

Levels of Training for ASD Supplement

The purpose of this document is to outline the training experiences for trainees at various levels of intensity and specific focus on our goal of increasing the ability of interdisciplinary professionals to rule out and/or diagnose ASD. In the future, checklists may be developed to track trainee participation and attendance at ASD-specific didactics and practica, particularly for trainees completing requirements for Levels II and III. Trainees in Levels II and III may also wish to participate in activities to learn evidence-based intervention practices with individuals with ASD relevant to their disciplines. Specific training requirements will be developed by the Training Committee and ASD Supplement Team as the demand for this emphasis increases.

Level I: Minimum Exposure

Trainees completing requirements for Level I will complete training with a basic familiarity of ASD in the context of their overall training regarding Developmental Disabilities.

Goal: Exposure to ASD screening, diagnosis, and interventions in interdisciplinary clinic and community settings such that trainee is *aware of/familiar with* related issues

- Attend core lectures regarding ASD
- Become familiar with evidence-based screening instruments for DD and ASD
- Gain understanding of how to make an appropriate referral to professionals who will rule out ASD
- Observation of interdisciplinary professionals engaging in assessment of individuals with suspected ASD
- Observation of interdisciplinary professionals engaging in intervention with individuals with known or suspected ASD
- Read and discuss articles relating to screening, diagnosis, and intervention with individuals with ASD

Examples of disciplines in this category: *Short (less than 40 hours), medium (40 to 299 hours), or long-term (300+ hours) trainees* in Nutrition, Dentistry, Audiology, Vision, Administration, Family, Social Work, Speech/Language Pathology, Psychology, Occupational Therapy, Physical Therapy, Special Education, Pediatrics, Nursing, Psychiatry

Level I trainee competency statement: As part of the trainee's overall training in working with individuals with developmental disabilities, the trainee has acquired basic knowledge, understanding, and exposure to evidence-based practices in screening, assessment, and intervention with individuals with ASD in interdisciplinary and community settings. Trainee is likely to recognize and identify skills and behaviors that are present or absent in a child with ASD as well as skills and behavior that must be considered in ruling out ASD. Trainee has basic knowledge of available practices for screening, diagnosis, and intervention and can make appropriate referrals for these services in individuals with suspected ASD.

Level II: Medium Exposure and Training

Trainees at Level II will complete training with the understanding that they have completed requirements for a diagnostic specialty in Developmental Disabilities including ASD.

Goal: trainees understand how to *rule out or make appropriate referrals to rule out* ASD in interdisciplinary clinic and community settings

- Complete all activities in Level I
- Learn to administer and interpret evidence-based screening instruments relevant to disciplinary and interdisciplinary activities
- Read and discuss additional readings and/or attend didactic lectures/training sessions specific to the specified Level II Track being focused upon
- All Level II ASD Trainees will follow one of two Assessment "Tracks" or develop an ITP at this level that is relevant to their discipline (to be approved by Training Committee)

Assessment Track A (basic familiarity with and beginning use of appropriate measures used to rule out ASD)

- Acquire knowledge of strategies for making and reporting behavioral observations to rule out ASD and/or learn to administer structured play observations to screen or assess for symptoms of ASD (e.g., ADOS, ESCS, STAT, CSBS-DP)
- Acquire knowledge of areas essential to a clinical interview targeted to rule out ASD

Assessment Track B (learning proficient administration of appropriate measures for either Preschool or School-aged children; see tracking checklist attached)

- Learn to administer the ADOS (Modules 1/2 or Modules 3/4)
- Learn to administer a clinical interview targeted to rule out ASD

Examples of disciplines falling in this category: *Medium (40 to 299 hours) and long-term(300+ hours) trainees* in Social Work, Speech/Language Pathology, Psychology, Occupational Therapy, Physical Therapy, Pediatric Audiology, Special Education, Pediatrics, Nursing, Psychiatry

Level II trainee competency statement: Trainee has completed requirements for a **diagnostic specialty in Developmental Disabilities, including ASD**. Trainee has acquired advanced knowledge, understanding, and exposure to evidence-based practices in screening, assessment, and intervention with individuals with ASD in interdisciplinary and community settings. Based on their knowledge of the core symptoms of ASD, trainee can assess for and/or identify skills and behaviors that are present or absent in a child with ASD as well as skills and behavior that must be considered in ruling out ASD. Trainee can proficiently administer specific screeners/assessment instruments (i.e., *[insert specific measure here]*) for individuals *[insert age range here]* with suspected ASD in their clinical practice, provided there is interdisciplinary collaboration and continuing education regarding these measures. Trainee can compare and contrast available practices for screening, diagnosis, and intervention and make appropriate referrals for these services in individuals with suspected ASD.

Level III: Advanced Exposure and Training

Trainees completing Level III activities will complete requirements for a diagnostic specialty in Developmental Disabilities and ASD.

Goal: trainees participate in and demonstrate competence in administering appropriate measures to *diagnose or rule out* ASD

- Complete all activities in Levels I and II
- Demonstrate reliability in administering and scoring each module of the ADOS (Modules 1, 2, 3, and 4). See attached checklist for tracking progress.
- Demonstrate reliability in administering and scoring the ADI-R (both for children under and over 4). See attached checklist for tracking progress.
- Read and discuss advanced level readings and attend didactic lectures/training sessions specific to the measures (e.g., ADOS training session with videos)
- Level III ASD Trainees will have a separate ITP for the ASD Specialty, with a list of target experiences and goals for each measure (and a good tracking system for this, to be monitored by ASD Core Faculty)

Examples of disciplines falling in this category: *Long-term (300+ hours) trainees* in Psychology, Speech/Language Pathology, Pediatrics, Nursing

Level III trainee competency statement: Trainee has completed requirements for a **diagnostic specialty in Developmental Disabilities and ASD**. Trainee has acquired extensive disciplinary and interdisciplinary knowledge and clinical training in providing evidence-based practices in screening, assessment, and intervention with individuals with ASD in interdisciplinary and community settings. Based on their knowledge of the core symptoms of ASD, trainee can assess for and/or identify skills and behaviors that are present or absent in a child with ASD as well as skills and behavior that must be considered in ruling out ASD. Trainee has achieved clinical fidelity with administration and scoring of *[insert specific measure here]* for individuals *[insert age*

range here] with suspected ASD in their independent practice. If the trainee wishes to provide training on these measures with others outside of the Sparks Clinics, they must complete further requirements as indicated by the measure authors. According to the position of the trainee's discipline, the trainee may use their knowledge of ASD as an independent professional or participate in an interdisciplinary team to diagnose or rule out ASD. Trainee can compare and contrast available practices for screening, diagnosis, and intervention and make appropriate referrals for these services in individuals with a diagnosis of ASD.

Example of disciplinary position statement: *A trained SLP can administer a screener and/or diagnostic tool to identify characteristics or rule-out ASD; however this must be done only if the SLP is a member of a team of professionals working together to diagnose ASD; this should not be done in isolation.*

