MN Low Incidence Projects

Autism Assessment

Resources Guide - 2021

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Acknowledgements

This resource manual has contributions from educators and professionals from across Minnesota and the United States. The many tools you will find in this edition were brought together and organized by Jill Yost, Christy Zubke, and Raycheal Murphy.

Jill Yost has experience working with students with a variety of needs. She worked in a rural Northern MN district for 13 years working with middle and high school aged students. She earned her Master's in Special Education with a specialization in Autism Spectrum Disorders and currently works for Bemidji Regional Interdistrict Council (BRIC) as an Autism Consultant.

Christy Zubke has been working in education since 2004. She has been a special education teacher in North Dakota and Minnesota over the years; working with students across all abilities and age ranges. Most of her teaching experience has been in the areas of autism and developmental cognitive disabilities. She has a Master's of Education in Special Education (ASD, EBD, DCD, and SLD) with an undergraduate degree in Elementary Education. She is currently employed as an Autism Consultant for Bemidji Regional Interdistrict Council (BRIC) in northern Minnesota.

Raycheal Murphy has experience with autism and low incidence disabilities as a current school psychologist and former low incidence special education teacher. She currently works for St. Croix River Education District and is a board member of the Minnesota School Psychologists Association (MSPA).

Introduction

This update to the Autism Assessment Resource Guide was initiated to allow for the new requirements for accessibility. That change lead to several of the documents that were in the original resource guide (downloadable google drive) to be unable to be used if the format remained within a Google Drive format. With that information the team determined that utilizing links to resources was the best option for updating this resource guide. The resources you will find within the guide include web-linked informal tools, links to where to purchase formal assessments, along with several resources that were created by educators and school psychologists across the great state of Minnesota!! We do encourage you to download your favorite forms to create your personal file of resources.

The second goal of this update was twofold: one to provide veteran educators with a place to find assessment resources all in one place; the second was to provide new teachers a place to gather information on the special education assessment process as it relates to Autism Spectrum Disorder (ASD). The change in format allowed us to organize the resource guide in a manner that parallels the actual assessment process while giving a brief description for each section.

Permission is granted for Minnesota school districts and cooperatives to copy and disseminate this publication for nonprofit educational uses.

Section 1:

General Information on Autism Spectrum Disorders (ASD)

Autism Spectrum Disorder commonly known as Autism or ASD, is a Developmental Disorder that impacts a person's social skills, communication skills, along with the presentation of a variety of behavioral challenges. ASD is a complex disorder that presents differently in everyone. It is important that educational evaluators understand the spectrum or range of skill levels within this diagnosis. As evaluators it is imperative that we understand a few characteristics, or "red flags" should not equal a clinical diagnosis or educational label.

- Pathway to Services and Supports for Autism Spectrum Disorder (ASD) (external website)
  The Minnesota Department of Health Services (DHS) put out a one-page, back-to-back flyer for guardians to reference of the variety of services and supports available if a child is exhibiting signs or is diagnosed with autism.

- Qualification Guidelines for Standardized Tests (external website)
  Autism assessments may require qualification standards of the examiner in order to use in evaluations. This qualification guidelines chart from WPS explains the different levels of qualifications needed.

Clinical Information:

The following information will assist an evaluator in understanding the clinical or medical diagnosis of ASD based on the current Diagnostic and Statistical Manual -5th Edition (DSM-5). As an educational evaluator it is necessary to familiarize yourself with this criterion, as there are differences between medical requirements for an ASD diagnosis and Minnesota Educational Criteria for ASD. Parents often feel that a medical diagnosis equals educational criteria or vice versa. The educational team needs to be able to explain these differences along with the purpose behind a medical diagnosis and educational eligibility for Special Education.

- [10 things you need to know about CDC's New Autism Data (external website)](#)
  This link will take you directly to the most current CDC information on autism regarding prevalence and cultural impacts.

- [American Speech-Language-Hearing Association: Autism Overview (external website)](#)
  ASHA provides information on autism with additional resources specific to a speech pathologist's role on the team.

- [A Snapshot of Autism Spectrum Disorder in MN (external website)](#)
  This 2-page pdf document from ADDM provides a snapshot of autism in Minnesota as of 2018.

- [Understanding the Spectrum (external website)](#)
  A comic strip created from the perspective of an individual with autism that describes what is meant by "spectrum" as it relates to autism spectrum disorder.

- [Red Flags / Signs & Symptoms (external website)](#)
  A direct link to possible "red flags" for autism under the three core areas as reported by the Center for Disease Control and Prevention (CDC).

- [Medical vs. Educational Checklist.pdf](#)
  Adapted from Assessing Autism Spectrum Disorders by Aspy and Grossman, this two-page document explains the different criteria between the educational versus medical systems.

- [Overlapping Behavioral Characteristics.pdf](#)
  Cathy Bruer-Thompson created this list of overlapping characteristics comparing behavioral and related mental health diagnoses in children, including autism.

