
Policies Governing Services for Children with Disabilities

Addendum: Autism Spectrum Disorder
Effective January 1, 2020



North Carolina Department of Public Instruction
Exceptional Children Division

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NC 1500-2.11(b) Evaluation

- (15) Behavioral assessment related to Autism Spectrum Disorder:
An assessment conducted by trained and knowledgeable personnel using behavior rating tools measuring the range of characteristics associated with Autism Spectrum Disorder, yielding information of the child’s functioning across environments. This assessment may also include individually administered instruments that assesses the range of characteristics associated with autism spectrum disorder.
- (16) Sensory processing evaluation
Sensory evaluations are performed by occupational therapists. A sensory processing evaluation collects, organizes, and analyzes information specific to how a student's current level of sensory processing impacts occupational performance and participation at school. This information may be gathered through: review of educational and medical records; interviews with the student, teachers, parents, and others; detailed, in-context observations; and, the administration of formal testing instruments, procedures, and techniques. A sensory processing evaluation should include, but is not limited to, as many of the areas listed below as may be appropriate:
 - (i) intensity of response to various sensory experiences, including
 - (a) visual stimuli
 - (b) auditory stimuli
 - (c) olfactory stimuli
 - (d) tactile stimuli
 - (e) taste stimuli
 - (f) vestibular stimuli
 - (g) proprioceptive stimuli
 - (ii) sensory-motor coordination
 - (a) sensory-motor skills
 - (b) praxis/motor planning skills;

NC 1503-2.5(d) Evaluation Procedures

- (1) Autism Spectrum Disorder.
 - (i) Required screenings and evaluations:
 - (A) Hearing screening;
 - (B) Vision screening;
 - (C) Motor screen
 - (D) Observation across settings, to assess academic and functional skills;
 - (E) Summary of conference(s) with parents or documentation of attempts to conference with parents;
 - (F) Social/developmental history; to include an examination of characteristics of Autism Spectrum Disorder present during the early developmental period
 - (G) Educational evaluation;
 - (H) Adaptive behavior evaluation;
 - (I) Psychological evaluation; the yielding of an overall intellectual score is not required and should be considered on a case-by-case basis
 - (J) Sensory processing evaluation
 - (K) Speech-language evaluation which includes, but is not limited to, measures of language semantics and pragmatics;
 - (L) Behavioral assessment related to Autism Spectrum Disorder
 - (ii) To be determined eligible in the disability category of autism spectrum disorder, the following must be demonstrated currently or by history:

- (A) Persistent deficits in social communication and social interaction across multiple contexts, manifested by ALL THREE of the following:
 - 1) Deficits in social-emotional reciprocity
 - 2) Deficits in nonverbal communicative behaviors
 - 3) Deficits in developing, maintaining, and understanding relationshipsAND
 - (B) Restricted, repetitive patterns of behavior, interests, or activities, manifested by ONE OR MORE of the following:
 - 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) Atypical responses to sensory input *or* atypical interests in sensory aspects of the environment.AND
 - (C) Symptoms generally present in the early developmental period, but may not manifest until social demands exceed coping capacities or may be masked by learned strategies in later life. A child who manifests the characteristics of autism after age three could be identified as having autism spectrum disorder if the criteria in (A) and (B) are satisfied.
- (iii) The disability must:
- (A) Have an adverse effect on educational (academic and/or functional) performance, and
 - (B) Require specially designed instruction.