

**The Psycho-Educational Assessment of Students with Autism Spectrum Disorders
National Association of School Psychologists (NASP) Annual Convention
March 27, 2007**

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Sample Outline of Multi-Disciplinary Assessment Team Report

I. Referral Information

- a. Teacher/Provider Concerns
- b. Parent/Guardian Concerns
- c. Areas of Suspected Disability
- d. Areas Not Suspected (no concerns, within normal limits, etc.)

II. Background Information

- a. Home/Family Information
- b. Health/Medical & Developmental Information (including vision & hearing)
- c. Educational Information
- d. Previous Assessment Information
- e. Previous Intervention Information

III. Current Assessment Information

a. Academic Assessment (Teacher and/or Psychologist)

- i. Teacher/Staff Interview(s)/Ratings: Academic Achievement/Performance
- ii. Parent Interview(s)/Ratings: Academic Achievement/Performance
- iii. Student (if appropriate) Interview(s)/Ratings: Academic Performance
- iv. Learning Style (e.g., Verbal, visual or hands-on learner? Ratio needed for learning new skills? Amount of repetition & structure required to learn?)
- v. Academic Achievement (standardized) & Curriculum-based Assessments
- vi. Academic Summary Including Strengths and Any Areas of Need

b. Cognitive Assessment (Psychologist)

- i. Interviews and Observations Related to Cognitive Processing
- ii. Standardized Assessment of Overall Verbal and Visual Cognitive Skills
- iii. Standardized Assessment of Cognitive Processing Skills (e.g., visual processing skills, auditory processing skills, memory, attention, etc.)
- iv. Cognitive Summary Including Strengths and Any Areas of Need

c. Speech & Language Assessment (Speech/Language Pathologist)

- i. Standardized SLP Testing, Observations and Interviews Regarding
 - 1. Expressive & Receptive Language Skills
 - 2. Social Pragmatic/Play, Discourse and Narrative Skills
 - 3. Speech/Articulation and Oral Motor Skills
- ii. Speech/Language Summary Including Strengths and Any Areas of Need

d. Social-Emotional, Play, Adaptive & Problem Behavior Assessment (Psychologist)

- i. Teacher/Staff, Parent and (if applicable) Student Interviews and/or Rating Scales looking at Social-Emotional, Play, Adaptive & Problem Behaviors
- ii. Direct Observations of Social-Emotional, Adaptive & Problem Behaviors
- iii. Functional Analysis of Problem Behaviors Impacting Learning and/or Social Interactions (define A-B-C's; duration, frequency & intensity; etc.)
- iv. Specific ASD, ED &/or ADHD/ADD Observations, Interviews & Ratings
- v. Social-Emotional & Behavior Summary, Strengths, and Areas of Need

e. Motor Assessment (Occupational Therapist, APE Teacher and/or Physical Therapist)

- i. Fine/Visual Motor, Sensory Processing & Gross Motor Skills & Concerns

IV. Recommendations for Eligibility, Goals and Placement/Services