

Descriptions of Assessments/Evaluation Measures

CHILDHOOD AUTISM RATING SCALE (CARS) (Schopler, Reichler, DeVellis, & Daly, 1980)

This scale is used to assess children suspected of having an autism or PDD diagnosis. This scale evaluates 15 dimensions of behavior on a scale of 1-4, 1 being age appropriate and 4 being severely abnormal. Listed below are the 15 dimensions.

1. Relationships with people
2. Imitation (verbal and motoric)
3. Affect
4. Use of body
5. Relation to non-human objects
6. Adaptation to environmental change
7. Visual responsiveness
8. Auditory responsiveness
9. Near receptor responsiveness
10. Anxiety reaction
11. Verbal communication
12. Non-verbal communication
13. Activity level (motility patterns)
14. Intellectual functioning
15. General impression

CHECKLIST FOR AUTISM IN TODDLERS (CHAT) (Baron-Cohen, Allen, & Gillberg, 1992)

This test was developed to study whether or not it is possible to detect autism at 18 months of age. Forty-one 18-month-old genetically high-risk toddlers and 50 randomly selected 18-month-olds were screened using this instrument. Four children in the high-risk group failed on two or more tasks. At follow-up at 30 months of age, these four toddlers had received a diagnosis of autism. This test focuses on five key types of behavior at 18 months of age. These behaviors are: pretend play, protodeclarative pointing, joint-attention, social interest, and social play. Later research predicted that children who failed three items (protodeclarative pointing, gaze monitoring, and pretend play) would be at risk for receiving a diagnosis of autism and that those children who failed one or two key items (either pretend play or protodeclarative pointing and pretend play) would be at risk for a diagnosis of developmental delay without autism. The conclusions found were that a consistent failure of three key items from the CHAT at 18 months of age carried an 83.3% risk of a diagnosis of autism. Please note that this checklist is still in its preliminary stages. Research is continuing on the reliability and validity of this document.





WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE - REVISED (WPPSI-R) (Wechsler, 1989)

This test assesses the cognitive ability of children from 3 years, 0 months to 7 years, 3 months. The WPPSI-R contains 12 subtests which yield a Full Scale IQ, Verbal Scale IQ, and Performance Scale IQ. Five of the six subtests in each scale are designated as the standard subtests. The Verbal scale is comprised of 5 subtests: Information, Vocabulary, Arithmetic, Similarities, and Comprehension. The Sentences subtest may also be used in place of one of these subtests in the calculation of the verbal scale. The Performance scale is comprised of 5 subtests: Object Assembly, Picture Completion, Mazes, Geometric Design, and Block Design. The Animal House subtest may be substituted for one of the Performance scales when needed in the calculation of the Performance scale.

BAYLEY SCALES OF INFANT DEVELOPMENT - SECOND EDITION (Bayley, 1993)

This is a measure of infant development for children from ages 1 month to 42 months. Two standard scores are provided: a Mental Development Index Score obtained from the Mental Scale, and a Psychomotor Developmental Index Score obtained from the Motor Scale. From the Mental and Motor scales a developmental age can also be found for four areas: Cognitive, Language, Social, and Motor Skills. An Infant Behavior Rating Scale also can be completed.

WECHSLER INTELLIGENCE SCALE FOR CHILDREN - THIRD EDITION (WISC-III) (Wechsler, 1991)

This test assesses the cognitive ability of children from 6 years, 0 months to 16 years, 6 months. The WISC-III contains 12 subtests which yield a Full Scale IQ, Verbal Scale IQ, and Performance Scale IQ. A Test-Age equivalent score can also be found to facilitate interpretation of scores. The Verbal scale is comprised of six subtests: Information, Similarities, Vocabulary, Arithmetic, Comprehension, and Digit Span. The Performance scale is comprised of six subtests: Picture Completion, Picture Arrangement, Block Design, Object Assembly, Coding, and Mazes.

LEITER INTERNATIONAL PERFORMANCE SCALE (LIPS) (Leiter, R. G., 1979)

The Leiter was formulated to provide a culture-free, non-verbal means of assessing general intelligence, based primarily on abstract concepts. Since its first construction in 1927, the Leiter has gone through many revisions. The Leiter is a measure of intelligence in the non-verbal child. This scale consists of blocks which the child must put into a frame. No language is required for this test. The Leiter can be used with children ages 2 through 18 years of age.

