

Assessing Language Skills in Individuals with Autism Spectrum Disorders

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Patricia Ybarra, MS, CCC-SLP

Shannon Wang, MA, CCC-SLP

Nancy Castilleja, MA CCC-SLP

Autism Spectrum Disorder (IDEIA, 2004)

Autism is a **developmental disability** significantly affecting verbal and nonverbal **communication** and **social interaction**, generally evident before age three, that adversely affects a child's **educational performance**.

Other characteristics often associated with autism are engagement in **repetitive activities** and **stereotyped movements**, **resistance to** environmental **change** or change in daily routines, and unusual responses to **sensory** experiences.

Diagnosis and Criteria Changed in DSM-5

DSM-III (1980); DSM-III-R (1987) DSM-IV (1994); DSM-IV TR (2000)

Pervasive Developmental Disorders

- Autistic Disorder
- Asperger Syndrome
- Childhood Disintegrative Disorder
- Rett's Disorder
- Pervasive Developmental Disorder-Not Otherwise Specified

DSM-5

Autism Spectrum Disorder

Autism Spectrum Disorder (DSM-5, 2013)



- A. Persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following, currently or by history . . .
 - 1. Deficits in social-emotional reciprocity . . .
 - 2. Deficits in nonverbal communicative behaviors used for social interaction . . .
 - 3. Deficits in developing, maintaining, and understanding relationships . . .

Autism Spectrum Disorder (DSM-5, 2013)

B. Restricted, repetitive patterns of behavior, interests, and activities, as manifested by at least two of the following, currently or by history . . .

1. Stereotyped or repetitive motor movements, use of objects, or speech . . .
2. Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior . . .
3. Restricted, fixated interests that are abnormal in intensity or focus . . .
4. Hyper- or hyporeactivity to sensory input or unusual interest in sensory aspects of the environment . . .

Autism Spectrum Disorder (299.00 DSM-5, 2013)

- C. Symptoms are 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).
- D. Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning.
- E. These disturbances are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay.

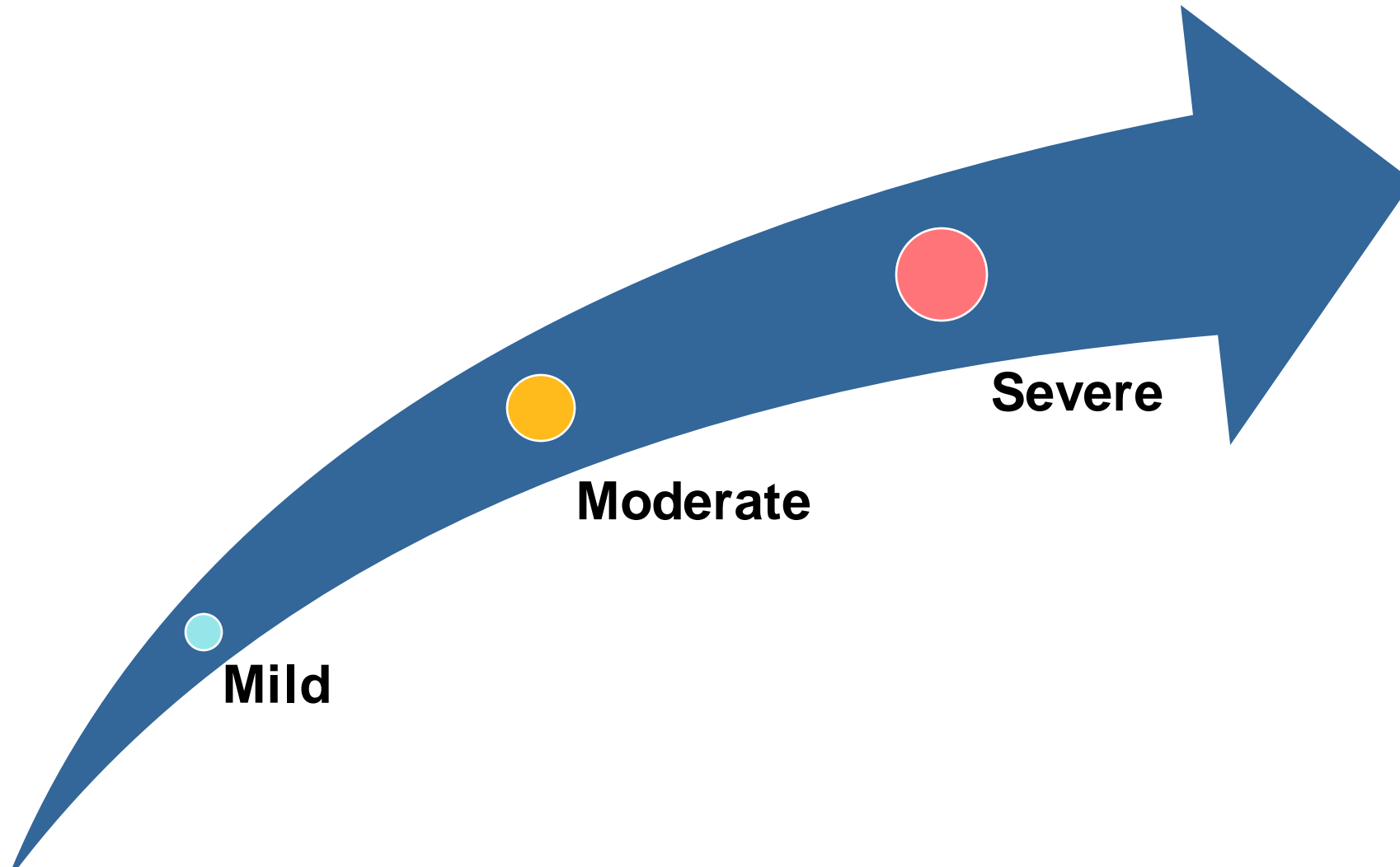
Autism Spectrum Disorder (DSM-5): Severity Levels

