

ASD Evaluations & Reevaluations

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Background info

- No medical diagnosis needed to receive services in the schools in MN
- A student w/a medical diagnosis may be referred for an educational evaluation when there is a presenting problem
- Follow pre-referral intervention procedures as for any suspected disability area

Initial evaluation

- Include ASD Specialist in planning of evaluation when ASD is suspected
- ASD Specialist needs to do at least one of the observations and the developmental history piece, as well as review results of ADOS and other checklists. Summaries of results can be typed into the report by the ASD Specialist or by other team members (decide at planning meeting)

Initial, cont'd

- After all evaluation pieces are in the report, the ASD Specialist will review to determine if eligibility criteria is met, and will confer w/case manager about this
- Case managers for the evaluations will summarize the information for the Needs page of the evaluation (ASD Specialist available for consultation on this)

Core tools/methods – Initial Eval

- Developmental History and Parent Interview
- Autism Diagnostic Observation Scale (ADOS)
- **Or** Autism Diagnostic Interview
- Autism Spectrum Rating Scales
- Gilliam Autism **or** Asperger Diagnostic Scale
- Social Skills Checklist (McKinnon) **or** Preschool Social Skills Checklist **or** Assessment of Social and Communication Skills for Children w/autism

More core tools ---

- Functional Behavioral Assessment
- Short Sensory Profile **or** Sensory Profile
- Observations on different days and environments
- (Intellectual, Academic, Motor pieces as needed)

ASD Eligibility Criteria

- **Autism Spectrum Criteria**
- The multidisciplinary team shall determine that a pupil is eligible and in need of special education, instruction and related services if the pupil demonstrates patterns of behavior consistent with those in item A and fulfills the requirements in item B. **In order to qualify for services, students must fulfill requirements in both A and B.**

Eligibility, cont'd

- **A. An educational evaluation must address all three-core features listed below. For eligibility purposes, a student must meet criteria in Core Feature 1 and either Core Feature 2 or 3. They may meet criteria in all three Core Features.**

Core Feature 1: Qualitative Impairment of Reciprocal Social Interactions as documented by 2 or more behavioral indicators such as:

- Limited joint attention and limited use of facial expressions directed toward others
-
- Does not show or bring things to others to indicate an interest in the activity
-
- Difficulty relating to people, objects, and events
-
- Gross impairment in the ability to make and keep friends
-
- Significant vulnerability and safety issues due to social naiveté
-
- Appears to prefer isolated or solitary activities
-
- Misinterprets others' behaviors and social cues
-
- Other
-

Core Feature 2: Qualitative Impairment in Communication as documented by 1 or more behavioral indicators such as:

- Not using finger to point or request
- Using others' hand or body as a tool
- Showing lack of spontaneous imitation or lack of varied imaginative play
- Absence or delay of spoken language
- Limited understanding & use of nonverbal communication skills such as gestures, facial expressions, or voice tone
- Odd production of speech (intonation, volume, rhythm, rate)
- Repetitive or idiosyncratic language or inability to initiate or maintain a conversation when speech is present
- Inability to initiate or maintain a conversation
- Other

Core Feature 3: Restricted, Repetitive or Stereotyped Patterns of Behavior, Interests, and Activities as documented by 1 or more behavioral indicators such as:

- Insistence on following routines or rituals
- Demonstrating distress or resistance to change
-
- Repetitive hand or finger mannerisms
-
- Lack of true imaginative play versus reenactment
-
- Over-reaction or under-reaction to sensory stimuli
-
- Rigid or rule-bound thinking
-
- An intense, focused preoccupation with a limited range of play, interests, or conversation topics
-
- Other

B. Verification that Autism Spectrum Disorders adversely affects the pupil's present level of performance.

- **1. Identification** of the student's present level of performance and educational needs in each core feature.
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- CORE FEATURE 1: Social Interaction
-
- Present Level of Performance: XXX
-
- Current Educational Needs:
- XXX

- CORE FEATURE 2: Communication
- Present Level of Performance: XXX
-
-
- Current Educational Needs:
- XXX
-
- CORE FEATURE 3: Behavior, Interests and Activities
-
- Present Level of Performance: XXX
-
-
- Current Educational Needs:
- XXX

And . . .

- 2. **Observation** in two different settings on two different days. An observation was completed by XXX, ASD Specialist, and XXX, Education Psychologist. (see in report)
-
- And
-
- 3. A **developmental history** is included which summarizes developmental information and behavior patterns.

- XXX's difficulties and subsequent disability identification **are not primarily caused by** a lack of instruction in reading or math or by limited English proficiency.

- **EDUCATIONAL EVALUATION METHODS**
- Documentation of Behavioral Indicators for the identification of Autism Spectrum Disorders must include the use of at least two of the following:

Methods . . .

-
- Parent Input Collected
-
- Communication and Developmental Rating Scales
-
- Functional Behavior Assessments
-
- Informal and Standardized Evaluation Instruments
-
- Intellectual testing
-
- Autism Rating Scales or Checklist(s)
-
- Application of DSM-IV Diagnostic Criteria
-
- Intellectual Testing
-

Last criteria element

- **XXX DOES / DOES NOT qualify for Autism Spectrum services.**

Reevaluation

- At the point of 3-year reevaluation, the team needs to again address the three core features on the criteria, but the student **does not have to meet all components of the criteria.**
- Documentation of on-going needs in areas originally identified, and any new areas of need, are summarized at the end of the reevaluation report.

Planning the reeval

- The team needs to meet to review existing data; if adequate information exists in a need area, then the team can determine not to conduct further evaluation in that specific area (**look at each area to determine**). **Reevaluation must address all components required in the initial evaluation.**
- If more data needs to be gathered, choose tools carefully that will get you the information you need to determine if the student continues to demonstrate specific needs (refer to Planning Tool for Reevaluation of ASD)

Common reevaluation plan

- Updated developmental history or parent interview
- Teacher interviews
- Two observations
- Social skills checklist

Additional components - reeval

- Sensory checklist
- Student interview
- ASD Transition checklist
- Conversation skills checklist
- Functional Behavioral Assessment
- Pragmatic Language Skills Questionnaire
- Student Stressor Survey

Reevaluation Conclusion

- According to the MN criteria for the identification of Autism Spectrum Disorders, a student is eligible for continued special services when he demonstrates a need in any of the three Core Features presented above. XXXX continues to demonstrate a need in the core areas of social and communication; therefore, he is eligible for continued special services under the category of Autism Spectrum Disorders.