

University of North Carolina

TEACCH Autism Program

Assessment

Autism Independent UK, Kettering 2024





THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL



TEACCH  
Autism Program  
Services Across the Lifespan

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Objectives of Presentation



- Understand the purpose and strategies for completing informal assessments
- Understand how the informal assessment process is used to develop individual teaching strategies.
- Describe the process of informal assessment, teaching, and restructuring.

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Forms for this Module

Kylie Informal Assessment

Wk/Activity	P	E	I	Material Structure Teacher Language and Actions	Individual's Response
Put apart using hands cooperatively					
Put apart play with Animals					
Four piece first puzzle					
Get the color red for green apple					
Drawing shapes					
Cutting					
Actions with hula doll (forward, over, into, behind, under)					

Blank Assessment

Wk/Activity	P	E	I	Material Structure Teacher Language and Actions	Individual's Response

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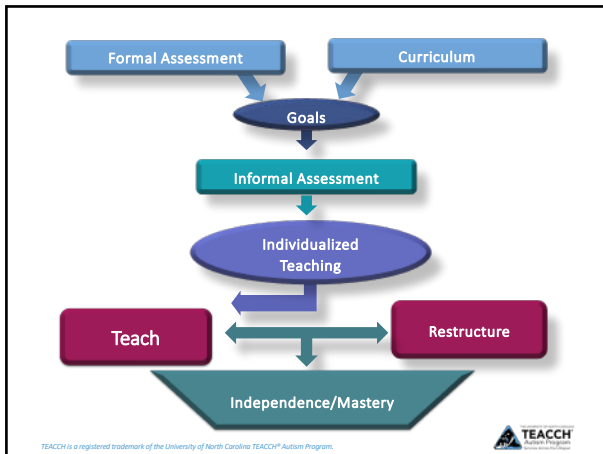
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Assessment

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### Informal Assessment: The Key to Successful Teaching..

- Formal assessment may not translate into functional goals
- Option to assess a range of current skills
  - Not limited to a specific curriculum
- Can utilize and assess the understanding of a variety of strategies and visual supports

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### Informal Assessment

- Informal assessments are conducted to determine the skill(s) a student is ready to learn and strategies to teach the skill
- Informal assessments do not have a prescribed administration. They can be completed:
  - With-in familiar work routines/settings
  - Across environments
  - Using a variety of materials
  - On-going

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# An Informal Assessment Leads to Individualization

## WHAT to teach

- Emerging skills: ready to learn
- Developmentally appropriate skills
- Specific short-term goals that are necessary to accomplish long term goals.



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# Scoring and WHAT to Teach

**PASS**

Independent in that setting with those materials

Develop activities to reinforce and generalize the skill

**EMERGE**

Partial skill and/or high interest

Identify teaching skills based ready to learn skills and strengths

**FAIL**

Skill is not present; no interest

Reassess at another time

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# Data Form – WHAT to Teach

Skill/Activity	P - pass	E - emerge	F - fail

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## An Informal Assessment Leads to Individualization

- **WHAT** to teach
- **HOW** to teach
  - Optimum learning environment for the student
  - Interests and motivators
  - Individualized visual strategies and routines



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## Data Form – HOW to Teach

Skill/Activity	P	E	F	Material Structure Teacher Language and Actions	Individual's response

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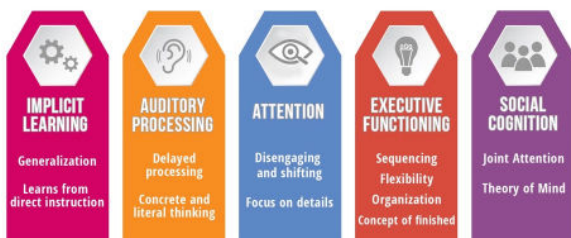
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## HOW to Teach: Learning Styles Impact Teaching Strategies



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## Example 1: Qaran

- Age is 6 years, 5 months; has moderate to severe autistic symptoms
- Formal Assessment
  - Moderate Intellectual Disability (ID)
  - Language: non-verbal
- Goals
  - Reading a picture book
  - Matching colors
  - Labeling common objects

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## Assessment Data

Skill/Activity	P	E	F	Material Structure Teacher's Language and Actions	Individual's response
Turns pages one at a time		x		Turned several pages at a time	
Touches pictures when teacher names the picture			x	Did not respond to the item name but did touch some colors correctly	Demonstrates interest in colors
Turns all pages until the end of the book			x	Doesn't seem to understand start and end; holds upside-down	Threw book; teacher gave book back a few times

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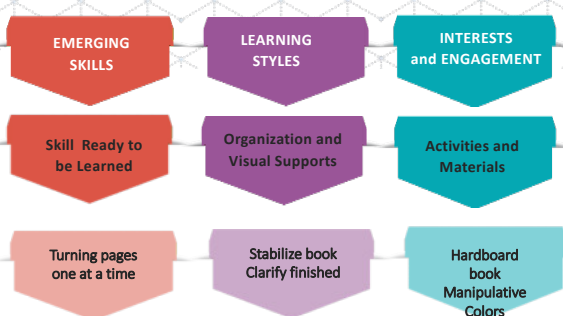
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## Informal Assessment to Teaching Early Literacy: Reading a Book.....



