



DIVISION OF DEVELOPMENTAL DISABILITIES  
Olympia, Washington

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TITLE: ELIGIBILITY UNDER AUTISM POLICY 11.02

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Authority: RCW 71A.10.020  
WAC 388-825-030

**PURPOSE**

This policy specifies tools which can be used to determine when a substantial disability exists for a person with autism.

**SCOPE**

This policy applies to Division of Developmental Disabilities (DDD) case/resource managers determining eligibility for applicants with autism.

**POLICY**

- A. To determine whether significant deficits of social and communication skills exist, the developmental disabilities case/resource managers may use a variety of tools. Some examples may include, but are not limited to:
1. The applicant's Individual Educational Plan (IEP). A review of the individual's IEP should reveal both assessment data indicating the applicant's current functioning socially and in the area of communication. If these are areas of significant deficit, the IEP should reflect goals which address these deficits. The stated pertinent goals should reflect a significant disparity between the needs of a normally developing child, youth or young adult and the needs of the applicant.
  2. Reports of psychological and other testing and assessments. For example, if the applicant scores at least two (2) standard deviations below the mean on a standardized intelligence test, sufficient evidence of significant deficits exists.

3. Social and Communication domain of the Inventory for Client and Agency Planning (ICAP). An applicant who scores two (2) standard deviations below the mean on the standardized score of the Social and Communication domain of the ICAP documents significant deficits.
  4. ICAP Broad Independence Score. Scoring two (2) standard deviations below the mean on the ICAP using the total Broad Independence score of the Adaptive Behavior Scale documents significant deficits.
- B. To determine the existence of a marked restriction of activities of daily living, the developmental disabilities specialist may use a variety of tools. Such tools may include, but are not limited to:
1. The applicant's IEP.
  2. Personal Living Domain of the ICAP. Scoring two (2) standard deviations below the mean on the Personal Living Domain of the ICAP.
  3. Scoring two (2) standard deviations below the mean on a standardized intelligence test.
  4. Descriptions of the applicant's needs for assistance in daily living by applicant's caregiver(s). The reviewer should consider the nature of the assistance needed; what degree of personal assistance is given; what degree of supervision is needed, and why.
  5. Results of administration of the *Comprehensive Adult Assessment*, DSHS 14-192(X).
  6. ICAP Broad Independence Score. Scoring two (2) standard deviations below the mean on the ICAP using the total Broad Independence score of the Adaptive Behavior Scale.

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**SUPERSESSSION**

Division Policy 15.02  
Issued March 3, 1994

Division Policy 15.02  
Issued November 1993

Division Policy Directive 505  
Issued January 3, 1989

Approved:     /s/ Timothy R. Brown      
Director, Division of Developmental Disabilities

Date:     4/13/2000