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## Laid Over Under Rule 25

| _  | HOUSE RESOLUTION NO. 42                                    |
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| 1  | <del></del> -  |
| 2  | BY T. TAYLOR   |
| 3  | A Resolution urging the Iowa Department of Education's     |
| 4  | program, the Regional Autism Services program, to continue |
| 5  | compiling and maintaining yearly records regarding         |
| 6  | individuals with autism and related disorders.             |
| 7  | WHEREAS, autism is a developmental disorder that           |
| 8  | typically affects a person's ability to communicate,       |
| 9  | form relationships with others, and respond                |
| 10 | appropriately to the environment; and                      |
| 11 | WHEREAS, some people with autism are relatively            |
| 12 | high-functioning, with communicative speech and            |
| 13 | intelligence a strength for a small percentage; others     |
| 14 | may be nonverbal, and have cognitive delays ranging        |
| 15 | from mild to severe; all appear to have difficulties       |
| 16 | with social interaction to some degree and often           |
| 17 | exhibit a narrow repertoire of interests and               |
| 18 | abilities, showing repetitive behaviors and rigid          |
| 19 | patterns of thinking that interfere with learning; and     |
| 20 | WHEREAS, the medical diagnosis of autism is made           |
| 21 | when a specified number of characteristics listed in       |
| 22 | the DSM-IV or ICD-9 diagnostic tools, are present, in      |
| 23 | ranges perhaps similar to significantly below the          |
| 24 | child's age, and diagnosis usually occurs between the      |
| 25 | ages three and five; and                                   |
| 26 | WHEREAS, there are other pervasive developmental           |
| 27 | disabilities, including Rett's Disorder, Childhood         |
| 28 | Disintegrative Disorder, Asperger's Disorder, and          |
| 29 | Pervasive Developmental Disorder Not Otherwise             |
| 30 | Specified each category of symptoms creating an            |

- 1 individualized set of social, learning, and behavioral
- 2 differences; and
- 3 WHEREAS, while there are no known specific causes
- 4 of these pervasive developmental disorders, some
- 5 research suggests that causes might include physical
- 6 problems affecting those parts of the brain that
- 7 process language and information received through the
- 8 senses, imbalances of certain chemicals in the brain,
- 9 and genetic factors; and
- 10 WHEREAS, autism may also result from a combination
- 11 of several causes, but factors in the psychological
- 12 environment of the child do not cause autism; and
- 13 WHEREAS, autism and associated disorders affect as
- 14 many as one in 500 individuals, according to the
- 15 United States Centers for Disease Control and
- 16 Prevention as of 1997; and
- 17 WHEREAS, autism is four times more prevalent in
- 18 boys than girls and knows no racial, ethnic, or social
- 19 boundaries, and family income, lifestyle, and
- 20 educational levels do not affect the chance of
- 21 autism's occurrence; and
- 22 WHEREAS, the autism prognosis is variable from
- 23 independent to various levels of supported living and
- 24 work, and may be compromised by associated conditions
- 25 including seizure disorder, mental retardation, Down's
- 26 Syndrome, or genetic disorders such as Fragile X
- 27 Syndrome, Landau-Kleffner Syndrome, William's
- 28 Syndrome, or Tourette's Syndrome; and
- 29 WHEREAS, caring for and educating children and
- 30 adults with autism and related disorders often require

- 1 a considerable dedication of emotional and financial
- 2 resources by parents, caretakers, schools, community
- 3 providers, or community organizations; and
- 4 WHEREAS, the bipartisan Congressional Coalition for
- 5 Autism Research and Education (C.A.R.E.) has been
- 6 formed with the goal of increasing autism awareness,
- 7 educating lawmakers and policymakers, providing a
- 8 forum in which autism issues can be debated and
- 9 discussed, and expanding federal research into autism
- 10 spectrum disorders; and
- 11 WHEREAS, to ensure that planning for the welfare
- 12 and development of persons with autism and related
- 13 disorders is more meaningful, need exists for the
- 14 Regional Autism Services program, a program supported
- 15 by school laws of Iowa through the Iowa Department of
- 16 Education to continue to collect data on the estimated
- 17 overall number of individuals with autism spectrum
- 18 disorders in the educational arena, supported by
- 19 Medicare Part B and Part C services; NOW THEREFORE,
- 20 BE IT RESOLVED BY THE HOUSE OF REPRESENTATIVES,
- 21 That the members of Iowa's congressional delegation to
- 22 the United States House of Representatives are
- 23 encouraged to become a part of the Coalition for
- 24 Autism Research and Education.
- 25 BE IT FURTHER RESOLVED, That upon adoption, the
- 26 Chief Clerk of the House of Representatives shall send
- 27 a copy of this Resolution to Representatives Leonard
- 28 L. Boswell, Greg Ganske, Tom Latham, Jim Leach, and
- 29 Jim Nussle.