Level 3: Severe deficits requiring very substantial support

Level 2: Marked deficits requiring substantial support

Level 1: Noticeable impairments requiring support

Assessment needs at each severity level





Diagnosis Often Made Late

- Most children diagnosed after age 4, though autism can be reliably diagnosed as early as age 2.
- Autism affects all ethnic and socioeconomic groups.
- Minority groups tend to be diagnosed later and less often.

Centers for Disease Control, 2014



Early Warning Signs

- Poor eye contact
- Does not look when you point to an object
- Does not engage in pretend or imaginative play
- No response to name
- Does not use gestures to communicate
- Excessive lining up of toys or objects
- No smiling or social responsiveness

(Johnson & Myers, 2007; National Institute of Health, 2013)



Skills gained through play

Play development is significantly related to cognitive, language, and social development.

It is during play that children learn:

- Appropriate behavior and language
- Task completion
- Imagination
- Turn taking
- Building relationships
- Imitation
- Flexibility
- Tolerance
- Reciprocity

Development of Play

- Sensory motor play
- Exploratory and manipulative play
- Physical play
- Social play
- Pretend play



Children with Autism Spectrum Disorder often demonstrate different play skills than peers with typical development. This is especially true of social play and pretend play.



Social participation in play

Children begin to play on their own.

Unoccupied behavior- watches anything of momentary interest

Solitary- pursues own play without reference to others

Over time, children start participating in play that involves other people.

Onlooker- watches other children but doesn't play along

Parallel- plays alongside other children

Associative- Starts to play with others with some cooperation

Cooperative- plays with shared aim of playing with others



Social Interaction: Joint Attention

Joint attention is about two people thinking about the same thing as one another.

1. Look at a partner
2. Attend to that partner
3. Read partner's affective state
4. Share partner's affective state
5. Reciprocal interaction

No Joint Attention= difficulty with subtle communication cues like facial expressions, the tone of a speaker's voice, body language, etc.

Theory of Mind

1st order: A thinks X

2nd order: A thinks B thinks X

3rd order: A knows THEY think X (involves knowing a group's perspective)





Language and Narrative Skills

A typical developing child can understand and tell short stories between 2-3 years of age.

Semantic memory- words, ideas, and concepts are remembered

Episodic memory- memory of experiences throughout time develops.

Children are able to perceive the present moment as both continuation of the past and a precursor to the future.

Episodic memory enables predicting and inferencing skills.

