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Diagnostic Evaluation

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DSM-V

Autism Spectrum Disorder

- Persistent deficits in social communication and social interaction across multiple contexts

And

- Restricted, repetitive patterns of behavior, interests, or activities

Severity Levels

Level 3

"Requiring very substantial support"

Level 2

"Requiring substantial support"

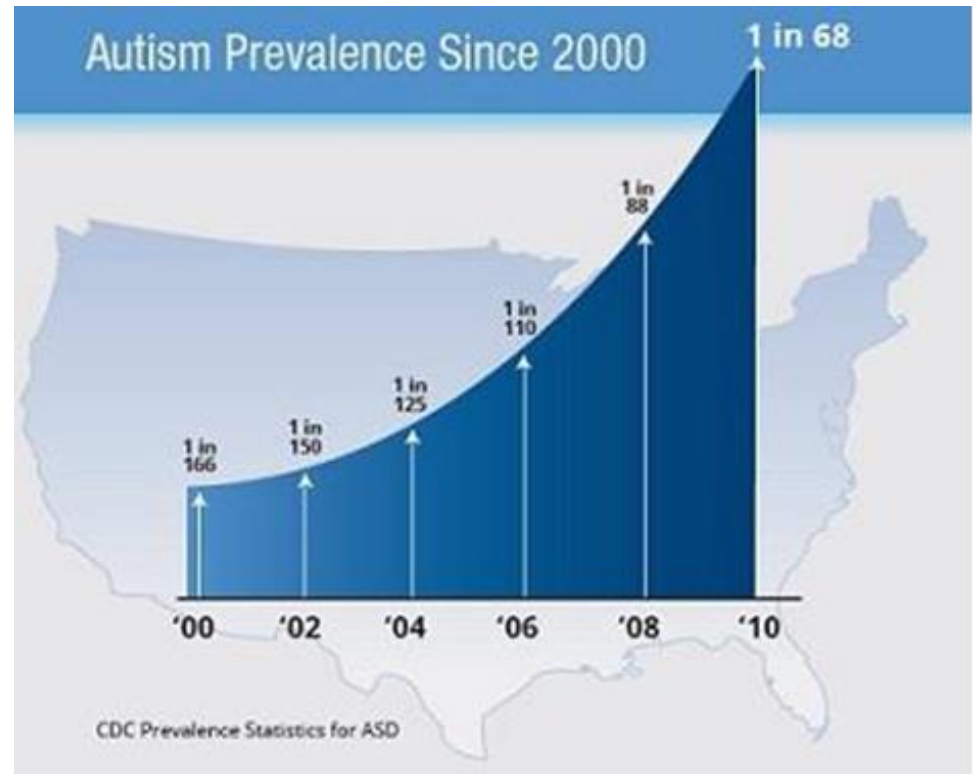
Level 1

" Requiring support"



Prevalence

- 1 in 68 children are diagnosed with ASD (CDC, 2014)
 - 30% increase since 2008 (1 in 88)
- Boys are almost 5 times more likely to be diagnosed than girls
- All racial, ethnic and social classes are affected
 - White children are more likely to be identified
- Most children not diagnosed until age 4





Why Conduct an Evaluation?

- Understand
 - Strengths and Weaknesses
 - Behaviors
- Plan
 - Individualized programming
- Track
 - Development
 - Response to Intervention
- Access
 - Funding
 - Services



Multi-Disciplinary Evaluations

- Consist of:
 - Detailed developmental history
 - Description of current behaviors
 - Assessments of cognitive and language abilities
 - Observation in a variety of settings
- Also involves the use of standardized instruments
 - Mullen Scales of Early Learning
 - Communication and Symbolic Behavior Scales (CSBS)
 - Preschool Language Scale- 5th Edition
 - ADOS-2
 - ADI-R



Diagnostic Tools

- Gold-Standard Diagnostic Tools
 - Autism Diagnostic Observation Schedule- 2 (ADOS)
 - (Lord & Rutter, 2012)
 - Autism Diagnostic Interview- Revised (ADI-R)
 - (Rutter & LeCouteur, 2003)



ADOS-2

- Semi-structured, play based assessment
- Presses: activities and contexts in which social interactions are likely to occur
 - General statements → Direct instructions
- 5 modules
 - Chosen based on language level and chronological age
 - Can be used with children as young as 12 months



ADI-R

- Standardized, semi-structured interview
 - Caregiver has knowledge of developmental history and child's current behavior
- Primary focus on the two core areas of deficit
- Can be used with children as young as 12 months
 - Non-verbal mental age- 10 months



Results

- Scores are generated from a composite of social affect and restricted and repetitive behavior items
- ADOS and ADI-R provide an indication of the likelihood of an ASD diagnosis
- For children under the age of 36 months the scores yield a range of concern
 - Little-to-No Concern
 - Mild-to-Moderate Concern
 - Moderate-to-Severe Concern



