

ASTEP-2

Autism Screening Instrument for Educational Planning

Second Edition

SUMMARY BOOKLET

Student's Name _____

Student's Sex M F

Current Diagnosis _____

Examiner _____

Testing Date _____ Age _____

Birthdate _____

School Placement _____

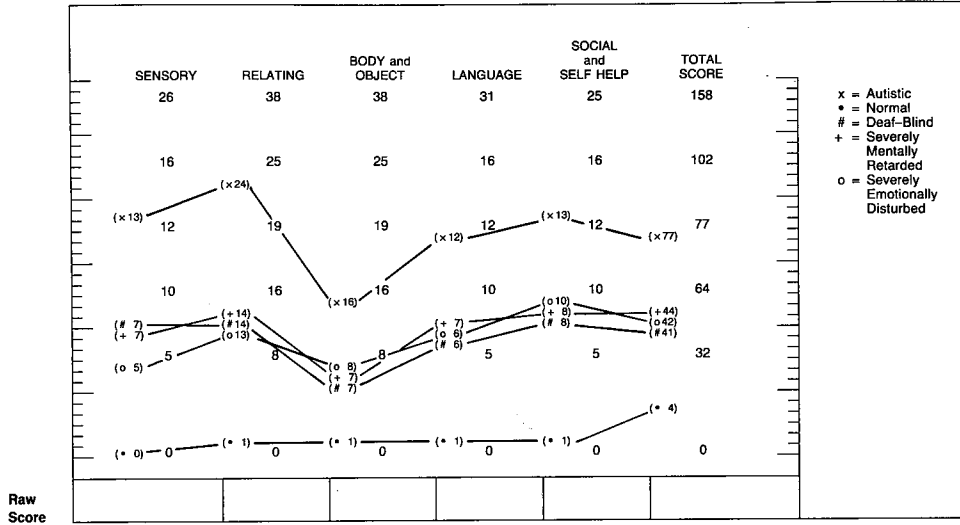
Has the Student Been Taught an Alternate System of Communication? Yes No

If "Yes," Please Describe the Communication System. _____

Was the Alternative Communication System Used During the Evaluation? Yes No

Section I. Comments and Recommendations for the Autism Behavior Checklist

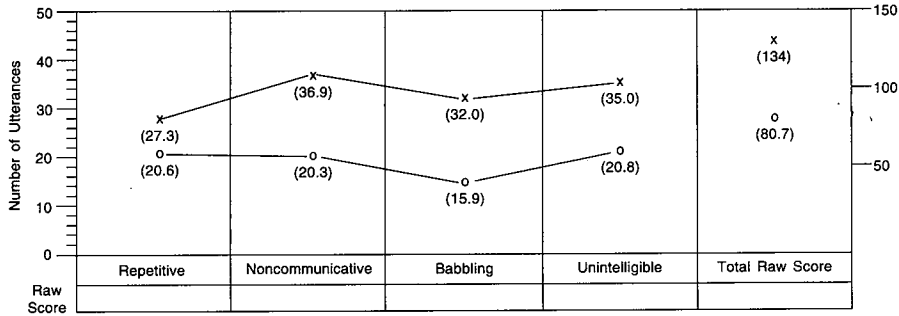
AUTISM BEHAVIOR CHECKLIST SUMMARY PROFILE



