

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
Describe typical and atypical child development					
Describe the different patterns of onset of young children with ASD					
Identify “red flags” (characteristics behaviors) for potential ASD in young children					
Describe the changes between DSMIV criteria for Pervasive Developmental Disorders and DSM V criteria for Autism Spectrum Disorders					
Differentiate disorders that share common symptoms with ASD (differential diagnosis)					
Use informal assessment practices (i.e., make observations of the child in his or her natural environment, e.g., home, classroom, with peers).					
Conduct a comprehensive autism interview based on DSM V criteria (e.g., ASD Family Interview)					
<p>Use standardized assessment tools and methods for accurate identification of ASD and other disorders</p> <p>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....</p> <ul style="list-style-type: none"> ○ Cognition (thinking and reasoning) for children from infancy to 5 years of age (e.g., Bayley III, Mullen, Stanford Binet V) 					

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