Minnesota Educational Information

The following information will assist an educational evaluator in understanding the Minnesota Educational Criteria for ASD. Educational criteria place an emphasis on the deficit of social skills, while requiring an additional deficit in EITHER communication or restricted, repetitive behaviors. It is common for a student to demonstrate need in all three areas, but this is not required for educational eligibility. Besides meeting educational

eligibility, a student MUST also demonstrate a need for direct specialized instruction to qualify for an Individualized Education Plan.

- Minnesota Department of Education ASD Criteria (external website)
  You can access a pdf copy of the Minnesota Autism Spectrum Disorder eligibility criteria through the link above. Click on the Eligibility Criteria link and select Autism Spectrum Disorder. It updated on 11/8/2019.

- ASD Core Areas Graphic.pdf
  This one-page document gives examples and characteristics that indicate eligibility in MN under each core area for an Autism Spectrum Disorder.

- ASD Evaluation Flow Chart.pdf
  The ASD evaluation flow chart was created to demonstrate, using a graphic, the process of an ASD evaluation from universal screening through evaluation and development of an IEP.

Section 2:

Pre-Referral

Pre-referral is a process in which a district implements scientific research-based strategies to address a students' needs within the general education classroom. The classroom teacher is responsible to implement at least 2 research-based interventions, collect data on these interventions, and document the results. For a child with suspected ASD at least 1 of the pre-referral interventions will need to address the concern(s) related to social skills, as this is the primary requirement to be identified with ASD. Additional interventions may address concerns related to communication, behavior, and/or academic concerns.

Although pre-referral is a process that is completed by the general education staff it is included in this manual as pre-referral teams may require assistance from special education staff on implementation of appropriate interventions specific to ASD concerns. Pre-referral teams tend to focus on academic and behavioral needs without the consideration of the social deficits that are at the heart of ASD. It is noted that the pre-referral process can be waived under special circumstances that are addressed in the "MDE Q & A on Pre-referral Process" within this section.

- MDE Q&A on Pre-Referral Process.pdf
  This is a direct link to the MDE webpage that lists questions and answers about pre-referral interventions.

- Pre-Referral Observation Form (external website)
  The CLC Network created a four-page checklist to assist a school's child study team in determining whether to initiate an evaluation for ASD. The four pages address sensory, behavior, communication, and social skills.

- ASD Pre-Referral Chart.pdf
  A flowchart created to show the pre-referral process.

- Evidence-Based Practices.pdf
  A list of the evidence-based practices from The National Professional Development Center on Autism Spectrum Disorder 2020 report.

- Pre-Referral Documentation Checklist.pdf
  This pre-referral checklist is used as an informal tool with teachers

and/or guardians to list characteristics observed of the child that indicate possible ASD. This checklist was created as part of a consult request for initial observation by an ASD consultant of a suspected ASD need.

- Personal Challenges for Young Children.pdf
  A three-page document listing behaviors observed that may be challenging for young children with ASD.

- Overlapping Characteristics Chart – Screener Tool.pdf
  A screening tool created for teams to identify characteristics or behaviors observed in an individual and then compare those behaviors to ASD or other overlapping disorders.

Section 3:

Evaluation

The complexity of ASD makes the educational evaluation process for ASD as unique as each individual student. When considering ASD for evaluation the team needs to have expertise in ASD and its unique presentation, along with an understanding that ASD not only has co-morbidity with several other neurodevelopmental disorders, but also characteristics that overlap with many mental health diagnosis and environmental situations such as poverty and trauma. Providing a diagnosis of ASD, be it clinical or educational, should not be taken lightly. The identified concerns must be atypical for the student's developmental level. Families may feel a sense of relief for having an "answer" for their concerns, but there is also a sense of loss and grief due to the uncertainty of the future dreams they have for their child.

The multidisciplinary team needs to utilize at least 2 methods that indicate qualitative impairment related to social interaction (Core Area 1), communication (Core Area 2), and/or restricted, repetitive, or stereotyped behaviors, interests, and activities (Core Area 3). Data can be collected through the following methods: structured interviews with parents, autism checklists, communication rating scales, developmental rating scales, functional behavior assessments, intellectual testing, informal and standardized evaluation tools, and application of diagnostic criteria from the current DSM. It is critical that the data gathered from the variety of chosen evaluation tools indicate concerns with some level of consistency when looking at the behavioral indicators for ASD.

Developmental History

A developmental history is also known as a family history. This assessment tool is intended to obtain information from the parent regarding the student's development and early milestones. Information obtained about a student's early development can often help the educational team develop a better understanding of the student's current concerns.

A summary of the student's developmental history is a required component of an evaluation for ASD. Utilizing a developmental history tool that is specific to ASD will help the team gain a longitudinal view of a student's possible developmental concerns along with the indication of early signs of

ASD. Information can be obtained via an interview with the parent(s), by asking the parent(s) to complete a developmental history questionnaire, or a combination of the two (recommended for initial evaluation).

During a re-evaluation, a review of records for the developmental history is often sufficient, but the team may want to update current functioning in the areas of social development, communication, and behavioral concerns if there have been significant changes.

- Developmental History #1 (external website)
  Six pages with a combination of question types (checkboxes, yes/no, short and long answer) – covers general family information, family medical history, childhood milestones, behavior, social skills, and educational history.