Raw Score

Section II. Comments and Recommendations for the Sample of Vocal Behavior

SAMPLE OF VOCAL BEHAVIOR SUMMARY PROFILE

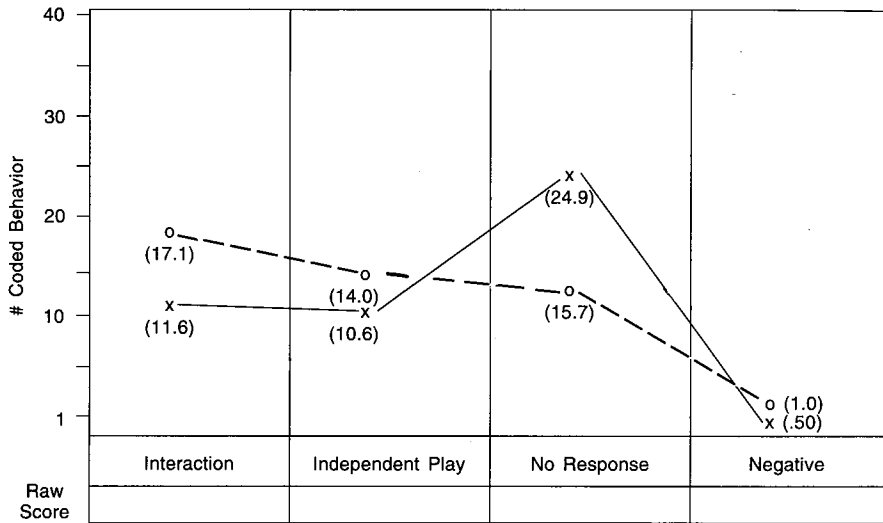


x = Autistic
o = Severely Handicapped/Nonautistic

Language Age Equivalent: yrs. mos.

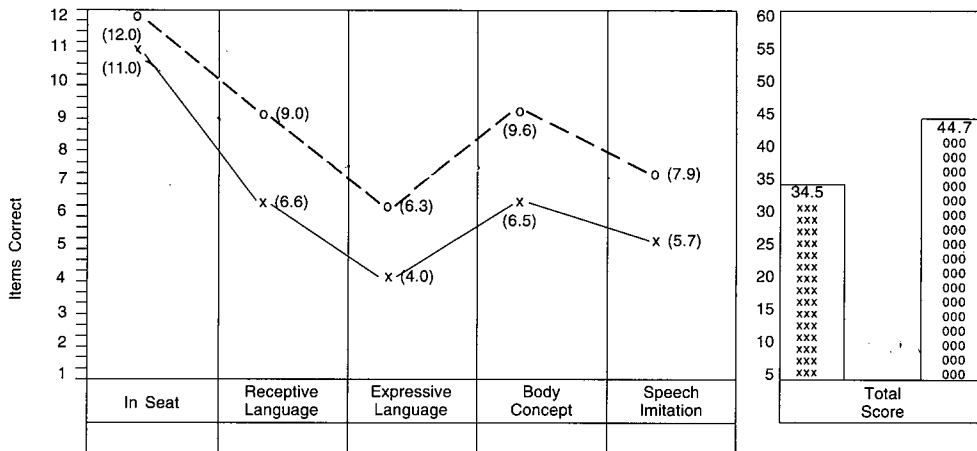
Section III. Comments and Recommendations for the Interaction Assessment

INTERACTION ASSESSMENT SUMMARY PROFILE



Section IV. Comments and Recommendations for the Educational Assessment

EDUCATIONAL ASSESSMENT SUMMARY PROFILE



Section V. Comments and Recommendations for the Prognosis of Learning Rate

PROGNOSIS OF LEARNING RATE PERCENTILES

| HAND-SHAPING | RANDOM POSITION (A) | FIXED POSITION (B) | FIXED POSITION (C) | RANDOM POSITION (D) |
|--------------|---------------------|--------------------|--------------------|---------------------|
| | | | | |
| | | | | |

Autistic Chart (p. 74)

Nonautistic Chart (p. 75)

Section VI. Interpreting Across Subtests (IAS): Autism Profile

Note that the IAS: Autism Profile reflects autistic behavior, and that a high score across the subtests increases the probability of a diagnosis of autism. The IAS: Autism Profile scores provide an index of how a given individual compares with the standardization sample. The test results are increasingly more valid, the closer the individual being compared comes to matching the demographic characteristics of the standardization population with autism, as detailed in Tables 3.1, 3.2, 3.3, and 3.4. For instructions on completing the IAS, see page 78 in the manual. The line drawn through the middle of

the IAS: Autism Profile shows where the mean score for the autistic standardization population is located for each subtest. The dotted line shows where one standard deviation higher than the mean falls on this profile. (The standard deviations are computed from the percentiles, so they are not to be used with the raw data, but only on this profile.) Students scoring above the mean of the autistic standardization sample across all five subtests are consistently displaying autistic behavior as described by the National Society for Autistic Citizens and much of the current research literature.

