

# ASD Identification Teams Project

## Team Self Assessment

Please respond to each section for the team as a whole (consider the knowledge and skills of the team collectively).

<i>One or more team members are able to.....</i>	This is new to us	We have some knowledge	We have partially integrated this into our practice	We have fully integrated this into our practice	We need help
<b>Describe typical and atypical child development</b>					
<b>Describe the different patterns of onset of young children with ASD</b>					
<b>Identify “red flags” (characteristics behaviors) for potential ASD in young children</b>					
<b>Describe the changes between DSM 5 criteria for Pervasive Developmental Disorders and DSM 5 criteria for Autism Spectrum Disorders</b>					
<b>Differentiate disorders that share common symptoms with ASD (differential diagnosis)</b>					
<b>Use informal assessment practices</b> (i.e., make observations of the child in his or her natural environment, e.g., home, classroom, with peers).					
<b>Conduct a comprehensive autism interview based on DSM 5 criteria</b> (e.g., ASD Family Interview)					
<b>Use standardized assessment tools and methods</b> for accurate identification of ASD and other disorders  For example, Autism specific questionnaire with the families of children 2 ½ to 5 years of age to complement the diagnostic interview standardized observations using research-based, autism-specific tool (e.g., ADOS) brief standardized observations using research-based, autism-specific tool (e.g., STAT). Measures of.... <ul style="list-style-type: none"> <li>○ <b>Cognition</b> (thinking and reasoning) for children from infancy to 5 years of age (e.g., Bayley III, Mullen, Stanford Binet V)</li> </ul>					

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<i>One or more team members are able to....</i>	This is new to us	We have some knowledge	We have partially integrated this into our practice	We have fully integrated this into our practice	We need help
<ul style="list-style-type: none"> <li>○ <b>Adaptive functioning</b>, (e.g., Vineland Adaptive Behavior Scales II)</li> <li>○ <b>Functional communication</b>, including speech and language skills (e.g., Communication and Symbolic Behavior Scales, Preschool Language Scale 5th Ed, Rossetti Infant Toddler Language Scale)</li> <li>○ <b>Sensory processing</b> (e.g., Sensory Profile)</li> <li>○ <b>Social and emotional skills</b> (e.g., Child Behavior Checklist, Behavior Assessment System for Children, 2nd Edition)</li> </ul>					
<b>Complete a DSM 5 checklist</b> that summarizes information from all assessments and all team members					
<b>Understand the impact of family and environmental dynamics/systems</b> on the child’s behavior and on the parents’ understanding of the evaluation results and team recommendations					
<b>Describe common co-occurring medical and mental health conditions and resources for further evaluation as needed</b>					
<b>Review and interpret the results of the evaluation with families</b> in a supportive and compassionate manner					
<b>Provide a “starter pack” on next steps and resources to the family</b> and full reports of the evaluation when available					
<b>Acknowledge the importance of the interdisciplinary team process</b> and understand and respect the contributions of other team members					
<b>the team reviews and discusses the results of all assessments</b> performed before a final identification is made (dialogue among skilled professionals is key to the accuracy of identification).					