

Practical Ideas

for Students with Autism Spectrum Disorders



Kathleen McConnell
Gail Ryser

Evaluation Form

Name _____

Birth Date _____ Age _____

School _____ Grade _____

Rater _____

Educational Setting _____

Dates Student Observed: From _____ To _____

Amount of Time Spent with Student:

Per Day _____ Per Week _____

DSM-IV Diagnostic Criteria for Autistic Disorder

- A. A total of six (or more) items from (1), (2), and (3), with at least two from (1), and one each from (2) and (3):
- (1) qualitative impairment in social interaction, as manifested by at least two of the following:
 - (a) marked impairment in the use of multiple non-verbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction
 - (b) failure to develop peer relationships appropriate to developmental level
 - (c) a lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., by a lack of showing, bringing, or pointing out objects of interest)
 - (d) lack of social or emotional reciprocity
 - (2) qualitative impairments in communication as manifested by at least one of the following:
 - (a) delay in, or total lack of, the development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime)
 - (b) in individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others
 - (c) stereotyped and repetitive use of language or idiosyncratic language
 - (d) lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level
 - (3) restricted repetitive and stereotyped patterns of behavior, interests, and activities, as manifested by at least one of the following:
 - (a) encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus
 - (b) apparently inflexible adherence to specific, non-functional routines or rituals
 - (c) stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting, or complex whole-body movements)
 - (d) persistent preoccupation with parts of objects
- B. Delays or abnormal functioning in at least one of the following areas, with onset prior to age 3 years: (1) social interaction, (2) language as used in social communication, or (3) symbolic or imaginative play.
- C. The disturbance is not better accounted for by Rett's Disorder or Childhood Disintegrative Disorder.

Note. From the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition*, 1994, Washington, DC: American Psychiatric Association. Copyright 1994 by American Psychiatric Association. Reprinted with permission.

Rating Scale

DIRECTIONS

① In your opinion, to what degree do the behaviors listed interfere with the student's ability to function in the learning or social environments? Use the following scale to circle the appropriate number:

- 0 = Not at all like the student, almost never interferes.
- 1 = Somewhat like the student, sometimes interferes.
- 2 = Very much like the student, frequently interferes.
- 3 = Exactly like the student, almost always interferes.

② Total the ratings and record in the Total box.

③ Put a check in the Immediate Intervention column by the top three problems. (Give special consideration to those items with totals ≥ 6 .)

④ Select up to three ideas from the matrix for each problem, and write the number and start date for each in the blanks provided in the last column.

BEHAVIOR	RATING				TOTAL	IMMEDIATE INTERVENTION	IDEAS; START DATE	
	<i>Not at all</i>	<i>Somewhat</i>	<i>Very much</i>	<i>Exactly</i>				
Social Interactions								
Nonverbal Behaviors								
1 Avoids making eye contact or appears to be looking through other people.	0	1	2	3				
2 Does not communicate emotions or interest through facial expressions.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>		
3 Reacts negatively to physical contact (e.g., acts fearful or is totally passive).	0	1	2	3				
Peer Relationships								
1 Does not react to the presence of peers.	0	1	2	3				
2 Does not initiate relationships with peers.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>		
3 Does not build or maintain friendships.	0	1	2	3				
Sharing Enjoyment and Interests								
1 Does not show accomplishments to others.	0	1	2	3				
2 Shows little interest in everyday events.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>		
3 Does not share enjoyment about an object or activity.	0	1	2	3				
Social Reciprocity								
1 Does not kiss, hug, or shake hands with others.	0	1	2	3				
2 Does not take turns when playing simple games with others.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>		
3 Prefers to be alone.	0	1	2	3				
Communication								
Expressive Language								
1 Does not speak spontaneously to others.	0	1	2	3				
2 Does not use gestures or signs to communicate with others.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>		
3 Does not let others know through words or gestures his or her needs or desires.	0	1	2	3				
Conversation (Only rate if student has spoken language.)								
1 Does not initiate conversations with others.	0	1	2	3				
2 Fails to use greetings (e.g., "hello") or courteous phrases (e.g., "please," "thank you").	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>		
3 Does not ask others questions.	0	1	2	3				
Stereotyped Language (Only rate if student has spoken language.)								
1 Echolalic (i.e., repeats what he or she hears, rather than responding appropriately).	0	1	2	3				
2 Perseverates (i.e., repeats the same phrase over and over).	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>		
3 Recites common phrases heard on television or radio.	0	1	2	3				

BEHAVIOR	RATING				TOTAL	IMMEDIATE INTERVENTION	IDEAS; START DATE	
	Not at all	Somewhat	Very much	Exactly				
Make-Believe Play								
1 Does not engage in make-believe play appropriate for his or her developmental level.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
2 Does not join others in play.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
3 Remains aloof or apart from peers.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
Receptive Language								
1 Does not point to body parts or common objects when asked.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
2 Does not respond when spoken to.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
3 Does not respond to simple requests or directions.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
Repetitive/Stereotyped Patterns								
Restricted Patterns of Interest								
1 Prefers to do the same activity over and over.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
2 Becomes upset if preferred activities are interrupted.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
3 Resists being redirected to other interests.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
Nonfunctional Routines or Rituals								
1 Engages in unnecessary rituals or routines.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
2 Becomes upset if unable to engage in unnecessary rituals or routines.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
3 Resists being redirected to functional activities.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
Repetitive Motor Mannerisms								
1 Waves fingers in front of face, twirls, etc.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
2 Increases repetitive motor mannerisms when upset.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
3 Resists being redirected to productive behaviors.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
Preoccupied with Parts of Objects								
1 Intensely scrutinizes parts of objects.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
2 Manipulates objects or their parts excessively.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____
3 Takes toys or other objects apart instead of playing imaginatively with them.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>	_____	_____