| High Levels of Autistic Behavior | Autism Behavior Checklist (Teacher) Total Score (Column 1) | Sample of Vocal Behavior (Column 2) | Interaction Assessment (Column 3) | Educational Assessment (Column 4) | Prognosis of Learning Rate (Column 5) | Autism Behavior Checklist (Parent) Total Score (Column 6) | High Levels of Autistic Behavior |
|----------------------------------|--|-------------------------------------|-----------------------------------|-----------------------------------|---------------------------------------|---|----------------------------------|
| | 158 | 96 | 99 | 99 | 55 + | 158 | |
| | 156-157 | | | | | 156-157 | |
| | 154-155 | 94-95 | 97-98 | 97-98 | | 154-155 | |
| | 152-153 | | 95-96 | 95-96 | | 152-153 | |
| | 150-151 | 92-93 | | 93-94 | | 150-151 | |
| | 148-149 | 90-91 | 93-94 | 93-94 | | 148-149 | |
| | 146-147 | | 91-92 | 91-92 | | 146-147 | |
| | 144-145 | 88-89 | | 91-92 | | 144-145 | |
| | 142-143 | | 89-90 | 91-92 | | 142-143 | |
| | 140-141 | 86-87 | | 89-90 | | 140-141 | |
| | 138-139 | | 87-88 | 89-90 | | 138-139 | |
| | 136-137 | -- 84-85 -- | 87-88 | 87-88 | | 136-137 | |
| | 134-135 | | 85-86 | 87-88 | | 134-135 | |
| | 132-133 | 82-83 | 83-84 | -- 85-86 -- | | 132-133 | |
| | 130-131 | | 81-82 | 83-84 | | 130-131 | |
| | 128-129 | 80-81 | | 83-84 | | 128-129 | |
| | 126-127 | 78-79 | 79-80 | 81-82 | | 126-127 | |
| | 124-125 | | 79-80 | 81-82 | | 124-125 | |
| | 122-123 | 76-77 | 77-78 | 79-80 | | 122-123 | |
| | 120-121 | | -- 75-76 -- | 79-80 | | 120-121 | |
| | 118-119 | 74-75 | | 77-78 | | 118-119 | |
| | 116-117 | | 73-74 | 75-76 | | 116-117 | |
| | 114-115 | 72-73 | | 75-76 | | 114-115 | |
| | 112-113 | 70-71 | 71-72 | 73-74 | | 112-113 | |
| | 110-111 | | 69-70 | 71-72 | | 110-111 | |
| | 108-109 | 68-69 | | 71-72 | | 108-109 | |
| | 106-107 | 66-67 | 67-68 | 69-70 | | 106-107 | |
| | 104-105 | | 65-66 | 69-70 | | 104-105 | |
| | 102-103 | 64-65 | 63-64 | 67-68 | | 102-103 | |
| | 100-101 | | 61-62 | 67-68 | | 100-101 | |
| | 98-99 | 62-63 | | 65-66 | | 98-99 | |
| | -- 96-79 -- | 60-61 | 59-60 | 63-64 | | -- 96-97 -- | |
| | 94-95 | | 57-58 | 61-62 | | 94-95 | |
| | 92-93 | 58-59 | | 61-62 | | 92-93 | |
| | 90-91 | 56-57 | 55-56 | 59-60 | | 90-91 | |
| | 88-89 | | 53-54 | 59-60 | | 88-89 | |
| | 86-87 | 54-55 | | 57-58 | | 86-87 | |
| | 84-85 | | 51-52 | 57-58 | | 84-85 | |
| | 82-83 | 52-53 | | 55-56 | -- 53-54 -- | 82-83 | |
| | 80-81 | | 49-50 | 55-56 | 51-52 | 80-81 | |
| | 78-79 | 50-51 | 47-48 | 53-54 | 78-79 | 78-79 | |
| | 76-77 | | 45-46 | 51-52 | 49-50 | 76-77 | |
| | 74-75 | 48-49 | | 49-50 | 47-48 | 74-75 | |
| | 72-73 | 46-47 | 43-44 | 47-48 | 45-46 | 72-73 | |
| | 70-71 | | 41-42 | 45-46 | 43-44 | 70-71 | |
| | 68-69 | 44-45 | 39-40 | 43-44 | 41-42 | 68-69 | |
| | 66-67 | 42-43 | | 41-42 | 39-40 | 66-67 | |
| | 64-65 | 40-41 | 37-38 | 39-40 | 37-38 | 64-65 | |
| | 62-63 | | 35-36 | 37-38 | 35-36 | 62-63 | |
| | 60-61 | 38-39 | 33-34 | 35-36 | 33-34 | 60-61 | |
| | 58-59 | 36-37 | 31-32 | 33-34 | 31-32 | 58-59 | |
| | 56-57 | | 29-30 | 31-32 | 29-30 | 56-57 | |
| | 54-55 | 34-35 | 27-28 | 29-30 | 27-28 | 54-55 | |
| | 52-53 | 32-33 | 25-26 | 27-28 | 25-26 | 52-53 | |
| | 50-51 | 30-31 | 23-24 | 25-26 | 23-24 | 50-51 | |
| | 48-49 | | 21-22 | 23-24 | 21-22 | 48-49 | |
| | 46-47 | 20-21 | 19-20 | 21-22 | 19-20 | 46-47 | |
| | 44-45 | 18-19 | 17-18 | 19-20 | 17-18 | 44-45 | |
| | 42-43 | 16-17 | 15-16 | 17-18 | 15-16 | 42-43 | |
| | 40-41 | 14-15 | 13-14 | 15-16 | 13-14 | 40-41 | |
| | 38-39 | 12-13 | 11-12 | 13-14 | 11-12 | 38-39 | |
| | 36-37 | 10-11 | 9-10 | 11-12 | 9-10 | 36-37 | |
| | 34-35 | | 7-8 | 9-10 | 7-8 | 34-35 | |
| | 32-33 | 8-9 | 5-6 | 7-8 | 5-6 | 32-33 | |
| | 30-31 | 6-7 | 3-4 | 5-6 | 3-4 | 30-31 | |
| | 28-29 | | 1-2 | 3-4 | 1-2 | 28-29 | |
| | 26-27 | 0-1 | | 1-2 | 0 | 26-27 | |
| | 24-25 | | 0 | 0 | 0 | 24-25 | |
| | 22-23 | 0 | | | | 22-23 | |
| | 20-21 | | | | | 20-21 | |
| | 18-19 | | | | | 18-19 | |
| | 16-17 | | | | | 16-17 | |
| | 14-15 | | | | | 14-15 | |
| | 12-13 | | | | | 12-13 | |
| | 10-11 | | | | | 10-11 | |
| | 8-9 | | | | | 8-9 | |
| | 6-7 | | | | | 6-7 | |
| | 4-5 | | | | | 4-5 | |
| | 2-3 | | | | | 2-3 | |
| | 0-1 | | | | | 0-1 | |
| | 0 | | | | | 0 | |
| Low Levels of Autistic Behavior | Raw Score | %ile Rank | %ile Rank | %ile Rank | %ile Rank | Raw Score | Low Levels of Autistic Behavior |