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## Teaching Activity: Reading Adapted Board Book



Skill/Activity	Score					Comments
Turn one page	2	2	2	2	2	Turned groups of pages at one time
Take item off book	3	4	5	5	5	Once in routine, grabbed item quickly
Place item in slot	3	4	4	5	5	Sometimes flapped or tapped item

5 - independent  
4 - verbal and/or gestural prompt to the activity/visual  
3 - demonstration  
2 - physical prompt  
1 - failure/does not complete

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## Teaching - Re-Structure Changed the Material: Added Tabs



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## Assessment Areas

- Cognitive/functional academics
- Communication/language
- Play/social/leisure
- Fine and gross motor skills
- Self help/domestic skills
- Vocational/community skills
- Work skills: organization, independence, learning style

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Example 2: Kylie age 4

- On the autism spectrum
- Moderate ID
- Language: single words, limited
- Goals
  - Categories
  - Fine motor
  - Pretend play

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Setting Up Your Assessment

Considerations	Plan
Decide where to complete the assessment	
Gather materials	
Remember to use structure	

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Setting Up Kylie’s Assessment

Considerations	Janet’s Plan
Decide where to complete the assessment	Complete assessment during 1:1 teaching session
Gather materials	e.g., Color sorting activity with bears and containers
Remember to use structure	Schedule: Functional Objects Work system: Left to Right

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## Kylie: 4-year-old

- Kylie has minimal verbal language. She is easily disorganized and grabs handfuls of materials when unsure of what is expected. She likes her blanket and plays on a sign language app on the iPad.

Skill/Activity	P	E	F	Material Structure Teacher Language and Actions	Individual's Response
Pull apart using hands cooperatively					
Pretend play with Animals					
Four piece inset puzzle					
Sort by color red, blue, green, yellow					
Drawing shapes					
Cutting					
Actions with baby doll Just hold, shake, rock, make talk, cry, etc.					

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## Kylie Assessment Video

While watching the video, score the assessment and note the materials and teacher's (Janet) actions/language and Kylie's responses

Skill/Activity	P	E	F	Material Structure Teacher Language and Actions	Individual's Response
Pull apart using hands cooperatively					
Pretend play with Animals					
Four piece inset puzzle					
Sort by color red, blue, green, yellow					
Drawing shapes					
Cutting					
Actions with baby doll Just hold, shake, rock, make talk, cry, etc.					

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## Small Group Discussion

- Right side of the room: What are Kylie's
  - Emerging skills?
  - Strengths?
  - What is one thing would you teach?
- Left side of the room: What strategies did Janet use to help Kylie, and which were the most effective?
  - Particularly on color sorting and drawing?
  - How would you teach color sorting ?

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## Kylie Data WHAT (Skills) to Teach

INFORMAL ASSESSMENT					
Name: Kylie Age: 4 years					
Skill/Activity	P	E	F	Material Structure Teacher Language and Actions	Individual's Response
Put object using hands cooperatively		X			
Preferred play with materials		X			
four piece inset puzzle		X			
Sort by color red, blue, green, yellow		X			
Drawing shapes		X			
Cut, Peg		X			
Art (e.g. self) Early doll feeding, dressing, etc. not appropriate		X			

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## Kylie Anecdotal Data HOW to Teach



- Connecting responses to Learning Style - **Attention**

Skill/Activity	P	E	F	Material Structure Teacher Actions and Language	Individual's Response
Sort by color red, blue, green, yellow		X		*verbally labeled colors *reduced from four to three colors *used matching colored bowls	*when given a handful, preselected by color but put all in same bowl *when handed one at a time, sorted correctly
Drawing shapes			X	*demonstrated different shapes to draw *used different sounds (zoom and zip) *hand-over-hand support	*seemed to enjoy and vocalized *made repetitive mark and sound *did not imitate after demonstration or hand-over-hand

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## Informal Assessment to Individualized Teaching



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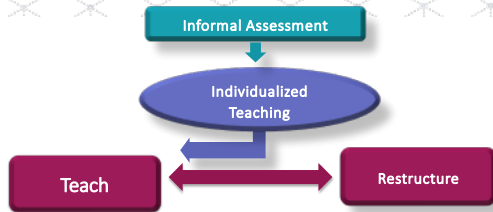
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## Assessment and Teaching Process



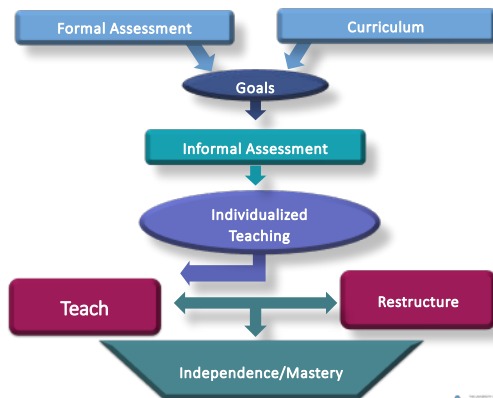
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## From Assessment to Teaching

- **Teaching goal** – one clearly articulated goal
- **Preparations**- structure, tools or visual supports
- **Teaching Strategies**
  - Introduction of concept/task
  - How will you instruct within the moment

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Focus on helping students develop functional,  
meaningful skills that will build towards the future.



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