STANFORD-BINET INTELLIGENCE SCALE: FOURTH EDITION (SB:FE) (Thorndike, Hagen, & Sattler, 1986a)

The SB:FE is a battery of 15 subtests that covers an age range of 2 through 23 years. The SB:FE uses a point scale format similar to the Wechsler scales. Prior editions of the Stanford-Binet Intelligence Scales used an age-scale format. The SB:FE currently formulates a Verbal IQ, Performance IQ, and Full Scale IQ along with Standard Scores and Age Equivalents for each of the subtests. The SB:FE recommends 8 subtests for children ages 2 through 6 years. All others, from 7 through 23 years of age take 10 subtests. The 8 subtests recommended for



Autism Behavior Consulting Group, Inc. / ABC Group

PO Box 1162, Waiialua, Hawaii 96791-1162

Phone: 808-277-7736

E-mail: info@autismbehaviorconsulting.com

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children under 7 years of age are the following: Vocabulary, Comprehension, Absurdities, Pattern Analysis, Copying, Quantitative, Bead Memory, and Memory for Sentences.

KAUFMAN ASSESSMENT BATTERY FOR CHILDREN* (K-ABC) (Kaufman & Kaufman, 1983)

This test is a measure of intelligence in achievement designed for children 2 year, 6 months through 12 years, 5 months of age. Four scales are included in this multi-subtest battery: Sequential Processing Scale, Simultaneous Processing Scale, Achievement Scale, and Non-verbal Scale. Administration is approximately 45 minutes for preschool children. Not all subtests are administered for all ages. Only three subtests cover all of the ages: Hand Movement, Gestalt Closure, and Faces and Places. The Sequential and Simultaneous Processing Scales are combined to form the Mental Processing Composite, which serves as the measure of intelligence. The Sequential and Simultaneous Processing Scales are hypothesized to reflect the child's style of problem solving and information processing. The achievement scale assesses the child's factual knowledge and skills. The Achievement scale contains six subtests: Expressive Vocabulary, Faces and Places, Math, Reading /Decoding, and Reading/Understanding.

MCCARTHY SCALES OF CHILDREN'S ABILITIES* (McCarthy, 1972)

This test measures the cognitive abilities of children from 2 years, 6 months to 8 years, 6 months of age and takes 45-60 minutes to administer. It renders a measure of intellectual functioning called the GCI-General Cognitive Index-as well as a profile of abilities that includes verbal ability, nonverbal reasoning ability, number aptitude, short-term memory, and coordination. Several tests assess hand dominance. The GCI contains 15 tests that comprise the Verbal scale, the Perceptual-performance scale, and the Quantitative scale. There are also three tests that measure gross motor coordination.

EXTENDED MERRILL-PALMER SCALE* (Ball, Merrifield, & Stott, 1978)

This tests the cognitive ability of children between the ages of 3 years, 0 months and 5 years, 11 months. The scale evaluates content of thinking and the process of thinking (forming new concepts). It assesses two types of thought content (semantic and figural) and two types of thought processes (productive thinking and evaluative). Semantic Production involves the use of language or other means of communication. Tests in this area tap the availability and flow of ideas. Semantic Evaluation requires judging whether a given action, statement, or configuration fits a given criterion. Figural Production involves production of a variety of responses by using a crayon or pencil or sticks or by describing ink blots.

PRESCHOOL LANGUAGE SCALE:- THIRD EDITION (PLS - 3)

The Preschool Language Scale (PLS-3) was developed as a diagnostic instrument of language development for infants and young children. This test is appropriate for children between the ages of 2 weeks and 6 years, 11 months. There are two subscales: Auditory Comprehension and Expressive Communication. These scales measure receptive and expressive language skills, respectively. The test has varied receptive and expressive language tasks, and uses both pictures and manipulatives as stimuli. There are eight receptive and expressive language tasks for each six month interval for children between the ages of 2 weeks and 4 years, 11



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months, and eight receptive and eight expressive language tasks for each twelve month interval for ages 5 years, 0 months through 6 years, 11 months. The PLS-3 provides age-based standard scores, percentile ranks, and age equivalents for three areas, including Auditory Comprehension, Expressive Communication, and Total Language. Standard scores have a mean of 100 and a standard deviation of 15. This test is a highly reliable and valid measure of language development.