Note. Percentile ranks are obtained from Appendix B.

Autism Behavior Checklist Record Form

Student's Name _____

Date _____

Examiner _____

INSTRUCTIONS: Circle the number to indicate the items that most accurately describe the child.

- Whirls self for long periods of time
- Learns a simple task but "forgets" quickly
- Frequently does not attend to social/environmental stimuli
- Does not follow simple commands given once (sit down, come here, stand up)
- Does not use toys appropriately (spins tires, etc.)
- Poor use of visual discrimination when learning (fixates on one characteristic such as size, color, or position)
- Has no social smile
- Has pronoun reversal (you for I, etc.)
- Insists on keeping certain objects with him/her
- Seems not to hear, so that a hearing loss is suspected
- Speech is atonal and arrhythmic
- Rocks self for long periods of time
- Does not (or did not as a baby) reach out when reached for
- Strong reactions to changes in routine/environment
- Does not respond to own name when called out among two others (Joe, Bill, Mary)
- Does a lot of lunging and darting about, interrupting with spinning, toe walking, flapping, etc.
- Not responsive to other people's facial expressions/feelings
- Seldom uses "yes" or "I"
- Has "special abilities" in one area of development, which seems to rule out mental retardation
- Does not follow simple commands involving prepositions ("put the ball on the box" or "put the ball in the box")
- Sometimes shows no "startle response" to a loud noise (may have thought child was deaf)
- Flaps hands
- Severe temper tantrums and/or frequent minor tantrums
- Actively avoids eye contact
- Resists being touched or held
- Sometimes painful stimuli such as bruises, cuts, and injections evoke no reaction
- Is (or was as a baby) stiff and hard to hold
- Is flaccid (doesn't cling) when held in arms
- Gets desired objects by gesturing
- Walks on toes
- Hurts others by biting, hitting, kicking, etc.
- Repeats phrases over and over
- Does not imitate other children at play
- Often will not blink when a bright light is directed toward eyes
- Hurts self by banging head, biting hand, etc.
- Does not wait for needs to be met (wants things immediately)
- Cannot point to more than five named objects
- Has not developed any friendships
- Covers ears at many sounds
- Twirls, spins, and bangs objects a lot
- Difficulties with toilet training
- Uses 0-5 spontaneous words per day to communicate wants and needs
- Often frightened or very anxious
- Squints, frowns, or covers eyes when in the presence of natural light
- Does not dress self without frequent help
- Repeats sounds or words over and over
- "Looks through" people
- Echoes questions or statements made by others
- Frequently unaware of surroundings, and may be oblivious to dangerous situations
- Prefers to manipulate and be occupied with inanimate things
- Will feel, smell, and/or taste objects in the environment
- Frequently has no visual reaction to a "new" person
- Gets involved in complicated "rituals" such as lining things up, etc.
- Is very destructive (toys and household items are soon broken)
- A developmental delay was identified at or before 30 months of age
- Uses at least 15 but less than 30 spontaneous phrases daily to communicate
- Stares into space for long periods of time

