties in verbal and nonverbal communication and social interaction.

(2) Assessments shall document the presence of significant delays in verbal and nonverbal communication and social interaction.

(a) Significant delays in verbal communication are manifested by at least one of the following:

- (i) delay in, or total lack of, the development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime);
- (ii) in students with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others.

(b) Significant delays in nonverbal communication are manifested by a marked impairment in the use of multiple nonverbal behaviors such as eye to eye gaze, facial expression, body postures, or gestures to regulate social interaction.

(c) Significant delays in social interaction are manifested by at least one of the following:

- (i) failure to develop peer relationships appropriate to developmental levels;
- (ii) lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., lack of showing, bringing or pointing out objects of interest);
- (iii) lack of social or emotional reciprocity;
- (iv) lack of varied, spontaneous, make-believe play or social imitative play appropriate to developmental level.

(3) Other characteristics often associated with autism may include restricted, repetitive and stereotyped patterns of behavior, interests and activities, as manifested by one or more of the following:

(a) Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus;

(b) Apparently inflexible adherence to specific nonfunctional routines or rituals;

(c) Stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting, or complex whole-body movements);

(d) Persistent preoccupation with parts of objects.

(4) A student who manifests the characteristics of autism after age three could be identified as having autism if the criteria in (2) and (3) are met.

(5) The student may not be identified as having autism if the student's educational performance is adversely affected primarily because the student has an emotional disturbance.

(History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-401, 20-7-403, 20-7-414, MCA; NEW, 1999 MAR p. 69, Eff. 1/15/99; AMD & TRANS, 2000 MAR p. 1048, Eff. 7/1/00.)