DSM-IV Criteria for Pervasive Developmental Disorders

This table indicates the criteria for the group of disorders known as pervasive developmental disorders. Use this table to select ideas from the Ideas Matrix for each disorder.

	Nonverbal Behaviors	Peer Relationships	Sharing Enjoyment and Interests	Social Reciprocity	Expressive Language	Conversation	Stereotyped Language	Make-Believe Play	Receptive Language	Restricted Patterns of Interest	Nonfunctional Routines or Rituals	Repetitive Motor Mannerisms	Preoccupied with Parts of Objects
Autistic Disorder	•	•	•	•	•	•	•	•	•	•	•	•	•
Asperger's Disorder	•	•	•	•	•	•	•	•	•	•	•	•	•
Childhood Disintegrative Disorder	•	•	•	•	•	•	•	•	•	•	•	•	•
Rett's Disorder		•	•	•	•	•		•					

Ideas Matrix

Ideas	Social Interactions					Communication				Repetitive Patterns		
	Nonverbal Behaviors	Peer Relationships	Sharing Enjoyment and Interests	Social Reciprocity	Expressive Language	Conversation	Stereotyped Language	Make-Believe Play	Receptive Language	Restricted Patterns of Interests	Nonfunctional Routines or Rituals	Repetitive Motor Mannerisms
1 Puppet Play	•	•	•	•	•	•	•	•	•	•	•	•
2 What To Teach Next	•	•	•	•	•	•	•	•	•	•	•	•
3 Direct Teach Social Skills	•	•	•	•	•	•	•	•	•	•	•	•
4 Write Your Own	•	•	•	•	•	•	•	•	•	•	•	•
5 Read the Sign	•	•	•	•	•	•	•	•	•	•	•	•
6 Your Turn/My Turn	•	•	•	•	•	•	•	•	•	•	•	•
7 Nice Looking	•	•	•	•	•	•	•	•	•	•	•	•
8 Learn To Imitate	•	•	•	•	•	•	•	•	•	•	•	•
9 Get Excited	•	•	•	•	•	•	•	•	•	•	•	•
10 Follow the Music	•	•	•	•	•	•	•	•	•	•	•	•
11 Step-By-Step	•	•	•	•	•	•	•	•	•	•	•	•
12 Talk Prompters	•	•	•	•	•	•	•	•	•	•	•	•
13 Get Predictable	•	•	•	•	•	•	•	•	•	•	•	•
14 Take One and Pass It On	•	•	•	•	•	•	•	•	•	•	•	•
15 Conversation Cards	•	•	•	•	•	•	•	•	•	•	•	•
16 Bring Out the Noise	•	•	•	•	•	•	•	•	•	•	•	•
17 Talk Back Cards	•	•	•	•	•	•	•	•	•	•	•	•
18 Choice Cards	•	•	•	•	•	•	•	•	•	•	•	•
19 The Daily Scoop	•	•	•	•	•	•	•	•	•	•	•	•
20 Yes/No Cards	•	•	•	•	•	•	•	•	•	•	•	•
21 "I" Cue Card	•	•	•	•	•	•	•	•	•	•	•	•
22 Subtle Sabotage	•	•	•	•	•	•	•	•	•	•	•	•
23 Teacher Prompts	•	•	•	•	•	•	•	•	•	•	•	•
24 Great Games	•	•	•	•	•	•	•	•	•	•	•	•
25 Count Down	•	•	•	•	•	•	•	•	•	•	•	•
26 Follow and Find	•	•	•	•	•	•	•	•	•	•	•	•
27 Now-Next Picture Map	•	•	•	•	•	•	•	•	•	•	•	•
28 Schedule It	•	•	•	•	•	•	•	•	•	•	•	•
29 Touch, Show, or Find	•	•	•	•	•	•	•	•	•	•	•	•
30 Say or Tell Me	•	•	•	•	•	•	•	•	•	•	•	•
31 Do This Instead of That	•	•	•	•	•	•	•	•	•	•	•	•
32 Activity Notebook	•	•	•	•	•	•	•	•	•	•	•	•
33 Less Time → Choice Time	•	•	•	•	•	•	•	•	•	•	•	•
34 Nickels, Dimes, or Quarters	•	•	•	•	•	•	•	•	•	•	•	•
35 Card Counters	•	•	•	•	•	•	•	•	•	•	•	•
36 Use What Works	•	•	•	•	•	•	•	•	•	•	•	•
37 Watch and Learn	•	•	•	•	•	•	•	•	•	•	•	•