

Differences Between Educational Identification and Clinical Diagnosis Of ASD

	EDUCATIONAL IDENTIFICATION	CLINICAL DIAGNOSIS
Sources for definition of Autism Spectrum Disorder (ASD) v. Disability Area: Autism in Illinois	23 IL Administrative Code, Section 226.75, Definitions: Disability: Autism	Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) published by the American Psychiatric Association (APA, 2013) International Statistical Classification of Diseases and Related Health Problems, 10th revision (ICD-10-CM) published by the World Health Organization (WHO, 2017)
Decider: Who validates the diagnosis?	The attending school's Individualized Education Plan (IEP) team and the Henry-Stark Counties Special Education District (HSCSED) Autism Spectrum Disorder Assessment Team (ASDAT)	Licensed Clinical Psychologist, Psychiatrist, or Physician
Time frame that applies	Currently adversely affecting educational performance; re-examined at least every 3 years	Lifelong, persistent condition, assumed to have been present in the past and assumed to be present in the future
Information included in the assessment or evaluation	<ul style="list-style-type: none"> Academic achievement across several areas Observation of behaviors in structured and unstructured school situations Direct observation of social and communicative behaviors Family interview for developmental and family history Teacher/Family report of problem behaviors and adaptive skills May include: standardized assessments of intellectual functioning, language, motor skills, learning style, adaptive behaviors Existing educational record and medical/clinical reports, as provided by family Administration of a standardized means-based assessment specifically designed to detect and evaluate symptoms of ASD 	<ul style="list-style-type: none"> Medical, family and developmental history Caregiver reports of current functioning across settings Direct observation of social and communicative behaviors Further investigation into emotion, mood or other aspects of mental health, as needed Standardized assessments of overall intellectual functioning, speech & language, motor, and/or adaptive behaviors May include: physical exam, genetics testing, neurological exam, or other relevant medical follow-up Existing educational record and medical/clinical reports, as provided by family
Cost to the family	Part of a free and appropriate public education	At family's expense. Cost depends on agency (sometimes covered by insurance, sometimes not)
Access to experienced professionals	The IEP team is always available (i.e., part of a free and appropriate public education); HSCSED provides specific employees extensive training (ASDAT) on the educational evaluation of ASD.	Geographically dependent: Qualified/trained diagnosticians often practice in metropolitan areas and rural counties may not have any medical or mental health professionals with experience in clinical diagnosis of ASD.
Functional Impairment	The condition <u>must</u> adversely affect educational performance.	The condition may or may not be impairing to be clinically diagnosed.
Results are intended for what use?	Developing the student's Individualized Education Plan, (including identifying appropriate educational goals and objectives, accommodations, modifications, and determination of the least restrictive environment) in order to provide the student with a free and appropriate education. <i>An "educational diagnosis" of Autism as</i>	Guiding parents to appropriate next steps in intervention (both in and outside of school) in order to promote overall wellness and optimal outcomes for youth with ASD and their families. Any parent/guardian seeking intervention and/or financial assistance that may be available to families (Medicaid, insurance reimbursement, SSDI, ICG, respite care, etc.) must seek an

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	<u>determined by HSCSED ASDAT is not a medical diagnosis.</u>	evaluation that meets the requirements of the related issuing agencies. A clinical diagnosis may be one of those requirements.
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