

# ASD Identification Teams Project

## Roles & Responsibilities of ASD Team Partners: Evaluation of Children Birth to 5 Years

| Component  | Description   | Partner(s)  | Tool(s)   |
|--|---|---|---|
| <b>A. Diagnostic interview</b>                                   | <p>ASD History Parent Questionnaire and interview with child and parent/caregiver</p> <p>Developmental and medical history, family history</p> <p>Supplemental questionnaires</p>   | <p>MD, EI/ECSE, ESD, School District</p> <p>MD</p> <p>MD, EI/ECSE, ESD, School District</p> | <p>DSM based interview and checklist</p> <p>SRS-2, SCQ</p>  |
| <b>B. Standardized observation</b>                               | <p>Observations should be conducted using valid standardized tools</p>  | <p>EI/ECSE, ESD, School District</p> <p>MD</p>  | <p>ADOS, ASIEP-3, CARS-2</p> <p>STAT</p>  |
| <b>C. Observation of the individual in unstructured activity</b> | <p>Observation must include at least one observation outside of the team evaluation setting, which might include any of the following:</p> <ul style="list-style-type: none"> <li>a. Familiar setting</li> <li>b. Unfamiliar setting</li> <li>c. Unstructured peer interaction</li> <li>d. Unstructured independent activities</li> </ul> | <p>EI/ECSE, ESD, School District</p>  |   |
| <b>D. Developmental assessment</b>                               | <p>Assessment should be conducted using standardized tools, appropriate to the age and developmental level of the individual, for:</p> <ul style="list-style-type: none"> <li>a. Cognition: thinking and reasoning</li> <li>b. Adaptive functioning</li> <li>c. Functional communication, including speech and language skills</li> </ul> | <p>EI/ECSE, ESD, School District</p>  | <ul style="list-style-type: none"> <li>a. Bayley-3, Mullen, SB-5, WPPSI-3, DAS-2, Battelle Developmental Inventory-2</li> <li>b. VABS-2, ABAS-2</li> <li>c. CSBS:DP, PLS-5 LUI, CM</li> </ul> |

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|---|--|-----------------|------------------------------|
|   | d. Sensory processing<br>e. Social and emotional skills  |                 | BASC-2                       |
| <b>E. Formal hearing test</b>             | Hearing test, should be conducted for those up to age 5, for the first evaluation, if none has been done in the previous 6-12 months AND one or more of the following is true:<br>a. No newborn screen was done, or the child failed a screen without follow-up<br>b. There is a family history of progressive hearing loss; <u>or</u><br>c. There is a recent history of recurrent ear infections or persistent serous otitis (middle ear fluid). <i>Note:</i> A hearing assessment should be appropriate to the age and developmental level of the individual. |                 |                              |
| <b>F. Vision screening (if indicated)</b> | Standard part of MD exam   | Ophthalmologist | Referral to Eye MD as needed |

**KEY:**

SB-5 – Stanford Binet Intelligence Scales 5<sup>th</sup> Edition

WPPSI-3 – Wechsler Preschool and Primary Scale of Intelligence, 3rd Edition

DAS-2 – Differential Ability Scales, 2nd Edition

VABS-2 – Vineland Adaptive Behavior Scales, 2nd Edition

ABAS-2 – Adaptive Behavior Assessment System, 2nd Edition

VSEEC – Vineland Social Emotional Early Childhood Scales

Greenspan SEGC – Social Emotional Growth Chart

CBCL – Child Behavior Checklist

BASC-2 – Behavior Assessment System for Children, 2nd Edition (2 years and older)

CSBS: DP - Communication and Symbolic Behavior Scales (Developmental Profile)

PLS-5, Preschool Language Scale 5<sup>th</sup> Edition (if language skills >24 months)

LUI, Language Use Inventory (18-47 months of age), pragmatic language

CM, Communication Matrix, at communicationmatrix.org, functional communication (parent report, not normed)