- Developmental History #2 (external website)
  Five pages with a combination of question types (yes/no, short and long answer) – covers health, family, developmental and behavioral history.

- Developmental History #3 (external website)
  Four pages of long answer questions – covers three core areas of ASD.

- Developmental History #4.pdf
  Six pages of questions to prompt conversation with parents/guardians on the developmental history of the individual in evaluation.

- Developmental History #5.pdf
  Ten-page developmental history for guardians to complete across all areas of concern for ASD. It allows the guardian to identify early developmental concerns that were present and share whether they continue to be of concern at the present time.

- Developmental Update for Re-Evaluation.pdf
  Template to be used with developmental history #5 for re-evaluations. Include the summary from the original developmental history under each section on the template. Parents can then review the information and make changes where necessary.

- Developmental Update for Re-Evaluation (external website)
  One page of long answer questions – covers the three core areas of ASD.

Observations

During the assessment process observations can serve a variety of purposes. They can be used to gather general information about a child's functioning within a specific environment, gather data on a specific behavior, or to gather information on skills and classroom performance. Observations can be systematic and focus on a particular behavior(s) and how often or if a specific behavior occurs. Observations can also be anecdotal, where the observer writes a summary of the significant events that happened during the observation period.

An initial evaluation for ASD requires that 2 observations be completed in 2 separate setting on 2 different days: at a minimum. Teams often choose to complete 1 observation in a structured classroom setting to observe the impact of delayed skills on academics and participation within the classroom environment; while completing the other observation in a less structured setting that will allow the observer to evaluate the student's social and communication skills. It would be considered best practice to check with the classroom teacher regarding your observation to determine if data collected is a typical representation of the student's performance/behavior. (It is not uncommon for students and adults to behave differently when there is a "new" or "unknown" person in the classroom)

Re-evaluation requires only 1 observation to be completed, but it is important that information regarding all areas of concern can be observed during the observation period.

- Observation Form #1 (external website)
  Lists multiple skills areas with definitions along with multiple settings with room for comments.

- Observation Form #2 (external website)
  Two pages that covers three core areas of ASD with descriptive indicators and areas for additional comments.

- Observation Form #3 (external website)
  Lists behavioral characteristics in the three core areas of ASD. Student engagement is recorded using time intervals and includes a large area for notes.

- ASD Observation #4.pdf
  This checklist provides characteristics to observe under each core area of criteria for ASD.

- ASD Observation #5.pdf
  Characteristic headings are provided in text boxes for the observer to take notes on what is observed of the individual in each area.

- ASD Observation #6.pdf
  Observation template created to provide notetaking for two observations.

- Indices of Friendship Observation.pdf
  Created by Tony Attwood – allows for documentation of multiple observations on one form – focus is on skills related to friendships.

Standardized (Formal) Assessments

A standardized assessment is an assessment that is administered and scored in the same way for all students. A norm-referenced assessment compares a student's score/rating to their peers, providing the evaluator with a percentile/rank. Norm-referenced assessments are intended to be standardized.

Parent and teacher ratings are common norm-referenced assessments used during an initial ASD evaluation. Best practice would suggest that an evaluation team use caution when using and interpreting these results. Many factors can impact the validity of these results including, the amount of time a person has known the student, understanding of ASD specific terms, and knowledge of how ASD behavior presents differently from general behavior. (example – a student who is shy may not initiate peer interactions, but this would manifest differently than a student with ASD who avoids initiating peer interactions.) Although teams often use parent and teacher rating scales as part of the initial evaluation process it is important that the team not use these scores alone to validate behavioral indicators when addressing the educational criteria. Rating scales are only 1 of many pieces of information and data to be considered.

During the re-evaluation process teams may use a norm-referenced parent/teacher rating to compare to previous ratings as a method to show progress and gain information related to current needs. Note that students

do not need to meet initial criteria during a re-evaluation process but demonstrate a continued need for direct specialized instruction.

- [Autism Diagnostic Observation Schedule, 2nd Edition (ADOS-2) (external website)](#)
  Standardized assessment that allows trained administrators to accurately assess and diagnose autism spectrum disorders across ages, developmental levels, and language skills. Assessment time is 40-60 minutes and can be administered starting at age 12 months through adulthood.

- [ADOS 2 Write Up #1.docx](#)

- [ADOS 2 Write Up #2.docx](#)

- [Autism Spectrum Rating Scale (ASRS) (external website)](#)
  The ASRS is a nationally standardized, norm-references ASD rating scale. This multi-informant measure helps identify symptoms, behaviors, and associated features of ASD in children and adolescents ages 2-18.

- [ASRS Write Up #1.pdf](#)

- [ASRS Template #2.pdf](#)

- [ASRS Write Up #3.docx](#)

- [ASRS Write Up #4.pdf](#)

- [Checklist for Autism Spectrum Disorder (CASD) (external website)](#)
  The CASD can be used for screening or identification of children with ASD regardless of age, IQ or autism severity. Can be used for individuals ages 1-17.

