

ASD

Social Communication Evaluation and Eligibility Considerations

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Deficits in **Social-Emotional Reciprocity** ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.

Deficits in **Nonverbal Communicative Behaviors** used for Social Interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.

Deficits in Developing, Maintaining, and Understanding **Relationships** ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

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Severity Level	Social Communication
Level 1 Requiring Support	Without supports in place, deficits in social communication cause noticeable impairments. Difficulty initiating social interactions, and clear examples of atypical or unsuccessful response to social overtures of others. May appear to have decreased interest in social interactions. For example, a person who is able to speak in full sentences and engages in communication but whose to-and-fro conversation with others fails, and whose attempts to make friends are odd and typically unsuccessful.
Level 2 Requiring Substantial Support	Marked deficits in verbal and nonverbal social communication skills ; social impairments apparent even with supports in place; limited initiation of social interactions; and reduced or abnormal responses to social overtures from others. For example, a person who speaks simple sentences, whose interaction is limited to narrow special interests, and how has markedly odd nonverbal communication .
Level 3 Requiring Very Substantial Support	Severe deficits in verbal and nonverbal social communication skills cause severe impairments in functioning, very limited initiation of social interactions, and minimal response to social overtures from others. For example, a person with few words of intelligible speech who rarely initiates interaction and, when he or she does, makes unusual approaches to meet needs only and responds to only very direct social approaches

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The Challenge

- Average to above average IQ = a standard score of at least 90 if not higher.
- Possible clinically significant differences within subtest scores and occasionally between indices.

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Evaluation Process (24:05:25)

- Team must conduct a review of existing data and information

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PPWN Consent should have evaluations and information that will support the team in making the decision of special education eligibility	
Three Components of Special Education Eligibility	Examples of evaluation or information
1. Student has a diagnosed disability.	Standardized evaluations scores Medical diagnosis Psychologist diagnosis Others
2A. Student's disability adversely impacts educational performance.	Informal assessments Teacher made materials Work samples Normed or standardized measures Observational data Behavioral referrals Others
2B. Student with a disability requires specialized instruction. Can evaluations answer?	Does the impact require specialized instruction or only supports and accommodations? Is their learning or behavior so different than peers that they need specialized instruction?

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Standardized Assessments and Social Communication Levels 1 and 2

- Test of Pragmatic Language - 2
- Social Language Development Test: Normative Update (Elementary and Adolescent)
- Clinical Evaluation of Language Fundamentals – 5 Metalinguistics (and 2 options on the CELF-5)

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How are these formally assessed via standardized assessments?

“Difficulty initiating social interactions, and clear examples of atypical or unsuccessful response to social overtures of others. May appear to have decreased interest in social interactions”

AND

“odd nonverbal communication”

AND

“Limited initiations and responses to social overtures”

Answer:

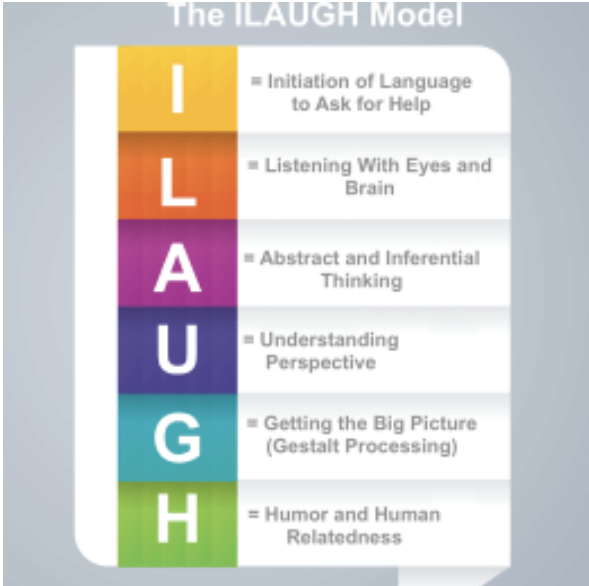
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We must use

- Informal Assessment
- Observational Data

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Social Thinking-
Informal
Dynamic
Assessment



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Checklists Tools and Resources Related to Special Ed Eligibility

- Pragmatics Checklist (p. 25)
- Social Communication Skills – The Pragmatics Checklist P. 24 (designed for children with hearing loss)
- **Teacher’s Rating Scale Pragmatic Language Evaluation (P. 23)**
- **Pragmatic Language Checklist (P. 22)**
- **Stanford Social Dimensions Scale (SSDS) 1.0** [SSDS | Autism and Developmental Disorders Research Program | Stanford Medicine](#)

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Observation

- Social communication observation form

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Seeing “behavior” through a different lens

- “Very quiet”
- “Rude”
- “Lazy”
- “Wish all my students were as good as _____”
- Class clown
- Messy
- Great on tests but no daily work

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Lens of Executive Dysfunction

- Self Control
- Self Monitor
- Emotional Control
- Flexibility in thoughts and actions
- Organization
- Task Initiation
- Working memory
- Planning and Time Management

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Resources

- Development of EF During Childhood Moriguchi, et al.
- Task and Time Management Tools for K-12 Students, Pacer Center October 2023
- The Ultimate ADHD Toolkit for Parents and Teachers. ADDitude School Resource
- The Real Life EF Workbook, Hanson and Sippl
- Social Thinking at www.socialthinking.com
 - Social Behavior Map
 - 4 parts of communication
 - 4 steps of perspective taking

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Resources continued

- Organization for Autism Research
 - Friendship Guides – by grade
 - MANY guidebooks: Safety, Transition to Adulthood, Educators Guide to Autism, College, Sibling Resources, Young Siblings Resource
- PEERS: www.semel.ucla.edu/peers
- Effective Practices Checklist developed for ASERT use

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Training

- There are SO many free online trainings (CEUs, pre/post test, para educators, etc....)
 - AFIRM, AIM, PATTAN, IRIS, CSESA
- USD Center for Disabilities – DOE grant funded opportunities
 - Mental Health in Education
 - Educating Autistic Students
 - **ASERT – Autism Spectrum Education and Resources Training**
 - Autism Evaluation and ADOS-2
 - Under Development: 1 credit offering with Dr. Mitchell Yell and CD Education Specialist Heidi Aderhold

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ASERT – Autism Spectrum Education and Resources Training (coming 2024-2025)

- Eventbrite registration link: [ASERT - Autism Spectrum Education and Resources Training Tickets, Wed, Jul 31, 2024 at 8:30 AM | Eventbrite](#)
- As of this morning there are 14 spots remaining.

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Questions?

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