TEST OF LANGUAGE DEVELOPMENT:PRIMARY - THIRD EDITION(TOLD-P3)

The TOLD - P:3 was designed for children 4 years, 0 months to 8 years, 11 months of age. This test is used to measure language from a linguistic frame of reference. It has five core subtests (Picture Vocabulary, Oral Vocabulary, Grammatic Understanding, Sentence Imitation, and Grammatic Completion) which are used to create an overall composite score, the Language Quotient. There are also three supplementary subtests (Word Discrimination, Phonemic Analysis, and Word Articulation) which are used to reflect other linguistic abilities measured in the Language Quotient. This test is used for Fast ForWord Assessments.

GOLDMAN-FRISTOE-WOODCOCK - TEST OF AUDITORY DISCRIMINATION

The G-F-W was designed to provide measures of speech-sound discrimination ability, relatively unconfounded by other factors. The test can be used with children from 3 years, 8 months to over 70 years of age. It provides a measure of auditory discrimination under ideal listening conditions plus a comparative measure of auditory discrimination in the presence of a controlled background noise. This test is used for Fast ForWord Assessments.

CLINICAL EVALUATION OF LANGUAGE FUNDAMENTALS - THIRD EDITION (CELF-3)

The CELF-3 is used to identify individuals ages 6 years, 0 months through 21 years, 11 months who lack the basic foundations of content and form that characterize mature language use: word meanings (semantics), word and sentence structure (morphology and syntax), as well as the recall and retrieval of spoken language (memory). The core subtests include: Sentence Structure, Word Structure, Concepts and Directions, Formulated Sentences, Word Classes, Recalling Sentences, Sentence Assembly, and Semantic Relationships. There are also three supplementary subtests: Word Associations, Listening to Paragraphs, and Rapid, Automatic Naming. The CELF-3 Receptive, Expressive, and Total Language Scores are computed from six subtests which differ according to the individual's age. This test is used for Fast ForWord Assessments.

TEST OF AUDITORY DISCRIMINATION (ADT) (Reynolds, 1987)

This test is used to measure the child's ability to hear spoken language accurately. It is applicable for children from 4 years, 0 months to 8 years, 11 months of age. The test consists of 40 word pairs matched for familiarity, length, and phonetic category. Ten of the words do not differ, whereas 30 pairs differ in a single phoneme. The examiner reads each pair, and the child must indicate whether the words are the same or different. Administration is 5-10 minutes.



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**PEABODY PICTURE VOCABULARY TEST - REVISED (PPVT-R)
(Dunn & Dunn, 1981)**

This is a non-verbal, multiple-choice test designed to evaluate the hearing, vocabulary, or receptive knowledge of individuals from age 2 years, 6 months through adulthood. This test is not timed and requires no reading ability. The physical abilities required are adequate hearing and the ability to indicate yes/no in some manner. Neither a pointing nor an oral response is necessary. Testing time is 10-15 minutes. The PPVT-R has two forms with 175 plates in each form. Each plate contains four pictures.

**TEST OF AUDITORY COMPREHENSION OF LANGUAGE - REVISED
(TACL-R)* (Carrow-Woolfolk, 1985)**

This tests children between 3 years, 0 months and 9 years, 11 months of age. This test contains three sections: Word Classes and Relations, Grammatical Morphemes, and Elaborated Sentences. For each item, the examiner presents a test plate containing three pictures and says a stimulus or word or sentence. The examinee must point to the appropriate picture.

WOODCOCK - JOHNSON PSYCHOEDUCATIONAL BATTERY

This is a comprehensive, individually administered set of 27 tests that assess three areas of functioning: cognitive ability, achievement, and interest. The Test of Cognitive Ability in Part I has 12 subtests. The Test of Achievement in Part II covers 10 achievement areas such as reading, spelling, knowledge of science, etc. The Test of Interest Level in Part III covers five areas: interest in reading, math, language, physical activities, and social activities. The battery assesses from age 3 years through adulthood but only six of the 12 cognitive ability tests and five of the 10 achievement tests are applicable.



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