

ASD-PEDS

Administration Guidelines

The ASD-PEDS is a tool developed for the observation of autism characteristics in young children. It was designed to be administered flexibly and tasks/materials can be modified as needed for the provider to make meaningful observations. Please see the ASD-PEDS manual and website for detailed guidance on administration and scoring: triad.vumc.org/asd-peds.

The materials listed below are meant to be suggestions. Providers may substitute materials based on availability/resources and preferences of the child. Providers do not need to have all materials, only enough to be able to engage the child and administer each item.

MATERIALS
<ul style="list-style-type: none"><input type="checkbox"/> PLAY MATERIALS<ul style="list-style-type: none">– Sensory toy (e.g., glitter wand, textured or noise-making ball)– Pretend play (e.g., doll, animal/people figurines)– Plastic cup and spoon– Shape sorter/blocks– Musical toy or sound maker<input type="checkbox"/> REQUESTING MATERIALS<ul style="list-style-type: none">– Clear container with lid that closes tightly– Preferred item(s) for container (e.g., small snack, sticker, small toy)<input type="checkbox"/> READY-SET-GO MATERIALS<ul style="list-style-type: none">– Ball– Pop-rocket– Car/truck/train– Deflated balloon– Flying disc launcher

The administration guidelines include specific directions for each item as well as suggested behaviors to observe. Additional observations are provided below and should be considered throughout administration. All behaviors observed during the appointment can be considered in completion of the rating form.

GENERAL OBSERVATIONS

☐ SPEECH & SOUNDS

- Use of words or word approximations
- Directed or undirected
- Requests, sharing enjoyment, directing attention, chatting
- Atypical non-word noises, echolalia, scripting
- Atypical or repetitive intonation

☐ COORDINATING EYE CONTACT/GESTURES/SPEECH OR VOCALIZATIONS

- Gestures: pointing, reaching, clapping, beckoning
- Pairing or coordinating eye contact with sounds and gestures
- Hand-as-tool use or limited range of nonverbal communication (gestures, facial expressions) directed to others

☐ PLAY

- Playing with toys as designed/expected
- Pretend play either with figurines or other toys
- Imitating words/vocalizations or play actions in a social way
- Repetitive or unusual play: repeatedly pushing buttons, lining things up, scrambling/dropping toys, grouping/stacking

☐ BODY MOVEMENTS

- Hand flapping
- Posturing hands, fingers, or body
- Tensing
- Toe-walking
- Facial grimacing
- Hand/finger mannerisms
- Repetitive patterns of pacing/spinning/bouncing/jumping

☐ SENSORY DIFFERENCES

- Visual inspection
- Seeking out textures
- Mouthing/licking objects
- Sound/light/texture sensitivity
- Self-injury (e.g., scratching or biting self, head-banging)

☐ FREE PLAY

Procedures: Lay out a few of the play toys (e.g., ball, blocks, sensory toy). Let the child play with the toys on his/her own. Can be at a table or on the floor. (2 minutes)

To caregiver: ***"I'm going to let [Child] play with these toys for a couple of minutes. Please just sit back and let him/her play. You can respond as you normally would if he/she tries to get your attention, but we will do our best to not tell him/her directly what to do."***

To child: ***"Here are some toys you can play with!"***

Social Communication behaviors - Check if observed



Directs vocalizations



Makes eye contact



Uses gestures and combines them with EC/vocalizations to: REQUEST
DIRECT ATTENTION
SHARE ENJOYMENT

RRBs - Check if observed



Unusual sounds, jargon, or speech



Unusual or repetitive play



Unusual or repetitive body movements



Unusual sensory behaviors/interests

Observations:

☐ CALLING NAME #1

Procedures: During **Free Play**, wait until the child is not looking at you and call child's name one time to get his/her attention. Can also have parent call child's name one time.



Child makes eye contact when called.

Observations:

☐ DIRECTING ATTENTION #1

Procedures: During **Free Play**, go near the child and get the child's attention, then point to something not directly in front of the child (picture, object) and say, ***"[Child], look!"*** Only say this one time.



Child follows your point to look at object.


Observations:

☐ JOINT PLAY/TURN-TAKING


Procedures: Join the child's play in whatever way feels natural. You can include new toys. Encourage the child to take turns by rolling a toy back and forth (e.g., ball/car). (2 minutes)

If the child does not begin playing with you, make multiple bids for his/her attention and to play with you.

