



Types of Evaluations to Help Identify Children Who are Suspected of Having Autism or Developmental Delays

- ✦ An 'A/D' or Assessment and Diagnostic Evaluation helps determine if your child has autism, or developmental delays. The child's IQ, the level of his/her adaptive living skills (e.g., toileting, gross motor skills, communication), and the possible presence of other psychiatric disorders that the child may be experiencing such as depression, AD/HD, or intellectual disability are assessed.
- ✦ A 'Re-Evaluation' is an examination to determine your child's progress. It is a 'before-and-after' assessment which allows clinicians and professionals to compare how your child is benefitting from services he/she is receiving. The re-evaluation also helps you plan for your child's care for the future.
- ✦ An ABLLS Assessment is a play-based assessment which measures pre-academic skills such as language development, motor skills, and social abilities.

Tests Commonly Used in Assessing a Child or Adolescent Suspected to have Autism or Developmental Delays

Social Communication Questionnaire (SCQ): The SCQ is a questionnaire which helps identify if a child is exhibiting symptoms associated with an ASD (Autism Spectrum Disorder). The SCQ is usually completed by a parent or caregiver, who answers 'yes' or 'no' to 40 behaviors known to be related to an ASD.

Autism Diagnostic Observation Schedule (ADOS): The ADOS assesses the communication, social conditioning, and play in children and adolescents suspected of having autism. The ADOS consists of several standardized activities that allow the examiner to observe behaviors that have been identified as important to the diagnosis of autism, such as poor eye contact or a lack of imaginative play.

Autism Diagnostic Interview-Revised (ADI-R): The ADI-R is an extended interview which helps collect a range of information needed to diagnose an ASD. The ADI-R involves many questions asked by an experienced clinical interviewer to a parent/caregiver familiar with the child. Parents can usually complete this assessment with their child's clinician.

Childhood Autism Rating Scale-2 (CARS-2): The CARS-2 is a rating form which asks about 15 different areas of behavior to assist in identifying individuals with an ASD. The test measures, among many areas, such concerns as adaptation to change, relating to others, and imitation skills.

Behavioral Assessment System for Children-Second Edition (BASC-2): The BASC-2 is a rating scale completed by a parent/caregiver, teacher, and, at times, the child or adolescent. The BASC-2 measures an array of psychological problem areas, such as depression.

The PDD-Behavioral Inventory (PDDBI): The PDDBI assesses an array of problematic behaviors which a child may be exhibiting. A child's score on the test is compared against other children of similar age with an ASD. There are teacher and parent forms of the PDDBI.

Scales of Independent Behavior-Revised (SIB-R): The SIB-R is a test of adaptive functioning. The SIB-R assesses a child's skills in such areas as gross motor control, language comprehension, self-care, and domestic skills. The



test is usually completed by a parent/caregiver during an interview with the examiner. The SIB-R also offers an assessment of problem behaviors such as defiance and aggression.

Vineland Adaptive Behavioral Scales-Second Edition (VABS-2): The Vineland is similar to the SIB-R and measures both adaptive functioning and maladaptive behavior.

Kaufman Assessment Battery for Children-Second Edition (KABC-2): The KABC-2 is a test of intelligence (IQ) and measures such areas as knowledge, planning, learning, sequential abilities and simultaneous functioning. The KABC-2 also offers a Nonverbal Index, which can provide an IQ score for children who are nonverbal.

Wechsler Scales: There are various Wechsler tests, such as the Wechsler Intelligence Scale for Children (WISC-IV), the Wechsler Individual Achievement Test (WIAT-III), and the Wechsler Abbreviated Scale of Intelligence (WASI). The Wechsler Scales typically provide estimates of IQ, memory or academic achievement.

Stanford Binet: The Stanford Binet is an IQ measure and includes an assessment of verbal abilities and nonverbal skills.

Assessment of Basic Language and Learning Skills (ABLLS): The ABLLS is a play-based assessment which measures pre-academic skills as cooperation, language, labelling, and writing/math/reading.

Some Common Statistical Terms

Standard Score: Your child's score is compared against a 'standard' that has an average of 100. IQ scores are standard scores. For example, an IQ of 70 is 30 points below the average IQ score.

Scaled Score: A scaled score has an average of 10 rather than 100.

Percentile Rank: A number that reflects a child's performance compared to 100 other children. So, if a child has an IQ standard score of 75, it means that the score is at the 5th percentile rank. The child's score is higher than 5% of all other children who took the same test...or, conversely, 95% of children scored higher than this child.

Age- or Grade Equivalent: The child's score on a test is compared to the typical score of a certain age or grade. So, an age-equivalent score of 5:4 means that the child had a score that was average for a child who is 5 years and 4 months old.

IQ: This stands for Intellectual Quotient and measures a child's ability to solve problems, adapt to the environment, to think rationally, and to acquire information.

Intellectual Disability: Formerly termed 'Mental Retardation', Intellectual Disability refers to a child that has an IQ score below 70, severe delays in adaptive skills (e.g., self-care, communication), and an age of onset before the age of 18. There are several different classifications of Intellectual Disability.

Mild: An IQ ranging from 50 to 69.

Moderate: An IQ ranging from 40 to 49

Severe: An IQ ranging from 20 to 39

Profound: An IQ less than 20



Most evaluations include assessment on several axes. The Definitions of the axes are as follows:

Axis I: This axis will include the disorder(s) that the child is experiencing, such as Autistic Disorder, Asperger's Disorders, or PDD-NOS. It may also include 'comorbid' diagnoses such as AD/HD, OCD, Expressive Language Disorder, etc.

Axis II: This axis is to list, if relevant, Intellectual Disability.

Axis III: This axis will include general medical conditions, such as seizures or Turner's Syndrome.

Axis IV: This axis will list the social and environmental problems in the child's life, such as death or loss of a family member, separation/divorce of parents, etc.

Axis V: This axis will include a score which estimates the child's functioning from 1-100 (the higher the score, the better the child's functioning).

FREE Resources



Special Learning Early Autism Screening Checklist

The Assessment Checklist is a FREE tool that Special Learning provides to the autism community and can be used to either detect or rule out an ASD diagnosis.

Read more at <http://www.special-learning.com/CHECKLIST>



Autism Spectrum Developmental Professionals

These medical practitioners can cater to children's diagnoses and treatment needs should parents suspect that their children may have an Autism Spectrum Disorder.

Read more at http://www.special-learning.com/article/autism_spectrum_developmental_professionals



Screening Tools Used During A Developmental-Behavioral Screening

Specific screening tools can be used for certain disorders like Autism, while other screening tools are designed to assess a particular area of development such as in language or physical or motor skills.

Read more at http://www.special-learning.com/article/screening_tools_used_during_a_developmental_behavioral_screening