- [CASD Write up.docx](#)

- [Childhood Autism Rating Scale, 2nd Edition (CARS-2) (external website)](#)
  The CARS-2 is an evaluator rating tool based on information gathered from observation and the completion of the CARS2-QPC (parent questionnaire). There are two summary rating forms: CARS2-ST is used with children under age six or those with communication difficulties or below-average estimated IQs; and CARS-HF, used with children ages six and older with IQ scores above 80. Two 15-item rating scales completed by the clinician.

- [CARS-2 Write up #1.docx](#)

- CARS-2 Write up #2.docx

- Gilliam Autism Rating Scale, 3rd Edition (GARS-3)
  The GARS-3 is a parent and teacher rating tool that yields standard scores, percentile ranks, severity level and the probability of autism. It consists of 56 items grouped into six subscales. Can be used for individuals ages 3-22 years old.

- GARS-3 Write Up.docx

- Social Language Development Test – Adolescents (external website)
  The SLDT-A: NU is a norm-referenced, reliable test that yields valid results regarding the social language development of students aged 12-17. Norms for the test are based on a nationally representative sample of 868 students in the US. The test is made up of 5 subtests: making inferences, interpreting social language, problem solving, social interactions, and interpreting ironic statements.

- SLDT Adolescent Write Up.docx

- Social Language Development Test – Elementary (external website)
  The SLDT-E:NU is a norm-referenced, reliable test that yields valid results regarding the social language development of students aged 6-11. The test is made up of 4 subtests: making inferences, interpersonal negotiation, multiple interpretations, and supporting peers.

- SLDT Elementary Write Up #1.docx

- SLDT Elementary Write Up #2.docx

- Social Responsiveness Scale, 2nd Edition (SRS-2) (external website)
  The SRS-2 identifies the presence and severity of social impairment within the autism spectrum and differentiates it from that which occurs in other disorders for the individuals aged 2 years 5 months to 18. There is a self-report for ages 19 and older.

- SRS Write Up #1.docx

- SRS Write Up #2.docx

Informal Assessments

Informal assessments are used to measure the students' performance and progress related to a specific skill or set of skills. They are performance and

content driven. Examples include checklists, rating scales, event sampling, anecdotal records, and interviews. Informal assessments are often most helpful in determining a student's present level of skill along with identifying possible goal and objectives for IEP planning.

Informal assessments used during an ASD evaluation can address a large variety of concern areas. These informal tools can often give an in-depth view of a specific skill area, such as pragmatic language, social functioning, and play skills to name a few. Key considerations for informal assessments include choosing an assessment tool that addresses current areas of concern along with writing a succinct summary of the data that includes both areas of strength and weakness.

During the re-evaluation process teams typically utilize more informal assessment tools to gather data on the student's present level of performance in the specific areas of concern identified by the team during the re-evaluation planning process.

- Autism Social Skills Profile.docx
  The Autism Social Skills Profile (Scott Bellini) is an assessment tool that provides a comprehensive measure of social functioning in children and adolescents with ASD. A formal score is not given, but the checklist is a tool to measure specific areas of a child's social functioning. Behaviors are rated as occurring: Never (N/1), Sometimes (S/2), Often O/3), or Very Often (V/4).

- ASSP Form #1.docx

- ASSP Form #2.docx

- ASSP Form #3.docx

- The Dyssemia Rating Scale (DRS)
  Dyssemia is a term used to refer to a nonverbal social communication deficit (Nowicki and Duck, 1992). This scale as 10 subsections with a Likert scale of 0-3.

- Dyssemia Rating Scale Write Up.docx

- Interoception (external website)
  A tool that can be used to gain understanding of a student's interoceptive experiences (contains 18 black and white photos). At the

most basic level, interoception allows us to answer the question, "how do I feel?" in any given moment.

- Interoception Write Up.docx

- Modified Checklist for Autism in Toddlers (M-Chat) (external website)
The Modified Checklist for Autism in Toddlers, Revised with Follow-Up (M-CHAT-R/F; Robins, Fein, & Barton, 2009) is a 2-stage parent report screening tool to assess risk for Autism Spectrum Disorder (ASD).

- Moving Towards Social Competencies (Google)
This scope and sequence profile has been developed to help educators assess and provide effective interventions for students with significant challenges in social cognition. This tool can be used in a variety of ways. It is not intended to be used as an interview, but more as a tool for members of teams to record observed social behaviors in a student in a variety of settings. A student who can demonstrate a skill in a 1:1 setting cannot be assumed to automatically demonstrate the same task in a small group, natural, or generalized setting.

- Moving Towards Social Competence Write Up.docx

- Sensory Screening Tool – Home (external website)

- Sensory Screening Tool - School (external website)
The above two links are from the work of Lindsey Biel. The home and school screening tools are six pages each using a rating scale in different areas of possible sensory sensitivities.

- Social Skills Checklist – Elementary/Pre-K (external website)
On this checklist, raters indicate if the child – almost always, often, sometimes, or almost never – exhibits skills in the areas of social play and emotional development, emotional regulation, and communication. Responses are summarized as a percentage.

- Social Skills Checklist Write Up #1.pdf

- Social Skills Checklist Write Up #2.pdf

- Social Skills Checklist – Secondary (external website)
On this checklist, raters indicate if the student – almost always, often, sometimes, or almost never – exhibits skills in the areas of

conversational skills, problem solving, understanding emotions, compliments, and flexibility. Responses are summarized as a percentage.