Conducting an evaluation

1. Conduct a comprehensive speech and language evaluation

Review of Records and (Parent) Interview

Medical History (Vision tracking; hearing)

Family History

Social History

Communication and Language Development

- Reports/Interviews
- Observations
- Test results (standardized and non-standardized)

Educational History and Impact



Increasing Rate of Early Identification

- Conduct developmental surveillance at every well-child visit.
- Administer developmental screenings as a standard at the 9-, 18-, and 30-month visits (or 24-month, if no 30-month visit is anticipated).
- Recommend an additional screening prior to beginning preschool or kindergarten, or at the 4-year well-child visit (Duby et al., 2006).

(Recommendations from American Academy of Pediatrics)

Infants and Toddlers

Birth	<ul style="list-style-type: none">➤ Primary Intersubjectivity- Infants and caregivers sharing feelings and emotions via expressions and gestures➤ Affect Attunement- emotions are nonverbally communicated
~8 months	<ul style="list-style-type: none">➤ Secondary Intersubjectivity- Determining your reaction's effects on others
~15 months	<ul style="list-style-type: none">➤ Symbolic/Representational Skills<ul style="list-style-type: none">• Awareness of Self• Pretend Play• Language

Communication & Language Assessments for Infants and Toddlers

Test	Age	Description
PLS-5	Birth - 7:11	Developmental assessment of emerging interpersonal communication skills, language comprehension, and expressive language
Bayley-4	16 days - 42 months	SLPs are qualified to administer the Bayley-4, which addresses cognition, receptive and expressive language, fine and gross motor skills, social-emotional, and adaptive behavior skills
Vineland-3	Parent/Caregiver forms Birth - 90+ Teacher forms 3:0 - 21:11	Communication (Receptive, Expressive, Written); Daily Living Skills (Personal, Domestic, Numeric,* Community, School Community*); Socialization (Interpersonal Relationships, Play and Leisure, Coping Skills); Motor Skills (Gross Motor, Fine Motor); Maladaptive Behavior (Internalizing, Externalizing, Critical Items.)

PLS-5 Profile

Auditory Comprehension											
Attention				Semantics				Language Structure			
Attention to Environment	Attention to People			Vocabulary/ Connected Speech	Qualitative Concepts	Spatial Concepts	Quantitative Concepts	Time/ Sequence Concepts	Morphology		

Expressive Communication										
Vocal Development	Gesture	Social Communication	Vocabulary/ Connected Speech	Semantics			Language Structure		Integrative Language Skills	Emergent Literacy Skills
				Qualitative Concepts	Spatial Concepts	Time/ Sequence Concepts	Morphology	Syntax		

Bayley-4 Scales



Cognitive

Visual preference, attention, memory, sensorimotor, exploration and manipulation, concept formation



Language

Receptive and expressive language subtests



Motor

Fine motor and gross motor subtests



Social-Emotional

Communicating needs, self-regulation using emotional signals



Adaptive Behavior

Listening and Understanding, Talking, Caring for Self, Relating to Others, and Playing

Vineland Adaptive Behavior Scales

Conducted as a parent/caregiver or teacher interview

- Communication (Receptive, Expressive, Written)
- Daily Living Skills (Personal, Domestic, Numeric,* Community, School Community*);
- Socialization (Interpersonal Relationships, Play and Leisure, Coping Skills);
- Motor Skills (Gross Motor, Fine Motor);
- Maladaptive Behavior (Internalizing, Externalizing, Critical Items.)
- Items appropriate for infants and toddlers

Ind-depth presentation via live webinar scheduled for 4/30/21 and available as a recording afterwards on pearsonassessments.com.





