

## Education Related Assessments for Individuals with Autism Spectrum Disorders

<b>Diagnosing Autism Spectrum Disorders</b>		
<u>Name of Assessment</u>	<u>Assessor &amp; Collaborators</u>	<u>Description of Assessment</u>
Autism Diagnostic Observation Schedule, 2 <sup>nd</sup> Ed. (ADOS-2)	Administered by a trained clinician	Direct assessment of core deficits in social communication and restricted/repetitive behaviors and interests associated with ASD. Often used for severity determination of psychological, linguistic, motor, and biomedical phenomena.
Autism Diagnostic Interview – Revised (ADI-R)	Administered by trained clinician based on comprehensive interview with parents of individuals suspected of having ASD	Focus is on a child’s developmental history and used for early intervention.
Ages & Stages Questionnaires (ASQ)	Parents, teachers, and caretakers	A low cost screening tool which can “pinpoint developmental progress” to inform instruction.
Child Autism Rating Scale, 2 <sup>nd</sup> Ed. (CARS-2)	Administered by a trained clinician	A screening instrument which uses a rating scale consisting of information gathered during observations made during both formal and informal assessment sessions. Evaluates communication and sensory issues, and emotional issues.
Vineland Adaptive Behavior Scale, 2 <sup>nd</sup> Ed. (Vineland II)	Administered by a qualified clinician. Includes survey interviews from parents, caregivers, and teachers.	Norm-referenced assessment that directly measures functional ability in four broad domains: communication, daily living skills, socialization, and motor skills. Useful in determining needed supports.
<b>Cognition and Academic Performance</b>		
<u>Name of Assessment</u>	<u>Assessor &amp; Collaborators</u>	<u>Description of Assessment</u>
Kaufman Assessment Battery for Children, 2 <sup>nd</sup> Ed. (KABC-II NU)	Administered by a trained clinician	A culturally sensitive assessment of cognitive ability for children
Universal Nonverbal Intelligence Test, 2 <sup>nd</sup> Ed. (UNIT-2)	Administered by a trained clinician	A 10-15 minute assessment of intelligence for children and adolescents who have speech, language, or hearing impairments; who have language or hearing impairments; or who are verbally uncommunicative.
Wechsler Intelligence Scale for Children, 5 <sup>th</sup> Ed. (WISC-V)	Administered by a trained clinician	Intelligence test for children
Woodcock-Johnson Tests of Cognitive Abilities, 4 <sup>th</sup> Ed. (WJ-IV COG)	Trained professionals	Norm-referenced instrument measuring general intelligence and specific cognitive abilities in persons age 2 to 90+.

## Communication and Language

<u>Name of Assessment</u>	<u>Assessor &amp; Collaborators</u>	<u>Description of Assessment</u>
Child Autism Rating Scale, 2 <sup>nd</sup> Ed. (CARS-2)	Administered by a trained clinician	A screening instrument which uses a rating scale consisting of information gathered during observations made during both formal and informal assessment sessions. Evaluates communication and sensory issues, and emotional issues.
Social Responsiveness Scale, 2 <sup>nd</sup> Ed. (SRS-2)	Administered by a trained clinician	A rating scale for learners, 2 ½ years of age or older, that measures social communication and repetitive and restrictive behaviors associated with ASD.
Direct Observation and Language Samples	Speech and Language Pathologist	During both formal and informal observation, a trained speech and language professional records language samples which are then analyzed to determine speech and language needs

## Behavior

<u>Name of Assessment</u>	<u>Assessor &amp; Collaborators</u>	<u>Description of Assessment</u>
Adaptive Behavior Assessment Scale-II (ABAS-II)	Administered by a trained clinician	Provides a complete assessment of adaptive skills across the life span.
Autism Behavior Checklist (ABC)	Questionnaires are completed by parents and caregivers, then scored by a professional	Provides a method of assessing behaviors across several environments, including school and home.
Autism Behavior Coding System (ABCS)	Coding done by independent blind assessors, in collaboration with a parent or therapist adult interaction partner	Video-based observational instrument to provide objective and analytical assessment of children's ASD-related behaviors. It takes approximately 5-6 hours to code 90 minutes of recording
Functional Behavioral Assessment (FBA)	Educational specialists and trained clinicians. Includes interviews with families and service providers.	A widely used tool for determining the function of a behavior and developing interventions through an analysis of antecedents, behaviors and consequences
Gilliam Autism Rating, 2 <sup>nd</sup> Ed. Scale (GARS-2)	Administered by a trained clinician	A widely used 5-10 minute paper-and-pencil assessment of ASD.
Instrument for the Classification and Assessment of Support Needs (I-CAN)	Persons with current I-CAN assessor certificates	A questionnaire administered either via computer or paper and pencil to informants who know subject well. Appropriate for ages 16+. Assesses physical health, mental and emotional health, behavior of concern, general tasks, communication, self-care, mobility, relationships, lifelong learning, and community.

Repetitive Behavior Scale – Revised (RBS-R)	Administered by a trained clinician	Informant-based rating scale designed specifically to assess a variety of restrictive and repetitive behaviors and interests common to ASD. Developed based on feedback from parents and clinicians.
Supports Intensity Scale (SIS)	No specific requirements, but training is available to improve reliability of results through improving interview skills.	A semi-structured interview design used to measure levels of practical supports needed to lead independent lives. Used as a planning tool by agencies services individuals with developmental disabilities.
Vineland Adaptive Behavior Scale, 2 <sup>nd</sup> Ed. (Vineland II)	Administered by a trained clinician	Norm-referenced assessment that directly measures functional ability in four broad domains: communication, daily living skills, socialization, and motor skills. Useful in determining needed supports.

**Social Skills**

<u>Name of Assessment</u>	<u>Assessor &amp; Collaborators</u>	<u>Description of Assessment</u>
Autism Diagnostic Observation Schedule, 2 <sup>nd</sup> Ed. (ADOS-2)	Administered by a trained clinician	Direct assessment of core deficits in social communication and restricted/repetitive behaviors and interests associated with ASD. Often used for severity determination of psychological, linguistic, motor, and biomedical phenomena.
Social Responsiveness Scale, 2 <sup>nd</sup> Ed. (SRS-2)	Administered by a trained clinician	A rating scale for learners, 2 ½ years of age or older, that measures social communication and repetitive and restrictive behaviors associated with ASD.

**Sensory Needs**

<u>Name of Assessment</u>	<u>Assessor &amp; Collaborators</u>	<u>Description of Assessment</u>
Child Autism Rating Scale, 2 <sup>nd</sup> Ed. (CARS-2)	Trained professionals	A screening instrument which uses a rating scale consisting of information gathered during observations made during both formal and informal assessment sessions. Evaluates communication and sensory issues, and emotional issues.
Sensory Assessment	Occupational Therapist	An assessment completed in a clinic, at home, or at school in which behaviors and movement is observed in relation to sensory input being received.

**Transition Planning**

<u>Name of Assessment</u>	<u>Assessor &amp; Collaborators</u>	<u>Description of Assessment</u>
Community-based Skills Assessment (CSA)	Parents and Professionals	Used to assess current skill levels and abilities for students with ASD beginning at age 12 for the purpose of informing instruction and developing a transition plan from adolescence to adulthood. See <a href="https://www.autismspeaks.org/tool-kit/community-based-skills-assessment">https://www.autismspeaks.org/tool-kit/community-based-skills-assessment</a>

## References

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