- Theory of Mind Inventory, 2nd Edition (external website)
The TOMI-2 consists of 60 items designed to tap a wide range of social cognitive understandings. Each items takes the form of a statement (e.g., "My child understands whether someone hurts another on purpose or by accident") and is accompanied by a 20-centimeter continuum anchored by 'definitely not', 'probably not', 'undecided', 'probably', and 'definitely'. The respondent is asked to read a statement and draw a hash mark at the appropriate point along the continuum.

- Theory of Mind Inventory 2 Write Up.docx

- The TRIAD Social Skills Assessment (external website)
This assessment is designed for children ages 6-12 years who have basic reading skills at the first-grade level. It is criterion-based and assesses knowledge and skills in three areas: cognitive, behavior, and affective. The cognitive areas assess the child's ability to understand other people's perspectives. The behavioral aspects determine the child's ability to initiate and maintain interactions and respond appropriately to other people. The affective components evaluate the child's abilities to understand basic and complex emotions. Four sources of information are incorporated into the assessment: parent report, teacher report, observation, and direct child interaction.

- Underlying Characteristics Checklist(s) (external website)
The UCC is an informal, non-standardized assessment tool designed to identify characteristics across several domains associated with ASD. It is not designed with a diagnostic cut-off score for ASD but is a valuable tool for evaluation of ASD. It is completed in conjunction with the Individual Strengths and Skills Inventory (ISSI), a parallel tool for identifying strengths across the same domains. The UCC is especially helpful for those working with school-aged individuals as the information gathered from the UCC provides a starting point for developing an IEP.

  UPDATE: We will soon update our website to accept orders. For now, all orders for the "Underlying Characteristics Checklists and

other Ziggurat Materials" can be made by emailing
orders@texasautism.com. Underlying Characteristics Checklist and
Individual Strengths and Skills Inventory the Underlying
Characteristics Checklist (UCC) was developed as a component of the
Ziggurat Model.

- UCC Cover Letter Template.docx

- UCC Write Up.docx

- Assessment of Social & Communication Skills for Students with
  Autism.docx
  Adapted from the work of Kathleen Quill, this short answer assessment
  addresses the individual's participation and/or skills in social and
  communicative activities.

- Functional Academic Skills Checklist.pdf
  This two-page questionnaire has the evaluator rank on a scale of 1-5
  (not at all to very much) how the individual performs on common daily
  expectations in either the home or school setting.

- Orion's Pragmatic Language Skills Questionnaire (external website)
  This tool can be used by parents and professionals who know the child
  well. It provides a way to evaluate the current skill level of a child and
  to re-evaluate the child as the year progresses.

- School Assessment Rating Scale.pdf
  This rating scale was modified from the Tony Atwood book, Asperger's
  Syndrome. Evaluators rate an individual's skills on a scale of 0 (rarely) to
  6 (frequently) in the areas of social & emotional abilities, cognitive, and
  movement skills.

- Social/Emotional Assessment.pdf
  This one-page assessment tool ranks skills into three categories:
  emerging, developing, or mastery of skill. Skills addressed cover
  interaction, interpersonal, public behavior, self-esteem, and problem
  solving/decision making.

- Sensory Profile 2 - Short Form (external website)
  The short form can be utilized as an informal assessment to determine if
  further evaluation in this area is necessary by an occupational therapist.

Interviews

Although interviews are a type of informal assessment they are in a separate section within this manual because they have been divided into interviews for teachers, families, and students. Interviews are at times handed out for parents and/or teachers to complete, and not completed as a face-to-face interview. It is recommended that if the interview is handed out to be completed that the evaluator look over the information and contact the person who completed the interview form if there are additional questions or clarification that is needed.

Parent Interviews

- Informal ASD Parent Questionnaire (external website)
  Four pages of questions related to social interaction, communication, restricted, repetitive behaviors, learning characteristics, problem behaviors, motor problems, and sensory challenges.

- Communication and Symbolic Behavior Scales Developmental Profile Infant-Toddler Checklist (CSBS DP) (external website)
  This checklist is designed to identify different aspects of development in infants and toddlers. Many behaviors that develop before children talk may indicate whether a child will have difficulty learning to talk.

- ASD Parent Interview & Questionnaire.pdf
  Short answer questions under the three core areas for parents or guardians to complete for preverbal students.

- Autism Reassessment Parent Questionnaire.pdf
  Two-page questionnaire with short answer questions and a rating scale of common ASD characteristics.

- Informal Childhood Developmental Checklist.pdf
  Checklist that addresses social interactions, behavioral observations, communication, and sensory/motor issues.

Teacher Interviews

- Informal ASD Teacher Questionnaire (external website)
  Four pages of questions related to social interaction, communication, restricted, repetitive behaviors, learning characteristics, problem behaviors, motor problems, and sensory challenges.

- Assessment of Social & Communication Skills for ASD (external website)
  This 13-page document is based on the work of Kathleen Quill. It consists of yes/no questions with room for comments. Questions pertain to social skills, communication and play. There is also a section that asks about generalization of skills across multiple settings. This can be used with both teachers and parents in interview format.