Semantics

- May have difficulty understanding figurative language (e.g., It is raining cats and dogs. She is under the weather.)
- May associate one meaning with a word; may have difficulty with words with multiple meanings (e.g., The baseball player caught the fly.)
- May have limited vocabulary

Assessments that Address Vocabulary

Test	Age	Description
Peabody Picture Vocabulary Test, Fifth Edition (PPVT – 5)	2:6 - 90+	Evaluates receptive vocabulary without the need to read or write
Expressive Vocabulary Test, Third Edition (EVT – 3)	2:6 - 90+	Evaluates expressive vocabulary without the need to read or write
Bracken Basic Concept Scale, Third Edition: Receptive (BBCS - 3:R)	3:0 - 6:11	Evaluates understanding of basic concepts needed to be successful in formal education

Assessments that Address Vocabulary

Test	Age	Description
Bracken Basic Concept Scale: Expressive (BBCS:E)	3:0 - 6:11	Evaluates labeling of basic concepts needed to be successful in formal education
Boehm Test of Basic Concepts, Third Edition Preschool (Boehm - 3 Preschool)	3:0 - 5:11	Measures understanding of 26 basic concepts relevant to preschool and early childhood curriculum. Each concept is assessed twice to determine the child's understanding across contexts



Morphology

- Development of morphological forms is consistent with peers with typical language development
- Morphological error patterns are similar to those of children with developmental language disorder (e.g., 3rd person singular, regular past tense -ed, pronoun case)
- It may be difficult to assess children's morphological productions if they have limited verbal skills (e.g., one- to two-word utterances, idiosyncratic phrases, echolalia/"movie talk")



Syntax






- Development of syntactic forms is consistent with peers with typical language development
- Understanding of sentence structures with multiple meanings may be difficult (e.g., The children ran into the room with balloons.)
- Understanding of complex sentences may be limited (e.g., After driving Jordan to school, his mother goes to work.)
- Understanding and production of any sentence types is limited
- It may be difficult to assess children's syntax if they have limited verbal skills

Assessments that Address Comprehensive Language

Test	Age	Description
Preschool Language Scales, Fifth Edition (PLS - 5)	Birth - 7:11	Assesses communication development, with items that range from pre-verbal, interaction-based skills to emerging language to early literacy
Clinical Evaluation of Language Fundamentals, Preschool, Third Edition (CELF Preschool - 3)	3:0 - 6:11	<ul style="list-style-type: none">• Ideal for children who communicate at the sentence level and who are suspected of having specific skills deficits rather than overall language delays• Assesses a child's semantics, morphology, syntax, pragmatics, and pre-literacy skills

Assessments that Address Comprehensive Language

Test	Age	Description
Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF - 5)	5:0 - 21:11	Assesses a student's semantics, morphology, syntax, and pragmatic skills. Provides information about the impact of oral language skills on written language, using the Reading Comprehension and Structured Writing tests.
Clinical Evaluation of Language Fundamentals, Fifth Edition Metalinguistics (CELF - 5 Metalinguistics)	9:0 – 21:11	<ul style="list-style-type: none">• Ideal for students with subtle language disorders• Evaluates higher level language skills for students who have difficulties in the classroom, but do not qualify for services on tests of basic language skills

Test	Examples
 Metalinguistics Profile (MP)	<p>Uses abstract words like <i>kindness</i> or <i>paradigm</i></p>
 Making Inferences (MI)	<p>I was hoping to wash my car today. Guess I'll wash it tomorrow. I thought of two reasons why he didn't wash his car today: it's raining or he doesn't have time.</p>
 Conversation Skills (CS)	<p>I heard some people talking but only heard a few words...I heard the words Pam, late dinner. Look at the picture and tell me what the girl could have said.</p>
 Multiple Meanings (MM)	<p>Here is a sentence that can mean more than one thing. <i>Your glasses are dirty.</i> What two things can the sentence mean?</p>
 Figurative Language (FL)	<p>The girl said I have to change the tire, so would you give me a hand? What does that mean? Now find the sentence that means almost the same thing. (Correct answer: I sure wish you would pitch in.)</p>



Pragmatics

- Understanding the nuances of social language may be difficult (e.g., understanding figurative language, jokes, facial expressions, body language)
- Taking the perspective of a communication partner may be difficult (e.g., understanding the relevance of communication topic, provides sufficient context)
- Engaging in social interactions with communication partners may be difficult (e.g., understanding how to initiate and maintain conversation)

Assessments that Address Pragmatics

Test	Age	Description
Children's Communication Checklist - 2, U.S. Edition (CCC - 2)	4:0 - 16:11	<ul style="list-style-type: none">• Evaluates a student's language abilities in the areas of speech, vocabulary, sentence structure, and social language.• Provides profiles for students who may have pragmatic impairment

Children's Communication Checklist-2

CCC-2 DOMAINS

CCC-2 is sensitive to pragmatic language and detects deficits not identified by other communication assessments.