| | 1 | 2 | 3 | 4 | 5 |
|---------------|---|---|---|---|---|
| | | | 4 | | 2 |
| | | 4 | | | |
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| | | | | | 1 |
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| | 4 | | | | |
| | | | | | 1 |
| | | | | 3 | |
| | 4 | | | | |
| TOTALS | | | | | |

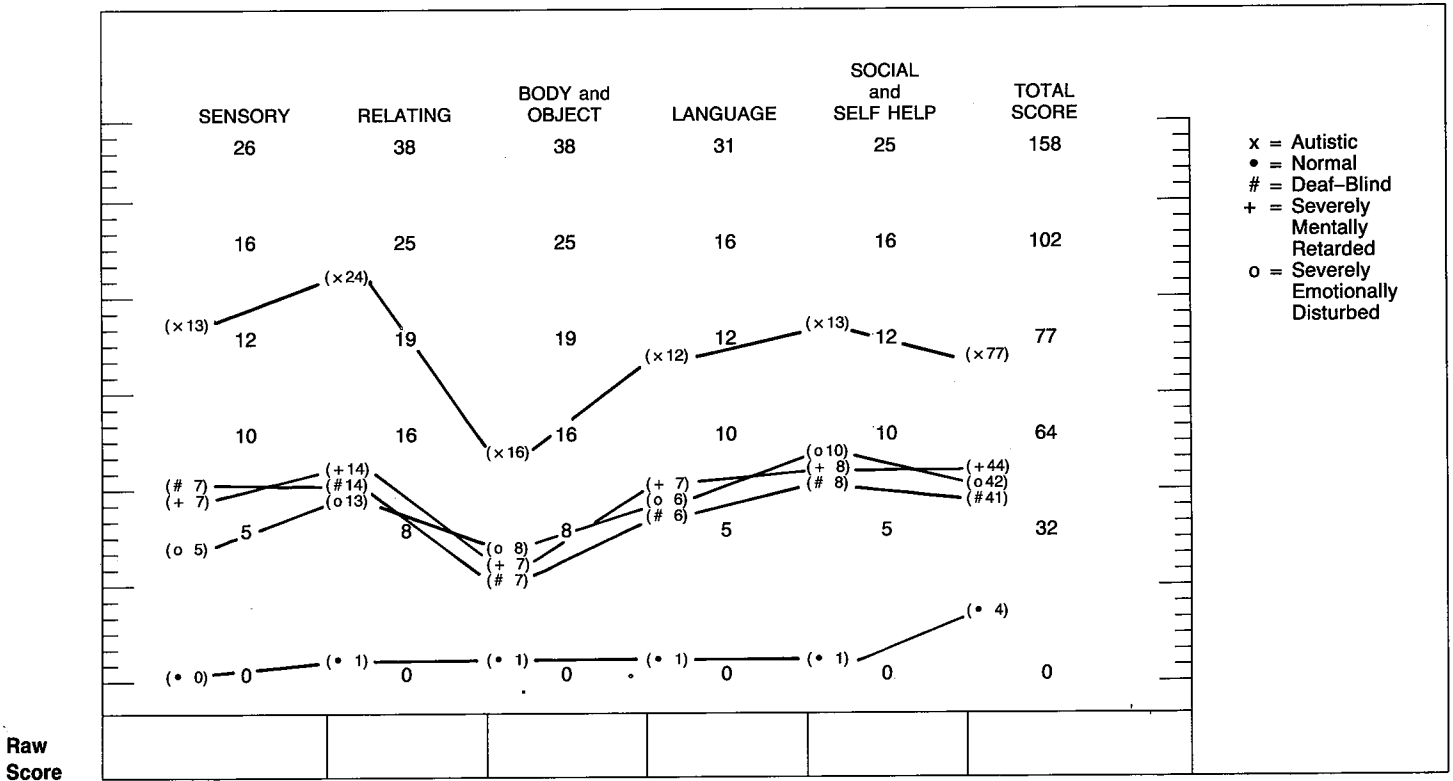
1 + 2 + 3 + 4 + 5 = Total

Instructions:

1. Circle the numerals following those behavioral characteristics that accurately describe the individual being rated.
2. Sum the circled numerals in each column and record the total at the bottom of the column.
3. Sum the column totals to achieve a total score.
4. Transpose the total scores onto the ABC Summary Profile.

Additional instructions are on page 8 of the manual.

AUTISM BEHAVIOR CHECKLIST SUMMARY PROFILE



Educational Assessment Record Form

Student's Name _____

Date of Test _____

Examiner _____

Materials: toy car, cup, block, paper squares, cookie, juice, spoon, cellophane, and toy

Instructions and Scoring:

1. Present stimuli, verbal and/or sign.
2. Reinforce after each trial.
3. Use no additional prompts to obtain correct response.
4. Score 0 for incorrect, 1 for correct response.

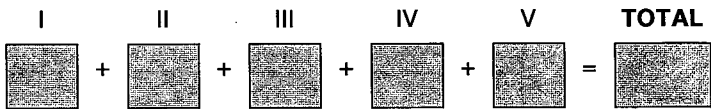
| | |
|--|--|
| I. IN SEAT (30 seconds) (score 12, if correct) | |
| II. RECEPTIVE LANGUAGE (begin item #4) | |
| 1. Cellophane | |
| 2. "Hi, _____" | |
