

**ASD-PEDS Administration Guidelines**

GENERAL OBSERVATIONS

# ❏ Speech & Sounds

* Use of words or word approximations
* Directed or undirected?
* Requests, sharing enjoyment, directing attention, chatting?
* Atypical non-word noises?
* Intonation?

# ❏ Coordinating eye contact/gestures/speech or vocalizations

* Gestures: pointing, reaching, clapping, beckoning, etc.
* Can child look at caregiver, make a sound, and gesture all together?
* Does child use caregiver’s hand as a tool?

# ❏ Play

* Functional play?
* Pretend play?
* Imitation?
* Repetitive or unusual play: lining up, scrambling/dropping/throwing toys
* Becomes preoccupied with a certain toy/activity

# ❏ Body Movements

* Hand flapping
* Posturing
* Tensing
* Toe-walking
* Facial grimacing
* Hand/finger mannerisms
* Repetitive running/walking/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)

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| **Check if Complete** | **Procedures** | **Observations/Notes** |
| **Child-Directed Play** | Let the child play with cause-and-effect and a few other toys. 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. We’re going to watch how he plays and interacts. Please just sit back and respond as you normally would, but we will do our best to not tell him directly what to do, okay?***  To child: ***Here are some toys you can play with!*** | [How does the child engage with toys and others? Functional/pretend? Social initiations or requests? Shared enjoyment or directing attention? Atypical behaviors or play?] |
| **Calling Name #1** | During child-directed play, wait until the child is not looking at you and call child’s name to get his/her attention. Can also have parent call child’s name. | [Does the child look to you or the caregiver? Verbal or nonverbal communication?] |
| **Directing Attention #1** | During child-directed play, get the child’s attention, point to something on the wall and say, **“*[Child], look!”*** | [Does the child follow a point and gaze to look at the object?] |
| **Joint Play** | Join the child’s play in a natural, non-directive way. Can also invite caregiver to play as well. (2 minutes)  To child: ***Hi! Can I play?*** | [How does the child respond to you joining play? Shared enjoyment/affect? Requesting? Directing attention? Imitation?] |
| **Calling Name #2** | During joint play, wait until the child is not looking at you and call child’s name to get his/her attention. Can also have parent call child’s name. | [Does the child look to you or the caregiver? Verbal or nonverbal communication?] |
| **Directing Attention #2** | During joint play, get the child’s attention, point to something on the wall and say, **“*[Child], look!”*** | [Does the child follow a point and gaze to look at the object?] |
| **Familiar Play Routine** | 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, but I might ask you to play with him as well.*** | [Does the child respond to the bid to play? Shared enjoyment? Requesting? Initiating/reciprocating the routine?] |
| **Ready-Set-Go Routine** | Use a ball, car, or rolling toy. Get the child’s attention, say ***“Ready…set…go!”*** and then roll/throw the object. Pause to see how the child reacts and engages with the you and/or the object.  Repeat a total of 3 times, letting child sample the item briefly before repeating. | [Did the child coordinate eye contact with gestures or vocalizations? Requesting? Giving, showing, or shared enjoyment?] |
| **Requesting** | Use a clear container with a tight lid. Put a snack or preferred item in the container (e.g., small toy, stickers, bubbles). Say, “***Here you go, you can have it,”*** and give closed container to the child. Pause to see how the child reacts or requests.  Repeat a total of 3 times, letting child sample the item briefly before repeating. | [Did the child request? Did the child coordinate eye contact with gestures or vocalizations? Any “hand-as-tool” use?] |
| **Independent Play + Ignore** | Let child play with a few toys (can be same toys as child-directed/joint play). Let child play on his/her own but try to not initiate play or interaction. Provide somewhat muted responses if child initiates interaction. (2 minutes)  To caregiver: ***I’m going to let [Child] play on his own. Please try your best to ignore them for a few minutes as I want to see how he plays without our attention. If he approaches you, you can respond briefly as you normally would.***  To child: ***Here are some more toys you can play with!*** | [Does child initiate interaction or direct attention by showing, using eye contact, directing affect? Any directed vocalizations or gestures? Atypical behaviors or play?] |
| **Closing** | Complete ASD-PEDS rating form, caregiver interview, and additional measures as appropriate.  To caregiver: ***Do you think I got a good sample of [Child’s] play and interaction today?*** |  |