LANGUAGE	PRAGMATICS
Speech	Initiation
Syntax	Scripted Language
Semantics	Context
Coherence	Nonverbal Communication
	Social Relations
	Interests



Assessments that Address Behaviors Associated with ASD

Test	Age	Description
Sensory Profile 2	Birth - 14:11	<ul style="list-style-type: none">Evaluates a child's sensory processing patterns in the context of home, school, and community-based activities
Social Skill Improvement System (SSIS) Rating Scales	3:0 - 18:0	<ul style="list-style-type: none">Measures social skills: communication, cooperation, assertion, responsibility, empathy, engagement, and self-controlAllows for a comprehensive picture of a student's abilities across school, home, and community settings with teacher, parent, and student forms.
Vineland Adaptive Behavior Scales, Third Edition (Vineland - 3)	Birth - 90	<ul style="list-style-type: none">Measures adaptive behavior of individuals in 5 domains: Communication, Daily Living Skills, Socialization, Motor Skills, and Maladaptive Behavior

Characteristics of tweens and teens with Autism

May have many of the characteristics of younger children with autism

- May be nonverbal or have excellent verbal skills with few grammatical errors

Regardless of level of language ability most continue to learn how to

- Read nonverbal cues like tone of voice, gestures, and body language
- Understand what is required in social situations

Middle and High School Students and Adults with Autism

- Young adults want to be as independent as possible. Regardless of language level, they want to be like their age-level peers.
- They demonstrate behaviors that show they want to be more independent at home and participate in the same school activities as age-level peers.
- Even when their communication skills are limited. Improving their ability to communicate enthusiasm, anger, need for help etc. Is even more critical as they age for their own (and others') health, well- being, and safety.





Age-appropriate assessment tools and procedures

Obtain assessment data using

- Language sampling
- Dynamic assessment
- Parent and teacher questionnaires or interviews
- Observations
 - At home with different family members
 - At school with teachers and classmates
 - At work (if applicable) with coworkers and supervisors
- Review portfolios of classroom work

Age-appropriate norm-referenced assessments that address vocabulary (middle/high school and adults)

Test	Age	Description
Peabody Picture Vocabulary Test, Fifth Edition (PPVT – 5)	2:6 - 90+	Evaluates receptive vocabulary without the need to read or write
Expressive Vocabulary Test, Third Edition (EVT – 3)	2:6 - 90+	Evaluates expressive vocabulary without the need to read or write

Age-appropriate, norm-referenced tests for general language skills for older students and adults

TITLE	AGE	FORMAT	SCORES
Vineland Adaptive Behavior Scales-3 (Vineland-3)	Birth-90	Interview with parents/caregivers and teachers	Measures adaptive Behavior of individuals in 5 domains: Communication, Daily, Living Skills, Socialization, Motor Skills, and Maladaptive Behavior
Children's Communication Checklist (CCC-2)	4-16	Caregiver report: ratings based on frequency observed	Domain scaled scores General Communication Composite (GCC) Social Interaction Difference Index
CELF-5	5-21	Tasks: Structured, semi-structured, observational, and interactive	Core Language, Receptive Language, Expressive Language, Language Content and Structure, Pragmatics, Reading, Writing
CELF-5 Metalinguistics	9-21	Interview, structured tasks	Metalinguistics index, Meta-Semantic and Meta-Pragmatic Index

Age appropriate, norm-referenced assessments that address pragmatics/social communication (older students/adults)

Test	Age	Description
Children's Communication Checklist - 2, U.S. Edition (CCC - 2)	4:0 - 16:11;	<ul style="list-style-type: none">• Evaluates a student's language abilities in the areas of speech, vocabulary, sentence structure, and social language.• Provides profiles for students who may have pragmatic impairment for Initiation, Scripted Language, Context, Nonverbal Communication, Social Relations, and Interests
CELF-5 Pragmatics Profile	5:0-21:11	<ul style="list-style-type: none">• 50 item test examining presence of appropriate pragmatic language behaviors in the areas of<ul style="list-style-type: none">• Rituals and conversation• Asking for, giving, responding to information• Nonverbal communication