| 3. "Come here" | |
| *4. "Stand up" | |
| 5. "No, stop" | |
| 6. "Give it to me" | |
| 7. "Show me" | |
| 8. "Under" | |
| 9. "Jump" | |
| 10. "Give me red" | |
| 11. Block on cup, car to examiner | |
| 12. Points to spoon and car | |
| TOTAL | |

| | |
|--|--|
| III. EXPRESSIVE LANGUAGE | |
| 1. Reaches for object | |
| 2. "What do you want?" | |
| 3. "What is this?" | |
| 4. "Do you want?" | |
| 5. "What is your name?" | |
| 6. "How old are you?" | |
| 7. "Where is the block?" | |
| 8. "What am I doing?" | |
| 9. "Is this a tiger?" | |
| 10. "What color is this?" | |
| 11. "What did I touch last?" | |
| 12. Three sentences, 3-4 words | |
| TOTAL | |

| | |
|---|--|
| IV. BODY CONCEPT | |
| 1. Walks | |
| *2. Claps | |
| 3. Taps head | |
| 4. Hands on shoulder | |
| 5. Stamps feet | |
| 6. Touches nose | |
| 7. Touches foot | |
| 8. Touches ears | |
| 9. Touches head | |
| 10. Touches knees | |
| 11. Touches mouth | |
| 12. Hops, skips, walks backward (2) | |
| TOTAL | |

| | |
|---|--|
| V. SPEECH IMITATION | |
| 1. Makes vocal sound | |
| *2. "ah" | |
| 3. "m" | |
| 4. "up" | |
| 5. "cow" | |
| 6. "go" | |
| 7. "hi" | |
| 8. "baby" | |
| 9. "cookie" | |
| 10. "want candy" | |
| 11. "leave me alone" | |
| 12. "The big black dog is barking at the soft yellow ball." | |
| TOTAL | |

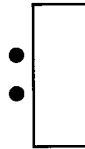
TEST TOTAL:



*Administration starts with this item.

