

HOUSE No. 1123

By Mr. DeLeo of Winthrop, petition of Robert A. DeLeo and others relative to the special education needs of children with autism spectrum disorder. Education.

The Commonwealth of Massachusetts

PETITION OF:

Robert A. DeLeo	Jennifer M. Callahan
Garrett J. Bradley	Karen Spilka
Alice Hanlon Peisch	Gale D. Candaras
Tom Sannicandro	Kay Khan
Mary E. Grant	Elizabeth A. Malia
Steven A. Tolman	J. James Marzilli, Jr.
Kathi-Anne Reinstein	James B. Eldridge
Stephen R. Canessa	Charles A. Murphy
James B. Leary	Frank I. Smizik
Ellen Story	Jay R. Kaufman
Alice K. Wolf	Shirley Gomes
David Paul Linsky	Susan C. Tucker
Patricia D. Jehlen	Peter J. Larkin
Ruth B. Balsler	Robert K. Coughlin
Richard T. Moore	John W. Scibak
Pamela P. Resor	Peter J. Koutoujian
Michael E. Festa	Robert S. Hargraves
Elizabeth A. Poirier	Joyce A. Spiliotis
Robert L. Hedlund	Barbara A. L'Italien
Rachel Kaprielian	Antonio F. D. Cabral

In the Year Two Thousand and Five.

AN ACT TO ADDRESS THE SPECIAL EDUCATION NEEDS OF CHILDREN WITH
AUTISM SPECTRUM DISORDER.

*Be it enacted by the Senate and House of Representatives in General
Court assembled, and by the authority of the same, as follows:*

1 Chapter 71B, Section 3 of the General Laws is hereby amended
2 by inserting at the end of paragraph six the following sentence:—
3 Whenever an evaluation indicates that a child has a disability on
4 the autism spectrum, which includes autistic disorder, Asperger's
5 disorder, pervasive developmental disorder not otherwise speci-
6 fied, childhood disintegrative disorder, and Rhetts Syndrome as
7 defined in the Diagnostic and Statistical Manual of Mental Disor-
8 ders, fourth edition (DSM-IV, 2000), the IEP team shall consider
9 and shall specifically address the following: the verbal and non-
10 verbal communication needs of the child; the need to develop
11 social interaction skills and proficiencies; the needs resulting from
12 the child's unusual responses to sensory experiences; the needs
13 resulting from resistance to environmental change or change in
14 daily routines; the needs resulting from engagement in repetitive
15 activities and stereotyped movements; the need for any positive
16 behavioral interventions, strategies, and supports to address any
17 behavioral difficulties resulting from autism spectrum disorder;
18 and other needs resulting from the child's disability that impact
19 progress in the general curriculum, including social and emotional
20 development.