CELF-5



Pragmatics Profile

4 – always or almost always

Rituals and Conversational Skills

The student demonstrates culturally appropriate use of language when

1. making/responding to greetings to/from others

Never or Almost Never	Sometimes	Often	Always or Almost Always
1	2	3	4

A quick look at each



Skill tested	Examples
Rituals and Conversational Skills	Greet others; uses strategies to get attention
Asks for , Gives, Responds to Information	Asks for help; recognizes other's feelings from nonverbal cues
Nonverbal Communication	Uses body language/gestures; adjusts distance to another person according to the situation

Pragmatics Profile Item Analysis	
Communication	Item
Using Rituals	1, 2, 3, 16, 40, 41, 42
Following Conversational Rules	3, 4, 5, 6, 7, 8, 9, 10, 13, 17, 18, 27, 38
Understanding Humor/Jokes	11, 12, 37
Participation	14, 15, 17, 18, 22, 23
Giving/Asking for Information	19, 20, 21, 38
Understanding/Expressing Complex Intentions	24, 25, 26, 28, 29, 30, 31, 32, 33
Awareness/Use of Prosodic Cues	43, 46
Sharing/Responding to reactions	34, 35, 36, 37
Reading/Using Body Language	39, 40, 41, 42, 44, 45, 47, 48, 49, 50

Note. Bold items appear in more than one category.

1. Select three activities to do before or after testing or as a "break" between subtests.
2. Note atypical behaviors
3. Mark each behavior observed after the examinee leaves the session (not during the interaction).





CELF-5



Pragmatics Activities Checklist

Check the three activities you selected for this student's participation:






- | | |
|--|--|
| <input type="checkbox"/> Teach and play a game | <input type="checkbox"/> Recommend a gift of toys/electronics/clothing/etc. from a catalog/advertisement |
| <input type="checkbox"/> Make a paper airplane/Build a simple figure out of blocks/
Put together a puzzle | <input type="checkbox"/> Have a snack |
| <input type="checkbox"/> Make a card or gift wrap | <input type="checkbox"/> Recommend a movie from a newspaper |

NONVERBAL: Gaze, Gesture, Expression, and Body Language

The student

- ☐ 1. did not maintain culturally-appropriate eye contact with speaker
- ☐ 2. did not look where speaker pointed

Types of Behaviors Observed	Example
Nonverbal: Gaze, Gesture, Expression, Body Language	Did not coordinate gaze with speaker's gaze and ongoing talk
Verbal: Manner of Communication	Used too much nonspecific language to enable understanding of what he/she was trying to communicate
Verbal: Relevance of Communication	Said things not relevant to current situation, topic, event, or participants
Verbal: Quality and Quantity of Communication	Provided too much information; provided redundant information

Test	Examples
 Metalinguistics Profile (MP)	<p>Uses abstract words like <i>kindness</i> or <i>paradigm</i></p>
 Making Inferences (MI)	<p>I was hoping to wash my car today. Guess I'll wash it tomorrow. I thought of two reasons why he didn't wash his car today: it's raining or he doesn't have time.</p>
 Conversation Skills (CS)	<p>I heard some people talking but only heard a few words...I heard the words Pam, late dinner. Look at the picture and tell me what the girl could have said.</p>
 Multiple Meanings (MM)	<p>Here is a sentence that can mean more than one thing. <i>Your glasses are dirty.</i> What two things can the sentence mean?</p>
 Figurative Language (FL)	<p>The girl said I have to change the tire, so would you give me a hand? What does that mean? Now find the sentence that means almost the same thing. (Correct answer: I sure wish you would pitch in.)</p>

CELF-5 Metalinguistics



Making Inferences

Amy and Gary were called to the principal's office after the fire drill because:

- ☐ a. **They talked loudly during the drill.**
- ☐ b. They walked out of the building quietly.
- ☐ c. **They ran outside instead of walking.**
- ☐ d. They both have a parent who is a firefighter.

CELF-5 Metalinguistics

Conversation Skills

don't leg



CELF-5 Metalinguistics



Multiple Meanings



Your glasses are dirty.



