Autism Spectrum Disorders:

MAWSECO Team Assessment Planning Recommendations

Team Members: Assessment determination must be made by a multidisciplinary team which includes at least one professional with experience and expertise in the area of ASD. Starting in July of 2015, the team needs to include someone with an ASD license or an ECSE teacher if it an Early Childhood assessment.

Required Assessment Methods: Many areas do not have standardized testing that is required, however, in completing an evaluation to determine eligibility under the area of ASD, at least 2 of the following tools or methods must be used:

- Structured interviews with parents
- Autism Checklists
- Communication rating scales
- Developmental rating scales
- Functional behavior assessments
- Application of the diagnostic criteria from the Diagnostic and Statistical Manual (DSM)
- Informal and standardized evaluation instruments (refer to MAWSECO ASD Planning Grid for tools)
- Intellectual testing

Evaluation Report: Must include documentation with supporting data in all 4 areas below that verifies _ASD adversely affects the pupil's performance_ and that the pupil _is in need of special education instruction and related services_.

- Present levels of performance in each core feature identified in A (subitem 1 and either subitem 2 or 3)
- Educational needs in each core feature identified in A (subitem 1 and either subitem 2 or 3)
- Observations of the pupil in two different settings, on two different days, completed by two different people
- Summary of the pupil's developmental history and behavior patterns

There are many informal tools that can be used to gather qualitative information about a student's social interactions, communication skills, and patterns of behavior, interests and activities including:

- Modified Checklist for Autism in Toddlers (M-Chat), ages 16-30 months (MAWSECO & S&NWSEC)
- High Functioning Autism Spectrum Screening Questionnaire (S&NWSEC)
- Checklist of Communicative Function and Means (MAWSECO & S&NWSEC)
- College Program Questionnaire (MAWSECO & S&NWSEC)
- Dyssemia Rating Scale (MAWSECO & S&NWSEC)
- Orions Pragmatic Language Skills Questionnaire (MAWSECO & S&NWSEC)
- School Assessment Rating Scale for Asperger's Syndrome (MAWSECO & S&NWSEC)
- Social/Emotional Assessment (MAWSECO & S&NWSEC)
- Student Perspective Analysis (MAWSECO & S&NWSEC)
- Student Stressor Interview for Proactive Planning (MAWSECO & S&NWSEC)
- Your Child's Sensory Portrait: A checklist (MAWSECO OTs & S&NWSEC)

Using Existing data: Eligibility for both initial evaluations and re-evaluations can be supported by either current or existing data. If the team has existing data, the team may use that data if it is considered current, and a valid reflection of the student's current skills.

	Initial Evaluation	Re-Evaluation
Info Reported by Parents: Background Info	*Interview:* A historical summary of the student's developmental history is <u>required</u>.	*Interview:* A historical summary of the student's developmental history is <u>required</u>.
Intellectual Functioning	Not required for ASD eligibility determination. Address if there are individual student concerns.	Not required for ASD eligibility determination. Address if there are individual student concerns.
Academic Performance	*Standardized Testing:* Is not required (e.g., WJ-3: Achievement). Address if there are individual student concerns. **Record Review:** A review of student's academic performance is not required, however would be best practice as a way of summarizing the student's current present levels of performance. Examples of data that should be reviewed include: - Cum file & special education file - Current grades - Previous standardized test results (e.g., MCA, NWEA, DIBELS, AIMS Web) - Attendance - Previous referral(s) to special education - If retention was ever considered	*Standardized Testing:* Is not required (e.g., WJ-3: Achievement). Address if there are individual student concerns. **Record Review:** A review of student's academic performance is not required, however would be best practice as a way of summarizing the student's current present levels of performance. Examples of data that should be reviewed include: - Cum file & special education file - Current grades - Previous standardized test results (e.g., MCA, NWEA, DIBELS, AIMS Web) - Attendance - Previous referral(s) to special education - If retention was ever considered
Communication Skills	Standardized testing of communication skills is not required for ASD eligibility determination. However criteria for ASD involves determining if the student has qualitative impairments in communication skills. Measure(s) of pragmatic communication skills are often helpful for an ASD evaluation.	Standardized testing of communication skills is not required for ASD eligibility determination. However criteria for ASD involves determining if the student has qualitative impairments in communication skills. Measure(s) of pragmatic communication skills are often helpful for an ASD evaluation.
Social/ Emotional/ Behavioral Skills	Standardized Testing: Not required for ASD eligibility determination. Address if there are individual student concerns. However, standardized *rating scales* may be helpful in determining the behavioral indicators of ASD. **Observation:** of the student in two different settings, on two different days is required. Remember to focus on the behavioral indicators in each core area of ASD (Social Interaction, Communication, and Restricted, repetitive, or stereotyped patterns of behavior, interests or activities), and possible educational needs in each of the core areas. **Interview:** A historical summary of the student's behavioral patterns is <u>required</u>. A parent interview is a good way to gather this information.	Standardized Testing: Not required for ASD eligibility determination. Address if there are individual student concerns. However, standardized *rating scales* may be helpful in determining the behavioral indicators of ASD. **Observation:** of the student in two different settings, on two different days is required. Remember to focus on the behavioral indicators in each core area of ASD (Social Interaction, Communication, and Restricted, repetitive, or stereotyped patterns of behavior, interests or activities), and possible educational needs in each of the core areas. **Interview:** A historical summary of the student's behavioral patterns is <u>required</u>. A parent interview is a good way to gather this information.
Functional Skills	Not required for ASD eligibility determination. Address if there are individual student concerns.	Not required for ASD eligibility determination. Address if there are individual student concerns.
Motor Ability	Not required for ASD eligibility determination. Address if there are individual student concerns.	Not required for ASD eligibility determination. Address if there are individual student concerns.
Sensory Status	Review and/or update student's hearing and vision screening information. Additional sensory information is not required for ASD eligibility determination. However, many children on the Autism Spectrum have sensory concerns; address if there are individual student concerns.	Review and/or update student's hearing and vision screening information. Additional sensory information is not required for ASD eligibility determination. However, many children on the Autism Spectrum have sensory concerns; address if there are individual student concerns.
Transition	MAWSECO districts assess transition during grades 7-9 in order to be prepared to write a transition IEP in grade 9. If completing a transition evaluation, use at least 2 sources of data including one formal and one information evaluation tool.	MAWSECO districts assess transition during grades 7-9 in order to be prepared to write a transition IEP in grade 9. If completing a transition evaluation, use at least 2 sources of data including one formal and one information evaluation tool.