

Differential Classification Autism and Emotional Disturbance

AU Eligibility	Shared/Differential	ED Eligibility
<p><i>Autism</i> means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance.</p> <p>The characteristics of autism are generally evident before age three, but the child who manifests the characteristics after age three could be identified as having autism if the eligibility criteria are satisfied.</p> <p>Children with pervasive developmental disorders are included under the disability category of autism.</p> <p>Autism does not apply if the child's educational performance is adversely affected primarily because the child has an <u>EMOTIONAL DISTURBANCE</u>.</p>	<p style="text-align: center;">Shared Characteristics</p> <ul style="list-style-type: none"> • Inability to build or maintain satisfactory interpersonal relationships • Inappropriate types of behavior or feelings under normal circumstances <p style="text-align: center;">Differential Characteristics</p> <ul style="list-style-type: none"> • History/current communication disorder ← Likely AU • Depressive Characteristics → Likely ED (can be comorbid if AU primary) • Physical Symptoms (vomiting, sweaty hands, racing heartbeat) → Likely ED (can be comorbid if AU primary) • Hallucinations/delusions → Likely ED (to be comorbid, AU would have been diagnosed earlier, be primary, and hallucinations/delusions would not have been present in initial diagnosis) 	<p><i>Emotional disturbance</i> means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the child's educational performance:</p> <ul style="list-style-type: none"> • An inability to learn that cannot be explained by intellectual, sensory, or health factors; • An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; • Inappropriate types of behavior or feelings under normal circumstances; • A general pervasive mood of unhappiness or depression; or • A tendency to develop physical symptoms or fears associated with personal or school problems. <p>Emotional disturbance does not apply to a child who is socially maladjusted, unless the child also meets the criteria for having an emotional disturbance.</p> <p>Emotional disturbance includes schizophrenia.</p>

Differential Classification Autism and Intellectual Disability

AU Eligibility	Shared/Differential	ID Eligibility
<p><i>Autism</i> means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance.</p> <p>The characteristics of autism are generally evident before age three, but the child who manifests the characteristics after age three could be identified as having autism if the eligibility criteria are satisfied.</p> <p>Children with pervasive developmental disorders are included under the disability category of autism.</p> <p>Autism does not apply if the child's educational performance is adversely affected primarily because the child has an <u>EMOTIONAL DISTURBANCE</u>.</p>	<p style="text-align: center;">Shared Characteristics</p> <ul style="list-style-type: none"> • Difficulties with communication/social communication • Difficulties with adaptive behaviors • Difficulties in social-emotional functioning • Difficulties in safety concerns <p style="text-align: center;">Differential Characteristics</p> <ul style="list-style-type: none"> • Marked deficits in cognitive impairment (overall IQ) → Likely ID or comorbid AU/ID • Higher cognitive functioning, with social communication deficits ← Likely AU • Intensity of Restricted, repetitive behaviors ← Likely AU or comorbid AU/ID 	<p><i>Intellectual disability</i> means significantly sub-average general intellectual functioning that: Is reflected in an overall test score of cognitive ability that is at least two standard deviations below the mean, when taking into consideration the standard error of measurement of the test; Exists concurrently with deficits in adaptive behavior in at least two of the following areas:</p> <ul style="list-style-type: none"> • Communication • Self-Care • Home living • Social and interpersonal skills • Use of community resources • Self-direction • Functional academic skills • Work • Leisure • Health, or • Safety <p>Is manifested during the developmental period; and Adversely affects the child's educational performance.</p>

Differential Classification Autism and Other Health Impairment (ADHD)

AU Eligibility	Shared/Differential	OHI (ADHD) Eligibility
<p><i>Autism</i> means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance.</p> <p>The characteristics of autism are generally evident before age three, but the child who manifests the characteristics after age three could be identified as having autism if the eligibility criteria are satisfied.</p> <p>Children with pervasive developmental disorders are included under the disability category of autism.</p> <p>Autism does not apply if the child's educational performance is adversely affected primarily because the child has an <u>EMOTIONAL DISTURBANCE</u>.</p>	<p style="text-align: center;">Shared Characteristics</p> <ul style="list-style-type: none"> • Evident typically in childhood • Difficulties in social interactions (reacting appropriately to other's emotions/feelings) • Characteristics of inattention <p style="text-align: center;">Differential Characteristics</p> <ul style="list-style-type: none"> • Avoid eye contact ← Likely AU • Substantial difficulties primarily associated with hyperactivity/impulsivity → Likely ADHD • Repetitive language/behaviors (restricted, intense interests; rocking/flapping) ← Likely AU • Language/Communication disorder ← Likely AU • Unresponsive to social stimuli ← Likely AU • Impaired initiation/response/maintenance of social interactions ← Likely AU 	<p><i>OHI</i> means having limited strength, vitality, or alertness that adversely affects a child's educational performance.</p> <p>The term <i>health problems</i> includes:</p> <ul style="list-style-type: none"> • Attention deficit disorder or attention deficit hyperactivity disorder <p>The term <i>limited alertness</i> includes a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment.</p> <p>SEE SPECIFIC CRITERIA FOR:</p> <p>INATTENTION HYPERACTIVITY/IMPULSIVITY</p>

Differential Classification ED and Other Health Impairment (ADHD)

Core ED Eligibility	Shared/Differential	Core OHI (ADHD) Eligibility
<p><i>Emotional disturbance</i> means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the child's educational performance:</p> <ul style="list-style-type: none"> • An inability to learn that cannot be explained by intellectual, sensory, or health factors; • An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; • Inappropriate types of behavior or feelings under normal circumstances; • A general pervasive mood of unhappiness or depression; or • A tendency to develop physical symptoms or fears associated with personal or school problems. <p>Emotional disturbance does not apply to a child who is socially maladjusted, unless the child also meets the criteria for having an emotional disturbance.</p> <p>Emotional disturbance includes schizophrenia.</p>	<p style="text-align: center;">Shared Characteristics</p> <ul style="list-style-type: none"> • Difficulty completing work/poor motivation • Difficulties in cognitive, emotional, and behavioral regulation • Difficulties with interpersonal relationships • Low frustration tolerance, irritability, mood lability • Cognitive problems on tests of attention, executive function, or memory • Conduct difficulties <p style="text-align: center;">Differential Characteristics</p> <ul style="list-style-type: none"> • Elevated mood dysregulation (anxious/depressed) features ← Likely ED • Physical Symptoms (vomiting, sweaty hands, racing heartbeat) ← Likely ED • Hallucinations/delusions ← Likely ED • Difficulties pertain primarily to inattention or hyperactivity only → Likely ADHD 	<p><i>OHI</i> means having limited strength, vitality, or alertness that adversely affects a child's educational performance.</p> <p>The term <i>health problems</i> includes:</p> <ul style="list-style-type: none"> • Attention deficit disorder or attention deficit hyperactivity disorder <p>The term <i>limited alertness</i> includes a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment.</p> <p>SEE SPECIFIC CRITERIA FOR:</p> <p>INATTENTION HYPERACTIVITY/IMPULSITIVITY</p>