CELF-5 Metalinguistics








Figurative Language



Situation: A girl talking to her friend about a flat tire

Expression: "I have to change the tire, so would you give me a hand?"

CELF-5 Metalinguistics

	Metalinguistics Profile (MP)
	Making Inferences (MI)
	Conversation Skills (CS)
	Multiple Meanings (MM)
	Figurative Language (FL)

	Test Scaled Scores				
	MI	CS	MM	FL	
Total Metalinguistics Index (TMI)					:
Meta-Pragmatics Index (MPI)					:
Meta-Semantics Index (MSI)					:

Age- appropriate, norm referenced assessments that address literacy (older students/adults)

Test	Age	Description
CELF-5 Reading Comprehension and Written Language	8:0 through 21:0	<ul style="list-style-type: none">• Evaluates a student's language abilities in the areas of speech, vocabulary, sentence structure, and social language.• Provides profiles for students who may have pragmatic impairment
Woodcock Reading Mastery Tests-3 (WRMT-3)	4:6 to 79:11, Grades 1-12	<ul style="list-style-type: none">• Individually-administered comprehensive assessment of reading skills

CELF-5 reading and writing tests

Reading Comprehension

The student reads three stories (appropriate to age level), then answers questions in these categories:

- Main idea
- Details
- Sequence of events
- Inference
- Prediction

CELF-5 Reading and Writing Tests

Structured Writing

Trial: Complete the sentence and write ONE more sentence.

Catching the Bus

Every morning, Eric waits for the bus at the corner. Today it was raining so _____

CELF-5 Reading and Writing tests

Structured Writing

Scoring for Age 8									
Field Trip									
	Complete		Structure		Grammar		Total		
Sentence 1	1	0	3	2	1	0	1	0	
Sentence +	1	0	3	2	1	0	1	0	
	Organization						2	1	0
	Writing Mechanics						3	2	1
Stuffing the Backpack									
Sentence 1	1	0	3	2	1	0	1	0	
Sentence +	1	0	3	2	1	0	1	0	
	Organization						2	1	0
	Writing Mechanics						3	2	1



Woodcock Reading Mastery Tests-3

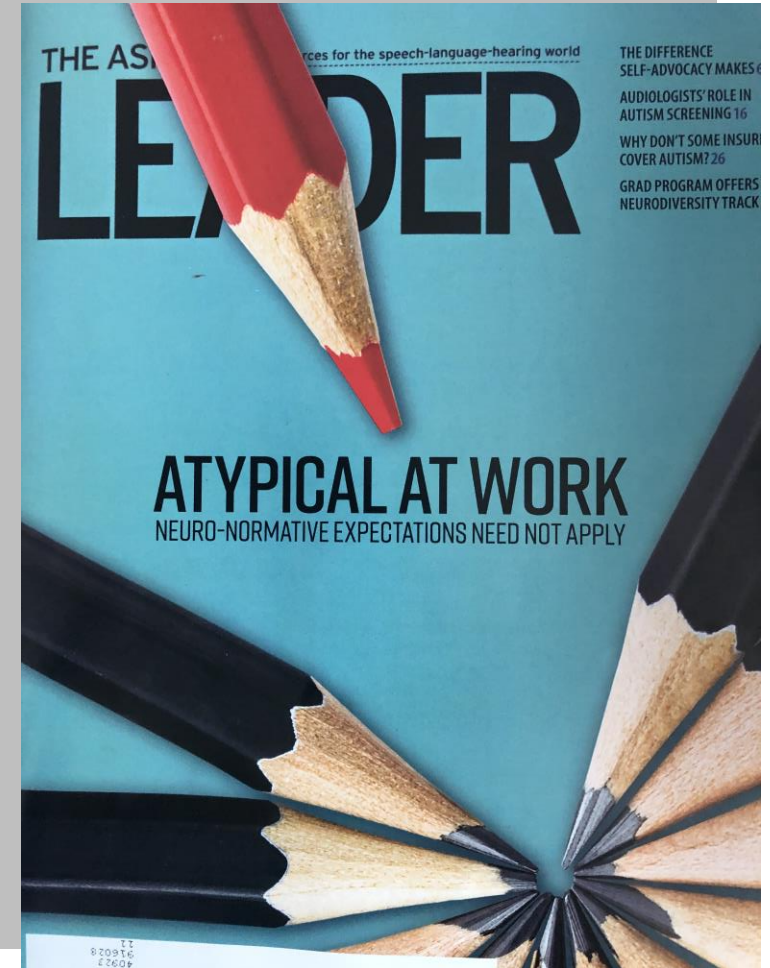
- Listening Comprehension
- Readiness
 - ✓ Letter Identification
 - ✓ Phonological Awareness
 - ✓ Rapid Automatic Naming
- Basic Skills
 - ✓ Word Identification
 - ✓ Word Attack
- Reading Comprehension
 - ✓ Word Comprehension
 - ✓ Passage Comprehension
- Oral Reading Fluency

