Autism Spectrum Disorder Evaluation Report

**Referral Summary:** This where you identify the specific areas identified as a concern: such as difficulty in transition, social struggles etc. You can identify the processes used such as the SAT team or parent concern.

**Background and Educational History:** In this piece- you want to identify the school pattern, moves etc. It is important to address if the student is involved in special educations services previously or currently.

Any place that you can be sure to identify the people that you receive the information from- such as record review, parent report, etc.

You should also do a sweep of medical history here. Hearing, vision, and head injuries should be addressed in this area as well as cleared, or still a concern. If still a concern, the team will need to address this. If there is some family history of ASD, this would be a place to mention it.

Other medical evaluations can be addressed here as well.

**Established skills, strengths and preferences:** This is important to also identify the sources of the information. This is a great section to give the team to remember all the strength the child brings to the table. It also a great place to highlight areas that are “unspectrum like”.

**Evaluation procedures:**

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<thead>
<tr>
<th>Procedure</th>
<th>Conducted by</th>
<th>Date</th>
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<tbody>
<tr>
<td>File review</td>
<td></td>
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<tr>
<td>Developmental Profile</td>
<td></td>
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<tr>
<td>Observation list location</td>
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<tr>
<td>Interactive observation</td>
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<td></td>
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<tr>
<td>Behavior rating scale</td>
<td>list test and who completed</td>
<td></td>
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<tr>
<td>Medical statement</td>
<td>On file with district</td>
<td></td>
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</tbody>
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As the educational eligibility of an autism spectrum disorder profile does not require a medical diagnosis of autism or other related conditions associated with autism spectrum disorder, the team is required to evaluate skills and challenges in the four primary areas of impact for students found educationally eligible for autism spectrum disorder services. These areas are communication, social interactions, patterns of behaviors, and sensory responses. The presence of concerns in these noted areas alone are not sufficient
to find a child eligible for services. The characteristics must be demonstrated to be present over duration of time. Most importantly, the impact on education from these characteristics must be demonstrated.

I think of this as the way to complete the twelve boxes on the eligibility- each of the four areas of challenge is listed- the subsets address duration, current presence of the behaviors, and impact or discrepancy

**Communication:**

**Early developmental profile:** Like always, try to identify where you got the information- as it can also confirms that team input has been gotten from family and school team. In this area, the developmental history is essential. Some situations do not allow the team to have this information, and that will need to be noted and a point of discussion for the team.

**Current developmental profile:** It is good if you can have behaviors across settings. Remember to include behaviors that are not characteristic of ASD in the review of current level.

**Impact on education:** This is where the specific characteristic presented “clashes” with current program or setting. I also use this opportunity to suggest areas of focus for intervention as well as possible goals.

**Social Interactions:**

**Early developmental profile:**

**Current developmental profile:**

**Impact on education:**

**Patterns of behavior:**

**Early developmental profile:**

**Current developmental profile:**

**Impact on education:**

**Sensory responses:**

**Early developmental profile:**

**Current developmental profile:**

**Impact on education:**
**Assessment Results:** A single screening tool cannot be used to determine eligibility for autism spectrum disorder services. Yet the format of the questions can help the team find a broader understanding of the child’s learning style.

I give a brief description of the rating scale (examples below) given and who completed the scales. I give the subscales scores—especially there is a “spike” in one area. I include the final standard score and the rating that number identifies the student’s ASD probability.

**Behavior Rating Scales**

**Childhood Autism Rating Scale (CARS)-2**

The CARS-2 is a fifteen item behavioral scale developed to identify children with autism. It is designed to distinguish them from developmentally delayed children without autism. The newest version has two forms: one for individuals assessed to be higher functioning and one for students identified with more classic ASD characteristics. The CARS-2 rates each of the behaviors according to the degree of abnormality. Higher scores are indicative of more severe autism. Children scoring below 30 are considered non-autistic.

**Autism Diagnostic Observation Schedule (ADOS)-2**

The ADOS-2 is a semi-structured, standardized assessment of communication, social interaction, and imagination. This assessment was designed specifically for individuals who have been referred for autism or other autism spectrum disorder. The ADOS-2 includes a set of standardized activities, which allows the evaluator to observe behaviors that have been identified as important for the diagnosis of Autism Spectrum.

**The Autism Behavior Checklist (ABC)**

The Autism Behavior Checklist (ABC) is one of five individual components of the Autism Screening Instrument for Educational Planning ASIEP-3. The ABC is standardized and normed for parents and teachers. The 47 items on the checklist describe very specific behaviors typical of autistic individuals. Inspection of an individual’s performance on the items can be compared with a normative sample of 342 individuals with Autism. Items describing an individual are checked, and summed to obtain a total raw score that is converted to percentile rank and standard score. The probability of autism is then charted. The average performance for autistic individuals is 90-110, and the entire autistic normative sample scored well within that range (95-106.) The higher an individual’s score on the ABC the higher the likelihood that the he/she will benefit from instruction only in a highly structured direct teaching system.

**The Autism Spectrum Rating Scale (ASRS)**

The ASRS was designed to effectively identify symptoms, behaviors, and associated features of Autism Spectrum Disorders (ASDs) in children and adolescents aged 2 to 18.
This instrument is a norm-referenced assessment based on a nationally representative sample, designed to identify symptoms, behaviors, and associated features of the full range of Autism Spectrum Disorders.

This information will be shared with the team to assist in determining if the learning pattern of the student is consistent with a student with autism spectrum disorder. Again this is not a medical diagnosis of autism, yet merely a descriptor of a student’s learning style and suggested best way to learn. In reviewing the presence or absence of characteristics, the team will need to determine if the characteristics impact the ability of the student to be successful in his or her educational setting. This again is a team decision and cannot be determined by one person or single measurement tool.

In the case of ….this is where you can identify the area of ASD that have been observed- yet you can also highlight the areas of ASD eligibility that you have not observed….such as developmental history or impact of a characteristic. This needs to be sure not to commit yet summarize what you observed as being able to checked off on the eligibility.

Thank you for the opportunity to work with _______ . If you have any questions regarding this report, or if I can be of assistance to you, please do not hesitate to call.

_______________________________________________________         __________________

Date