A Wholistic Approach to Diagnosis

- Involves multiple individuals with advanced knowledge of the child and/or assessment
 - Family
 - Raise concerns regarding the child's development
 - Provide information to help guide the development of supports
 - Engage in on-going collaboration with professionals
 - Developmental Specialists
 - Conduct comprehensive standardized assessments
 - Identify goals and strategies to support development
 - Primary Care Physicians
 - Identify children at risk for developmental delays
 - Screening Process
 - Provide referrals
 - Use results from assessments to guide a medical diagnosis
 - Provide on-going care coordination



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Supports and Interventions



Mental Health: A Report of the Surgeon General

- ABA was been classified as the “treatment of choice” for individuals with autism
- The report cited over 30 years of evidence decreasing challenging behaviors and increasing communication, learning and social behavior



Importance of Starting Early

- Research is clear that interventions should be intensive and must begin early in order for students to achieve maximum benefits
 - Green, 1996
 - National Research Council, 2001



Defining Features of a Comprehensive Program

- Early Intensive Behavioral Intervention (EIBI) consisting of:
 - Comprehensive treatment that addresses all skill domains
 - Specific curriculum content focusing on core deficits of autism
 - Consideration of developmental sequence
 - Reliance of behavior analytic procedures
 - Directed and supervised by a BCBA



Defining Features of a Comprehensive Program

- Highly supportive and structured teaching environments
- Predictability and routine
- Functional approach to problem behaviors
- Planned transitions between pre-school and kindergarten/ 1st grade
 - Dawson & Osterling 1997



Defining Features of a Comprehensive Program

- Collaboration with professionals from other disciplines
- Care coordination
- Parents are active participants





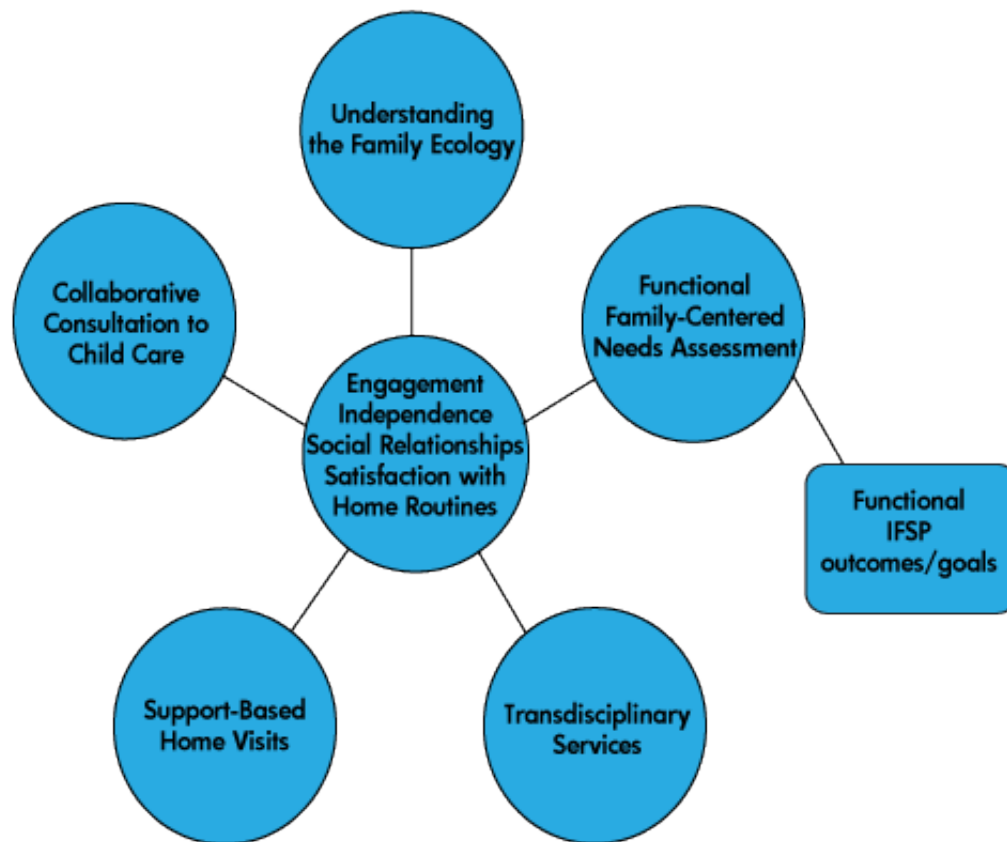
Early Intervention

- Many different research based techniques available
 - Natural Environment Training
 - Video modeling
 - Incidental Teaching
 - Pivotal Response Training
 - Picture Exchange Communication System
 - Verbal Behavior



Early Intervention

The 5-Component Model for Early Intervention in Natural Environments





Recommendations

- National Research Council (2001) Minimum of 25 hours per week
 - Child should be engaged in activities that are aimed at achieving an identified objective
- National Standards Project (2009) (2015)
 - Educational programs should be using “Established Treatments”
 - 14 identified established interventions
 - EIBI programs are considered an established treatment
- Wong et al., (2014)
 - 27 Evidence-Based practices



References

- National Standards Project

<http://www.nationalautismcenter.org/resources/>

- National Professional Development Center

<http://autismpdc.fpg.unc.edu/evidence-based-practices>

- Autism Internet Modules

<http://www.autisminternetmodules.org/>