

REGIONAL CENTER

Services provided by the Regional Center are specified in your child's Individual Program Plan (IPP). These services help you help your child to be a full participant in daily life. The (IPP) is developed using a person centered planning process.

Based on the strengths, needs and preferences of you and your child, services and supports may be provided by generic (*public*) resources, unpaid community supports, or service providers under contract with the Regional Center.



THERE ARE FAMILY RESOURCE CENTERS WHO CAN PROVIDE SUPPORT AND INFORMATION TO YOU

Rainbow Connection Family Resource Center

Ventura County
(805) 485-9643
(800) 664-3177

Family First
Santa Barbara County
www.alphasb.org

Santa Barbara
(805) 683-2145
(877) 414-6227

Santa Maria
(805) 347-2775

Parents Helping Parents
San Luis Obispo County

San Luis Obispo
(805) 543-3277

Atascadero
(805) 461-7415

Give us a call!



The SELPAs of San Luis Obispo, Santa Barbara, and Ventura Counties and the Tri-Counties Regional Center

PRESENT...

Autism

a
**confusing
diagnosis!**



Information for families of children suspected of having a disability on the Autism spectrum

AUTISM IS CONSIDERED TO BE A SPECTRUM DISORDER. THIS MEANS THERE ARE A SET OF CHARACTERISTICS, OR SYMPTOMS, THAT A PERSON MUST HAVE IN ORDER TO QUALIFY.

CHILDREN WITH THE DIAGNOSIS OF AUTISM MAY HAVE DIFFERENT COMBINATIONS OF THESE CHARACTERISTICS AND TO A DIFFERENT DEGREE. THIS MEANS THAT TWO CHILDREN WHO HAVE AUTISM MAY BEHAVE QUITE DIFFERENTLY AND MAY HAVE NEEDS THAT ARE NOT THE SAME.

*This brochure is located on
www.venturacountyselpa.com*

Diagnosis

Agencies use varying criteria to qualify children with a diagnosis of autism.

SCHOOLS

The school district is concerned with the impact of your child's disability on educational performance. Schools consider his or her ability to function and make progress in the school setting. Schools use the criteria as specified in California Code of Regulations:

“A pupil exhibits any combination of the following autistic-like behaviors, to include but not limited to:

- 1. An inability to use oral language for appropriate communication.*
- 2. A history of extreme withdrawal or relating to people inappropriately and continued impairment in social interaction from infancy through early childhood.*
- 3. An obsession to maintain sameness.*
- 4. Extreme preoccupation with objects or inappropriate use of objects or both.*
- 5. Extreme resistance to controls.*
- 6. Displays peculiar motoric mannerisms in motility patterns.*
- 7. Self-stimulating, ritualistic behavior.”*

REGIONAL CENTER

The Regional Center serves people with developmental disabilities of all ages. Regional Center is concerned with your child's ability to function in daily life activities.

The Regional Center uses criteria from the Diagnostic and Statistical Manual, 4th Edition (DSM-IV) which is used by therapists and doctors. A summary of the DSM-IV criteria for autism is:

A total of six (or more) symptoms from all three of the following areas:

- 1. Substantial impairment in social interaction (at least two symptoms which are significantly handicapping).*
- 2. Substantial impairments in communication (at least one symptom which is significantly handicapping).*
- 3. Restricted, repetitive and stereotyped patterns of behavior, interests and activities (at least one symptom which is significantly handicapping).*

BECAUSE OF THE DIFFERENT CRITERIA A CHILD COULD BE ELIGIBLE FOR SERVICES FROM THE SCHOOLS AND NOT THE REGIONAL CENTER.

Services

SCHOOLS

Special education services are outlined in your child's Individualized Education Program (IEP). These services support your child's growth and development in school. The IEP team looks at your child's functioning in the school environment, and together you set realistic goals.

Services will be provided as necessary to help your child reach those goals. In a school setting, most services are multidisciplinary, which means many people, including the teacher, work with your child to attain and maintain the goals. The IEP team considers the expertise of staff in your child's program as well as the need for additional staff in deciding who will work with your child on various goals.

For example, a child with a speech/language goal who is in a language-rich classroom environment will have multiple natural opportunities to work on the speech/language goals and may not need additional individual speech therapy.