**24:05:24.01:04.  Diagnostic criteria for autism spectrum disorder.** The criteria in the manual, section two, pages fifty to fifty-one, inclusive, shall be used for diagnosing autism spectrum disorder. An autism spectrum disorder is present in a student if a student expresses all three of the characteristics from subdivision (1), at least two characteristics from subdivision (2), and all of the characteristics in subdivision (3) through (5), inclusive:

 (1)  Persistent deficits in social communication and social interaction across multiple contests, as manifested by the following:

 (a)  Deficits in social-emotional reciprocity as referenced in the manual;

 (b)  Deficits in non-verbal communicative behaviors used for social interaction as referenced in the manual; and

 (c)  Deficits in developing, maintaining, and understanding relationships as referenced in the manual;

 (2)  Restricted, repetitive patterns of behavior, interests, or activities, as manifested by the following:

 (a)  Stereotyped or repetitive motor movements, use of objects, or speech as referenced in the manual;

 (b)  Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior as referenced in the manual;

 (c)  Highly restricted, fixated interests that are abnormal in intensity or focus as referenced in the manual; or

 (d)  Hyper-or hyporeactivity to sensory input or unusual interest in sensory aspects of the environment as referenced in the manual;

 (3)  Symptoms must be present in the early developmental period but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life; and

 (4)  Symptoms cause clinically significant impairment in social, occupational or other important areas of current functioning; and

 (5)  Symptoms are not primarily caused by a cognitive disability or developmental delay, and in order to make dual diagnoses of autism spectrum disorder and cognitive disability, social communication must be below that expected for the general developmental level.

 **Source:** 23 SDR 31, effective September 8, 1996; 26 SDR 150, effective May 22, 2000; 41 SDR 37, effective September 4, 2014.

 **General Authority:** SDCL 13-1-12.1, 13-37-1, 13-37-1.1, 13-37-28, 13-37-46, 13-37-47, 13-37-52.

 **Law Implemented:** SDCL 13-1-12.1, 13-37-1, 13-37-1.1, 13-37-1.2, 13-37-28, 13-37-46, 13-37-47, 13-37-52.

 **Reference:** Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (2013), American Psychiatric Association, section two, pages fifty to fifty-one, inclusive. The materials are available for viewing at the South Dakota Department of Education, 800 Governors Drive, Pierre, South Dakota. Copies of portions of the manual referenced in §§ 24:05:24.01:03 to 24:05:24.01:05, inclusive, can be obtained at <http://www.autismspeaks.org/what-autism/diagnosis/dsm-5-diagnostic-criteria>