- Core Communication Checklist (external website)
  This checklist looks at skill level and independence with communication related to initiation, persistence, and communicative reciprocity.

- Informal Adaptive Behavior Skills Checklist (external website)
  A checklist that lists strengths and challenges along with the level of support required in seven areas of adaptive skills.

- Academic Teacher Interview.pdf
  A three-page document that reviews general educational needs.

- Autism Reassessment Teacher Questionnaire.pdf
  Two-page questionnaire with short answer questions and a rating scale of common ASD characteristics.

- Autism Teacher Questions – Elementary.pdf
  This interview consists of short answer questions that relate to the core areas of autism.

- Autism Teacher Questions – Middle/High School.pdf
  A yes/no interview/questionnaire for teachers on skills broken down across the three core areas of autism.

- ASD Classroom Information.pdf
  A one-page interview using the three core areas of ASD to identify present level and student needs in each area.

- Teacher Questionnaire ASD.pdf
  A three-page teacher questionnaire that consists of short-answer questions.

Student Interviews

- OAR Self-Advocacy Quiz (external website)
  An online self-advocacy quiz to learn about your self-advocacy skills and knowledge.

- Sensory Screening Questionnaire – Student
  From the work of Lindsey Biel, this student questionnaire is formatted in long answer questions related to each sensory area.

- ASD Social Language Interview.pdf
  This interview, also known as the structured student interview, consists of questions that will solicit conversations with the student and allow the interviewer to observe conversational skills and language development. This interview is intended for individuals with higher verbal skills.

- Student Stressor Interview.pdf
  This rating scale allows the individual to rank a list of possible stressors on a Likert scale. It includes a visual reference for students who need that in order to determine where they are on the Likert scale.

- Student Support Survey.pdf
  The student support survey consists of four sections that address: adult supports in their life, description of their learning and personality styles, problem-solving skills, and interests.

- Informal Pragmatic Language Test.pdf
  This packet developed through Michelle Garcia Winner's book, Thinking of YOU, Thinking of ME, provides a variety of social interactions to elicit pragmatic language samples. The STDAP Overview includes more description of how to implement each section of the Informal Pragmatic Language Test.

Section 4:

Transition

Transition must be addressed in a student's IEP during their 9th grade year. A team should keep this in mind when determining when to first address transition in the triannual evaluation cycle. Transition addresses the student's skills related to post-secondary education and training, employment, community participation, recreation, and independent living.

When completing the transition portion of an evaluation for a student with ASD it is important to not only evaluate the students present level of skill and need in the 5 areas of transition, but to also assess how the students current social, communication, and behavioral concerns may impact their future goals. It is common for students with ASD to have the academic skills needed to be successful in a post-secondary setting, but they may not have the social skills required to be successful in their chosen career.

- Age-Appropriate Transition Assessment Toolkit (3rd Edition) (external website)
  The National Secondary Transition Technical Assistance Center (NSTTAC) has published this toolkit, which includes information on conducting transition assessments and a comprehensive listing of age-appropriate transition assessments.

- Secondary Transition Autism Spectrum Disorders Resources (STAR - NTACT) (external website)
  This comprehensive resource provides research-based strategies and practices found to be effective for and with secondary students with Autism Spectrum Disorders (ASD). It includes links to resources, curriculums, training and websites. To access these resources, click the link titled "STAR Mega Doc" and provide your email address.

- Autism Speaks - Transition Toolkit (2018) (external website)
  Comprehensive list of transition resources and assessments. This list covers resource benefits eligibility, legal matters, job opportunities, health, and technical safety.

- Independent Living Skills Assessment - Life Skills Inventory (external website)
  The Life Skills Inventory/Independent Living Assessment Tool gathers

information to identify if an individual is prepared with the appropriate life skills to live independently. The checklist covers 15 different categories related to independent living. Each category covers 4 levels of accomplishment (basic, intermediate, advanced, exceptional) and requirements for moving on to the next level.

- Secondary School Success Checklist (external website)
  The Secondary School Success Checklist (SSSC) is a tool that can be used by students, caregivers and families, and school personnel to help identify priority goals for the student to focus on in an effort to achieve a positive high school experience. The SSSC has two steps, skill evaluation and priority ranking. It includes three domains, 11 subdomains as well as behaviors that are proven to contribute to success during school and optimize outcomes.

- AIR Self-Determination Assessments (external website)
  The AIR Self- Determination Scale produces a profile of the student's level of self-determination, identifies areas of strength and areas needing improvement, along with identifying specific educational goals that can be incorporated into the student's IEP.

- MDE Secondary Transition (external website)
  This link provides direct access to the Minnesota Department of Education's Secondary Transition resources, access to reintegration framework and systems planning toolkit, and training modules.

- Nassau Suffolk Services for Autism Transition & Vocational Skill Assessment (external website)
  The assessment evaluates several key areas such as basic foundation skills, basic work skills, learning style, social and leisure skills, behavioral challenges, and individual vocational preference. It also assesses transition skills as well as provides essential information for each student.

