



University of North Carolina
TEACCH Autism Program


Assessment

Autism Independent UK, Kettering 2024






THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL




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

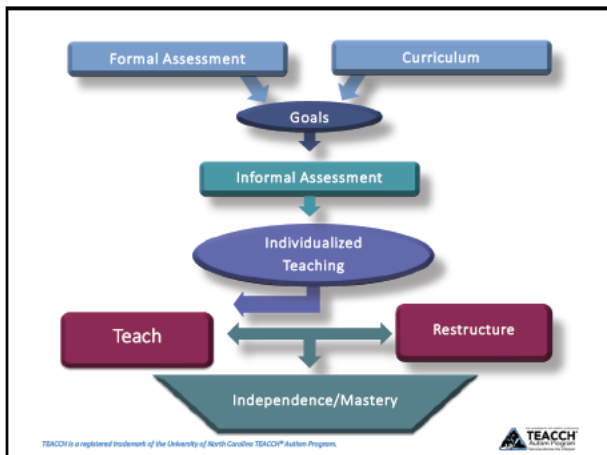
Blank Assessment

Skill/Activity	P	A	F	Material Situation	Individual's Response
Put apart using hands independently				Teacher language and actions	
Participates with adults					
Four place mat puzzle					
Sort by color					
Put the puzzle away					
Drinking Flasks					
Caring					
Actions with toys and objects, man-eyes, man-ice, man-egg					

ASSESSMENT				
Personal level of skills, strengths, and interests				
Skill/Activity	P	A	F	Individual's Response

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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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HOW to Teach: Learning Styles Impact Teaching Strategies



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Example: Hitting T-ball

- 10 year-old boy
- Enjoys bouncing balls
- SpongeBob Square Pants is a favorite character
- Parents want him to learn to play t-ball so that he could play with his siblings

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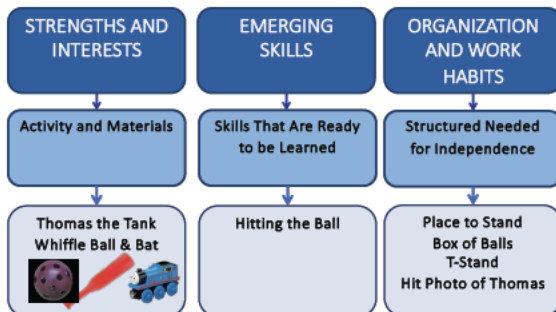
Data: Hitting T-ball

Skill/Activity	P	E	F	Material Structure Teacher Language and Actions	Individual's response
Put ball on stand	X				
Hold bat correctly	X				Excited to swing the bat
Swing bat at ball	X				
Hit ball		X		Swung until he hit the ball Stood all around the t-ball stand when swinging. Teacher touched ground where to stand	Swung until he hit the ball. Stood all around the t-ball stand when swinging. Did not seem to be frustrated
Take multiple turns		X		Teacher handed him a ball to take another turn	Once he hit the ball, he put bat down.

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Taking Assessment to Activity



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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 her iPad and enjoys an app with children demonstrating sign language.

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 feed baby, shake rattle, shake bell, night night					

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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					
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Small Group

- Right side of the room: What are Kylie's
 - Emerging skills?
 - Strengths?
 - What 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
Pull apart using hands cooperatively		X			
Pretend play with animals		X			
Four piece inset puzzle		X			
Sort by color red, blue, green, yellow		X			
Drawing shapes			X		
Cutting			X		
Actions with baby doll feed baby, shake rattle, shake doll, night night		X			

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Kylie Anecdotal Data HOW to Teach



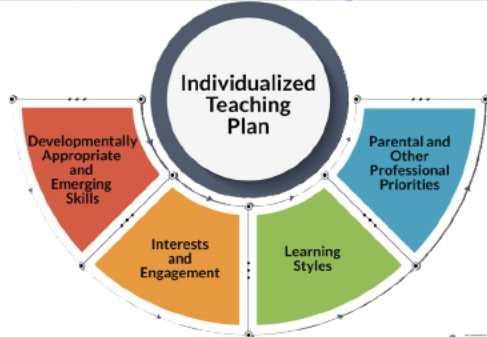
- Connecting responses to Learning Style - Attention

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

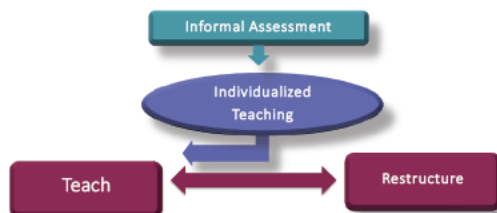
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Informal Assessment to Individualized Teaching



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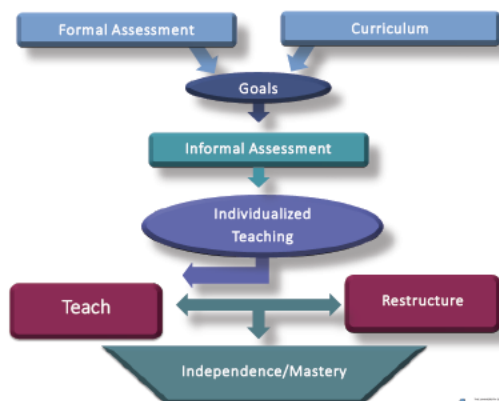


From Assessment to Teaching

- I. **Teaching goal** – one clearly articulated goal
- II. **Preparations**– structure, tools or visual supports
- III. **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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INFORMAL ASSESSMENT

Name: Kylie

Age: 4 years

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 <i>red, blue, green, yellow</i>					
Drawing shapes					
Cutting					
Actions with baby doll <i>feed baby, shake rattle, shake bell, night-night</i>					

Scored Informal Assessment Kylie

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ASSESSMENT

Present Level of Skills (strengths and interests): _____

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