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## OTHER ASSESSMENTS

### OVERVIEW OF INSTRUMENTS

When assessing students having or suspected of having autism spectrum disorder, there are times when additional assessments are needed. This section includes criterion-referenced measures that may be used to develop a curriculum and track progress, as well as a motivation/learning styles inventory.

### ASSESSMENT OF BASIC LANGUAGE AND LEARNING SKILLS— REVISED (ABLLS-R)

The Assessment of Basic Language and Learning Skills-Revised (ABLLS-R; Partington, 2006) is used to assess the language, academic, self-help, and motor skills of children with AU and other developmental disabilities, ages 3 to 9 years, for the purpose of developing a curriculum and skills tracking system. It includes an assessment protocol, scoring instructions, and an IEP development guide. This criterion-referenced measure provides a task analysis of skills, breaking each skill down to the separate components necessary to perform the skill adequately.

The ABLLS-R is designed to be completed by observation of skills, but can be supplemented by interviewing caregivers to complete sections for which observation of skills may be difficult. Because the ABLLS-R is a criterion-referenced measure and not a norm-referenced measure, the child is compared to a set of skills, not to other children of the same age or grade. No standard scores are derived. The end result is a hierarchy of skills to teach that are tailored to the unique needs of the student. The ABLLS-R may be re-administered after 6 to 12 months in order to measure progress and develop additional skills to teach.

### SCHOOL MOTIVATION AND LEARNING STRATEGIES INVENTORY (SMALSI)

The School Motivation and Learning Strategies Inventory (SMALSI; Stroud & Reynolds, 2006) is a self-report inventory that measures 10 areas related to success in learning, learning-related motivation, and study habits. Seven areas of student strength are measured: Study Strategies, Note-Taking/Listening Skills, Reading/Comprehension Strategies, Writing/Research Skills, Test-Taking Strategies, Organizational Techniques, and Time Management. Three additional areas of

student liability are also measured: Low Academic Motivation, Test Anxiety, and Concentration/Attention Difficulties.

A validity measure based on consistency of responses is included as part of the scoring protocol. Two forms (8–12 years, 13–18 years) are written on a third-grade reading level and may also be presented in an audio format for students who are unable to read the items. Items are answered on a 4-point response scale. The target of this measure is learning strategies that lead to student success or failure rather than the identification of learning styles.

## SUMMARY OF OTHER ASSESSMENT INSTRUMENTS

Name of Tool and Author	Age Range (in years)	Method of Administration/ Format	Approximate Time to Administer	Subscale	Availability
Assessment of Basic Language and Learning, Revised (ABLLS-R) Partington (2006)	3–9	Individually administered, criterion-referenced assessment, curriculum guide, and skills tracking system for use with children with autism and other developmental disabilities who have deficiencies in language, academic, self-help, and motor skills Provides a task analysis of skills for assessment by direct observation	10–14 hours	25 categories of behavior across a range of skill sets (544 tasks): Basic Learner Skills Assessment (381), Academic Skills Assessment (63), Self-Help Skills Assessment (42), and Motor Skills Assessment (58)	Partington Behavior Analysts, Inc. <a href="http://bit.ly/1r470rd">http://bit.ly/1r470rd</a>

Name of Tool and Author	Age Range (in years)	Method of Administration/ Format	Approximate Time to Administer	Subscale	Availability
School Motivation and Learning Strategies Inventory (SMALSI) Stroud & Reynolds (2006)	8–18	Individualized, norm-referenced measure of individual learning strategies, academic motivation and study habits; seven scales focus on student strengths; three scales focus on student liabilities. Self-report form; Child form: 8–12 years; Teen form: 13–18 years; audio version available	20–30 minutes	Study Strategies; Note-Taking/ Listening Skills; Reading/ Comprehension Skills; Writing/Research Skills; Test-Taking Strategies; Organizational Techniques; Time Management; Low Academic Motivation, Test Anxiety, Concentration/Attention Difficulties	Western Psychological Services <a href="http://bit.ly/1oJlrBc">http://bit.ly/1oJlrBc</a>

## REFERENCES

- Partington, J. W. (2006). *Assessment of Basic Language and Learning-Revised*. Pleasant Hills, CA: Behavior Analysts, Inc.
- Stroud, K. C., & Reynolds, C. R. (2006). *School Motivation and Learning Strategies Inventory*. Los Angeles: Western Psychological Services.