- Employability/Life Skills Assessments (external website)
  This criterion-referenced checklist may be used yearly, beginning at the age of 6, to assess a student's level of performance in the twenty-four critical employability skill areas. Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining

employment and for success in the workplace.

- Ocali - The Right Match - Employment (external website)
  This checklist will assist the student to identify their personal work style and the "fit" of their personal style to potential employment. It addresses multiple areas such as: learning style, sensory issues, social style, communication style, and grooming/hygiene.

- Ocali - Quickbook of Transition Assessments (external website)
  The Quickbook of Transition Assessments was last updated in 2005. It is intended to provide technical assistance to school districts and/or agencies that provide special education or special education and relate services to youth with disabilities.

- The ARC Self-Determination Scale (external website)
  Self-Report measure of self-determination designed for use by adolescents with cognitive disabilities. Helps identify student strengths and areas of need along with being a tool to examine the relationship between self-determination and factors that promote or inhibit this important outcome. Sample Scoring

- O*Net Interest Profiler - My Next Move (external website)
  This online interest profiler helps students identify areas of interest and how they relate to the world of work (broken into 6 career areas). It asks students to rate how they feel about each type of work activity. Students are also able to choose from 5 levels of preparation before being given a list of possible careers to investigate.

- Do2Learn Social Skills Assessment (external website)
  Do2Learn provides a wide range of assessment tools, training resources, and work-related instructional tools under the following areas: determining interests, finding a job, getting a job, keeping a job, and other job topics.

- Transition Behavior Scale -3rd Edition (external website)

- The (**TBS-3**) measures a student's readiness for transition to employment and independent living. The greatest threat to success in employment and independent living is behavior which is inappropriate for those situations. The TBS-3 provides a measure of those behavioral characteristics most predictive of behavior in society in general and employment specifically. The **TBS-3** subscales measure a student's

behavior in the areas of Work Related, Interpersonal Relations, and Social/Community Expectations.

- Self-Determination and Self-Advocacy Skills Questionnaire (external website)
  Contains parent, teacher, and student forms along with a summary of compiled scores based on ratings from all participants.

- CITE Learning Styles Inventory (external website)
  This tool was created by the Murdoch Teachers Center in Wichita, Kansas to help teachers determine the learning styles preferred by their students.

- Parent Interview for Transition.pdf
  This interview provides information from the parent in all five areas of transition.

- PACER (external website) Information about the basics of Person-Centered Planning and resources for this process.

- Person-Centered Thinking Tools (external website)
  General information along with tools and templates for Person-Centered Planning.

Section 5:

Assistive Technology

Assistive Technology (AT) is any item, piece of equipment, or software program that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Assistive technology must be part of the consideration for all students with an IEP. Assistive technology is not a required part of an evaluation unless the team feels they need to gather additional information to determine the needs of the student to allow access to the environment or curriculum.

Assistive technology is typically a part of the IEP for students with ASD, but not as often a part of the evaluation process. Student's with more significant needs may require an assistive technology evaluation. For students with ASD assistive technology is commonly utilized to address needs related to communication, sensory concerns, motor skills related to written work, and planning.

- Assistive Technology Internet Modules (external website)
  These AT Modules will provide a team or individual with training and resources specific to AT considerations, evaluations, planning and funding. An account (free) will need to be set up in order to access the videos and materials.

- MDE – Assistive Technology (external website)
  This link will take you to the MDE AT page and provide you with frequently asked questions and resources.

- SETT Framework Documents (external website)
  This is a direct link to Joy Zabala's SETT framework materials and forms that can be printed or saved to your computer.

- Assistive Technology Consideration Wheel (external website)
  The Council for Exceptional Children (CEC) created this AT consideration wheel to provide examples of potential AT solutions.

- WATI AT Continuum.pdf
  This resource provides options for the team to consider under many different areas of learning.

- WATI AT Assessment Package (external website)
  This 64-page document provides an overview of the assistive

technology process in addition to providing a variety of tools and checklists to determine need for AT.

- Parent Questions for Assistive Technology (external website)
  A two-page document to get parent input on AT needs for their child.

- Teacher Questions for Assistive Technology (external website)
  A three-page document to get teacher input on AT needs.

Section 6:

Executive Functioning

Executive functioning is a widely accepted concept, however, the definition and "sub-categories" of executive functioning differs among the experts. Simply put; executive functioning is our brains ability to plan and adjust to situations while working towards a goal. It is used when we are accomplishing a daily goal such as getting ready in the morning or larger goals such as planning for a future career.

Executive functioning is a common area of deficit in students with ASD. Even though our younger students often display signs of executive functioning difficulties such as distress during transitions, difficulty starting tasks, and difficulty sustaining attention; evaluation of executive functioning is often not completed until upper elementary or middle school. During upper elementary, middle school, and high school we see students struggle with skills such as organization, planning, time management, and working memory.

During a re-evaluation, the team may decide to administer the same formal assessment to determine growth in executive functioning skills or an informal rating scale and interviews may be utilized to gather current information.

- [Barkley Deficits in Executive Functioning Scale (external website)](external website) This is an empirically based tool for evaluating clinically significant dimensions of child and adolescent executive functioning. Areas addressed include time management, organization and problem solving, self-restraint, self-motivation, and self-regulation of emotions.