Older Students/Young Adults with Autism

Phyllis R. Scott

Poor outcome data for students with

- mild to moderate language impairments
- emotion regulation problems
- social communication disorders



Scott, P.R. (2021). Preparing High Schoolers with Communication Disorders for the Workplace. *ASHA Leader*, Vol. 26 (3), 28-29. 60

National Autism Indicator Report (2017)

Developmental Disability Services and Outcomes in Adulthood (2017)

- About half a million youth on the autism spectrum will age into adulthood over the next decade
- The majority of a typical life occurs in adulthood
- Only 1% of all autism research funding supports investigation of topics related to adulthood and aging, according to a 2017 report from the Interagency Autism Coordinating Committee
- Adulthood is the stage of life we know least about with respect to autism research, policy and practice.

Norm referenced assessment of adults who are nonverbal or have emerging language skills

Assessment	Age	Type of measure
CELF-5 Pragmatics Profile	5-21	Rating scale to examine rituals & conversation, asking/giving/responding to information, and nonverbal communication
CELF-5 Pragmatics Activities Checklist	5-21	Checklist of atypical nonverbal communication and relevance/manner/quality/quantity of communication
Vineland Adaptive Behavior Profile	Birth to 90	
Sensory Profile for Adolescents and Adults	11+	Examine sensory processing patterns as an interview with client and/or caregiver

Vineland-3

Vineland Adaptive Behavior Scales™—Third Edition

Areas Tested	Examples
Communication	Responds to questions; follows directions; asks questions; comments about situations and emotions; reads and writes simple sentences
Daily living skills	Bathes and dresses self; uses kitchen utensils, careful with sharp objects, looks both ways when crossing streets
Socialization	Recognizes other's emotions; shows concern for others; has friends; plays with others; requests help
Motor (optional)	Walks up stairs; catches a ball; cuts with scissors; draws recognizable form
Maladaptive Behavior	Repetitive movements and speech; fixated interests;



Sensory Profile

- Norm-referenced questionnaire (infant, toddler, child, and adolescent and adult editions)
- Determine how sensory processing may be contributing to or interfering with a child's participation at home, school, and community
- Provides information about sensory strengths and challenges
- Use the information to help you help the student or adult remain calm and focused on activities, supporting behaviors that improve participation and avoid scenarios that trigger behavioral responses that can interfere with participation in home and school activities.

Suggestions for successful collaboration with stakeholders

1. Explain test results to teachers and family in a way that makes it clear what the individual can do and what he/she has difficulty doing in the classroom and at home.
2. Identify the pain points—what does each stakeholder consider a pressing need at home and in the classroom?
3. Prioritize top needs—and keep the initial plan simple.
4. Make the goals/objectives functional for everyday use—not an additional task.
5. Provide ideas/suggestions for daily practice within activities the student does at home and at school already
6. Keep the communication lines open. Discuss what went well and what is not working or is too difficult to implement as planned. Adjust strategies as needed

Autism assessments and other resources

Resource	Publisher
Social Thinking (Michelle Garcia Winner)	SocialThinking.com
Ages and Stages, CSBS	BrookesPublishing.com
ADOS-2, CARS-2	WPSPublish.com
GARS-3, GADS	ProEdInc.com
Plural Publishing (Autism/Social Communication titles)	PluralPublishing.com
Social Skills Improvement Rating Scales (SSIS)	Pearson.com