

**Education: Autism Spectrum Disorders:
Defining Assessment**

Topic Brief:

Life Journey Through Autism: A Parent's Guide to Assessment. (2008). Organization for Autism Research (OAR). Southwest Autism Research and Resource Center (SARRC). DAYNA International, Inc., pages 3-6. Available at: <http://www.researchautism.org/resources/reading/documents/AssessmentGuide.pdf>

Reaction Questions:

1. What makes our assessment process comprehensive?
2. How does our current practice align with what is described in this article?
3. Do we have people in all of the roles listed in this article involved in the assessment process?
4. What do you see as the intended outcome of a collaborative evaluation process? How does this differ from using a multidisciplinary team?
5. In your opinion, what are some of the strengths and barriers that may be faced when using a collaborative process?
6. What do you believe are the strengths and barriers for the multidisciplinary team process?
7. What is the outcome of a comprehensive assessment?

Application Questions

1. What processes does the district/state have in place to solicit meaningful parent and/or student involvement?
2. Regardless of the process used, how will we evaluate our assessment process?

3. Describe district policies that negatively or positively impact timely assessment or service delivery?
4. What is the importance of having a clearly defined goal for assessment?
5. How can the district develop a plan to ensure that evaluators have the experience and knowledge to conduct accurate assessment?
 - What qualifications do our evaluators have;
 - How much experience and training is necessary; and
 - Under what supervision should the experience be gained?
6. How can a district determine if it is implementing assessment in an effective and efficient manner? How will we evaluate our assessment process?
7. How does a parent find the information needed to collaborate with professionals during the assessment process?
8. How can parents access an assessment process for their child at school?
9. What is my role as a parent in the assessment process? What does it mean to be an active participant?
10. How can a parent prepare to be an effective participant/advocate on behalf of their child?
11. As a professional, what is my responsibility to ensure my professional skills related to the assessment process are current and applicable? Where do I go to get the experience?
12. What processes/practices can the school/district/state put into place to assist education personnel and families in understanding and addressing the assessment process?

The following stakeholders worked together within the IDEA Partnership and the Autism Community of Practice to create this dialogue starter:

Service Provider/Psychologist
Texas

State Technical Assistance Provider
Ohio

Person on the Spectrum/Related Services
Wisconsin

Service Provider/Psychologist
Texas

Special Education Administrator
Kentucky

Technical Assistance Provider
Canada

Higher Education/Speech Language Pathologist
Florida

Parent/Higher Education
Ohio

State Technical Assistance Provider
Kansas

General Education Administrator
Illinois



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