  - [Barkley Deficits in Executive Functioning Scale Resource (Google)](Google)

- [Comprehensive Executive Functioning Inventory (external website)](external website) CEFI measures a wide spectrum of behaviors associated with executive function and is the most representative nationally-standardized behavior rating scale of executive functions. A full-scale score and nine scales pinpoint targets for intervention.

- [Executive Skills Questionnaire - Dawson & Guare (external website)](external website) Create by Dawson and Guare this contains a two-page questionnaire to determine level of executive functioning skills along with definitions of the different areas of executive functioning and an intervention planning checklist.

- Executive Skills Checklist #1 (external website)
  This five-pages informal checklist addresses eleven areas of executive functioning. Based on a rating of 1 (no problem) to 5 (big problem).

- Executive Functioning Questionnaire for Older Students (external website)
  This two-page self-assessment on executive functioning is based on a four-point likert scale.

- Executive Functioning Questionnaire for Younger Students (external website)
  This two-page self-assessment asks students to check the statement that is true for them. Addresses seven areas of executive functioning.

- Executive Functioning Checklist #2 (external website)
  Checkbox style checklist of areas of concern related to executive functioning. Separate lists for Elementary, Middle School, and High School Students.

- Executive Functioning (EF) Questionnaires
  These EF Checklists are broken down by developmental levels taken from the book, Smart but Scattered:

- Executive Skills Questionnaire (grades PK-K).pdf

- Executive Skills Questionnaire (grades 1-3).pdf

- Executive Skills Questionnaire (grades 4-5).pdf

- Executive Skills Questionnaire (grades 6-8).pdf

Section 7:

Functional Behavior Assessment (FBA)

A Functional Behavioral Assessment (FBA) is a **PROCESS** used to define behaviors of concern, identify the triggers, determine the common outcomes of the behaviors to help understand the function or purpose of problem behavior(s). An FBA should include a variety of data collection methods which may include interviews of parents and teachers who know the student well, observations across multiple school settings, student records, and data from interventions trialed. The team should continue to collect ongoing data to evaluate the effectiveness of chosen interventions on student behavior. A crisis and/or safety plan may be developed if necessary. It is important to include your school psychologist. They have extensive training and experience in conducting FBA's.

The completion of an FBA is not required for assessment in ASD. However, if the team is concerned of specific behaviors that they need to gather additional information on, they may want to complete an FBA. If a Behavior Intervention Plan (BIP) is required for a student, an FBA would be required. The process of determining the function of a behavior(s) for a student with ASD may require gathering additional information, including a student's underlying characteristics. They may include, but not limited to, deficits in language skills, sensory regulation, and social skills. The use of a tool that can help the team identify these ASD specific concerns, such as the Underlying Characteristics Checklists (See informal tools section for more information on the UCC) may be helpful during this process.

During the re-evaluation process the team should not only update information regarding previously target behaviors, but also look at any new behavior of concern, along with continuing to monitor the progress related to as students underlying ASD characteristics.

Resources for an ASD focused FBA –

- [Functional Assessment Screening Tool (FAST) (external website)](#) Designed to identify several factors that may influence the occurrence of problem behaviors. Can be used to determine the function of the behavior(s) across settings and staff.

- [FAST Template in Google Form (Google)](#)

This template is the original FAST form made into a google form that can be edited based on student target behaviors and sent out through email to collect data from teachers.

- FAST Data Analysis Spreadsheet Template (Blank & Sample) (Google)
  This Google spreadsheet is a blank template for organizing the data collected from each individual on the FAST form. On the second tab at the bottom, labeled 'sample', you are provided with a visual example of how the data collected from each individual on the FAST form can be organized and analyzed.

- Basic FBA to BIP (external website)
  A large variety of forms and templates for FBA resources (forms available in both Word documents and PDF)

- PBIS World (external website)
  Allows the user to choose a behavior, provides example(s) of the behavior, and levels of intervention based on the MTSS model. It also has digital and printable data collection forms.

- FBA Interview #1 (external website)
  Contains a two-page explanation of an FBA and five pages of interview questions related to behavior, student health history, and reinforcers.

- Prevent – Teach – Reinforce (PTR) (external website)
  This document contains explanations of the process, templates of forms that can be used immediately, as well as sample forms to help explain how best to use them. Forms can be used to work on team building to student programming and reinforcement of new skills taught.

- Information on The Ziggurat Model (external website)
  Contains a two-page fact sheet on The Ziggurat Model and the various forms used during this process.

Section 8:

Conclusion

It is our hope that within this resource guide you have found many of the assessment tools that you consider your "old standbys" and maybe one or two new ones. This resource guide is updated periodically. If you have an assessment tool that you like to use or have created that is not included in this current edition, please forward it to the following email address for consideration in the next update mnasdassessment@gmail.com. Please note that if it is a resource you created, sent it in Word format (needed for accessibility check) and give yourself or your organization credit in the footnote. For materials that require purchasing or have a copyright, please provide a link to the website.

If you come across a link that has been deactivated, please notify Tami Childs at tami.childs@metroecsu.org.