Social Communication behaviors - Check if observed


☐  Directs vocalizations

☐  Makes eye contact

☐  Uses gestures and combines them with EC/vocalizations to: REQUEST
DIRECT ATTENTION
SHARE ENJOYMENT

RRBs - Check if observed

☐  Unusual sounds, jargon, or speech

☐  Unusual or repetitive play


☐  Unusual or repetitive body movements

☐  Unusual sensory behaviors/interests

Observations:

☐ CALLING NAME #2


Procedures: During **Joint Play**, wait until the child is not looking at you and call child's name one time to get his/her attention. Can also have parent call child's name one time.

☐  Child makes eye contact when called.

Observations:

☐ DIRECTING ATTENTION #2

Procedures: During **Joint Play**, go near the child and get the child's attention, then point to something not directly in front of the child (picture, object) and say, "[Child], look!" Only say this one time.

☐  Child follows your point to look at object.

Observations:




☐ FAMILIAR PLAY ROUTINE

Procedures: Begin a familiar play routine such as peekaboo, chase, or another socially engaging game.





To caregiver: ***"Is there a game that you like to play with [Child] like peekaboo or 'I'm gonna get you?' I'm going to play that game with him/her, but I might ask you to play with him/her as well."***

If the child will not engage with you, you can ask the caregiver to start the game with the child. You can allow this to go on for as long as it feels natural (1-2 minutes).

Social Communication behaviors - Check if observed

- ☐  Directs vocalizations
- ☐  Makes eye contact
- ☐  Uses gestures and combines them with EC/vocalizations to: REQUEST
DIRECT ATTENTION
SHARE ENJOYMENT

RRBs - Check if observed

- ☐  Unusual sounds, jargon, or speech
- ☐  Unusual or repetitive play
- ☐  Unusual or repetitive body movements
- ☐  Unusual sensory behaviors/interests




Observations:

☐ READY-SET-GO ROUTINE





Procedures: Use one of the Ready-Set-Go toys. Get the child's attention, say ***"Ready... set...go!"*** and then roll/activate/launch the object. Pause to give the child an opportunity to respond/interact/initiate the routine.

Repeat a total of three times, letting the child play with the item briefly before repeating.

Social Communication behaviors - Check if observed

- ☐  Directs vocalizations
- ☐  Makes eye contact
- ☐  Uses gestures and combines them with EC/vocalizations to: REQUEST
DIRECT ATTENTION
SHARE ENJOYMENT

RRBs - Check if observed

- ☐  Unusual sounds, jargon, or speech
- ☐  Unusual or repetitive play
- ☐  Unusual or repetitive body movements
- ☐  Unusual sensory behaviors/interests

Observations:

☐ REQUESTING

Procedures: Use a clear container with a tight lid. Put small preferred item(s) in the container. Say, **"Here you go, you can have it,"** and give closed container to the child. Pause.

Repeat two more times, letting the child access the item(s) briefly before repeating.

Social Communication behaviors - Check if observed



Directs vocalizations



Makes eye contact



Uses gestures and combines them with EC/vocalizations to: REQUEST
DIRECT ATTENTION
SHARE ENJOYMENT

RRBs - Check if observed



Unusual sounds, jargon, or speech



Unusual or repetitive play



Unusual or repetitive body movements



Unusual sensory behaviors/interests

Observations:

☐ IGNORING

Procedures: Re-present some of the toys and purposefully ignore the child while he/she is playing.

To caregiver: **"I'm going to let [Child] play for a couple of minutes. During this time, we are going to ignore him/her to see if he/she will try to get our attention. You can respond as you normally would if he/she tries to get your attention."**
(1-2 minutes)

Social Communication behaviors - Check if observed



Directs vocalizations



Makes eye contact



Uses gestures and combines them with EC/vocalizations to: REQUEST
DIRECT ATTENTION
SHARE ENJOYMENT

RRBs - Check if observed



Unusual sounds, jargon, or speech



Unusual or repetitive play



Unusual or repetitive body movements



Unusual sensory behaviors/interests

Observations:

☐ CAREGIVER PLAY (OPTIONAL)

Procedures: Offer caregivers an opportunity to play with their child or show you a play routine from home.

To caregiver: ***“Was [Child]’s behavior during these activities similar to how he/she typically communicates, plays, and interacts? Is there a play routine that you do at home that you would like to show me?”***

Social Communication behaviors - Check if observed



Directs vocalizations



Makes eye contact



Uses gestures and combines them with EC/vocalizations to: REQUEST
DIRECT ATTENTION
SHARE ENJOYMENT

RRBs - Check if observed



Unusual sounds, jargon, or speech



Unusual or repetitive play



Unusual or repetitive body movements



Unusual sensory behaviors/interests

Observations:

GENERAL OBSERVATIONS/NOTES