



# Example Autism Evaluation Considerations

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Activities                            | Components   |
|---------------------------------------|--|
| Developmental and Educational History | <ul style="list-style-type: none"><li>• Prenatal, birth and early developmental history collected</li><li>• Developmental milestones documented (motor, language, social, cognition as well as early childhood and behavioral functioning)</li><li>• School history and grade progression</li><li>• Previous evaluations or assessments</li><li>• Previous interventions/response to intervention data</li><li>• English language proficiency and cultural considerations</li><li>• Family history of ASD or mental health concerns documented</li></ul> |
| Standardized Rating Scales            | <ul style="list-style-type: none"><li>• Parent completed ASD rating scale</li><li>• Teacher completed ASD rating scale</li><li>• Student self report (if age appropriate) or interview</li><li>• Scores compared across raters for convergence/divergence</li><li>• Severity levels documented</li><li>• Compared with previous (if any) ASD assessment results</li><li>• Restricted and repetitive behaviors items reviewed</li></ul>   |
| Behavioral & Emotional Functioning    | <ul style="list-style-type: none"><li>• Broad behavior scale (BASC-3, BRIEF-2) can be helpful for goal planning</li><li>• Emotional regulation and impulse control documented</li><li>• Anxiety or mood symptoms are screened</li><li>• Oppositional or defiant behaviors assessed or documented</li><li>• Adaptive functioning in self-care considered</li><li>• Social skills/peer relationships evaluated</li><li>• Executive functioning assessments</li></ul>   |
| Home & Community                      | <ul style="list-style-type: none"><li>• Parent Interview regarding home behavior and functioning</li><li>• Social communication and interaction at home documented</li><li>• Restricted and repetitive behaviors at home documented</li><li>• Organization and time management skills at home</li><li>• Peer relationships and social functioning outside of school</li><li>• Sleep, nutrition and self-care routines assessed</li></ul>   |
| Observations                          | <ul style="list-style-type: none"><li>• Classroom observations completed (in academic time and unstructured time where duration and setting is documented)</li><li>• Social communication and interaction observed</li><li>• Peer interactions observed</li><li>• Response to transitions and changes and restricted and repetitive behaviors</li></ul>  |
| Other Considerations                  | <ul style="list-style-type: none"><li>• Are symptoms better explained by another mental health disorder</li><li>• Sensory profile completed</li><li>• Impact on learning and behavior is documented</li><li>• Work closely with SLP and their evaluation</li><li>• Consider limited English proficiency, environmental, cultural, economic disadvantages</li><li>• Symptoms present from early childhood and across multiple settings</li></ul>  |