Instructions:

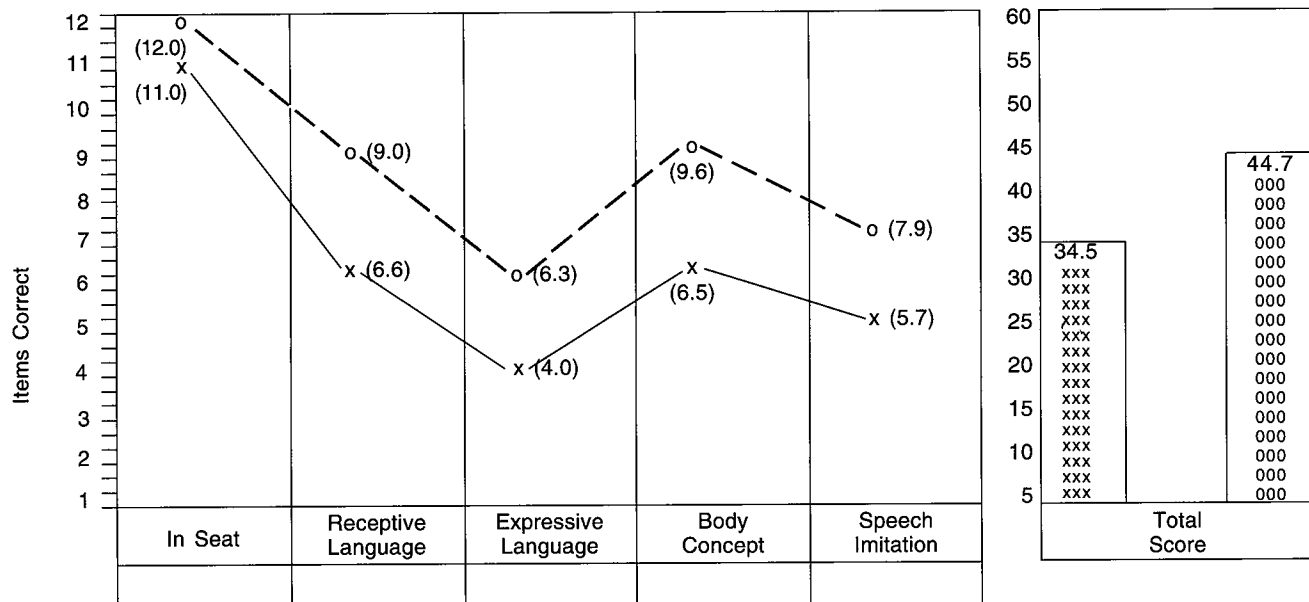
1. Present the stimuli verbally and/or with signs. Test items are described below.
2. If the student does not respond, a cue may not be given more than three times.
3. Score 0 for incorrect or 1 for correct response. Go to next item following an incorrect response.
4. Following each trial, reinforce a correct answer or an error.
5. A response must be within 10 seconds of the cue to be scored as correct.
6. Sit about a foot from the student, face to face in chairs, with a table to the side:



7. Use no additional prompts to elicit correct responses.
8. Administration of the Receptive Language subtest begins with Item 4, the Body Concept Subtest with Item 2, and the Speech Imitation Subtest with Item 2.
9. Total the correct responses at the end of each section, and transfer the totals (I-V) to the Summary Profile.

Additional instructions and the complete student correct responses are on pages 17-21 of the manual.

EDUCATIONAL ASSESSMENT SUMMARY PROFILE



x = Autistic
o = Severely Handicapped/Nonautistic

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Percentile Ranks

Autistic chart (p. 73)
Nonautistic chart (p. 73)

Interaction Assessment Record Form

Student's Name _____ Observer _____ Date _____

Setting _____ Adult Present _____

| ADULT PRESENT CONDITIONS a. Each condition lasts 4 minutes, or 16 observations. b. Observations 1–16 are recorded in the first row, Active Modeling; 17–32 in the second row, Passive No Initiation; and 33–48 in the third row, Direct Cues. c. The adult present should change stimulus activity after Observations 16 and 32. | CHILD'S CONSEQUENT BEHAVIOR RECORD | | | | Autistic Interaction Score STEP 1 48 - Interaction Score <input style="width: 40px; height: 20px; margin: 5px 0;" type="text"/> STEP 2 <input style="width: 40px; height: 20px; margin: 5px 0;" type="text"/> + No Response Score () Autistic Social Score |
|--|--|--------------------------------------|--|--|---|
| | INTERACTION (responds, initiates, touches, complies) | CONSTRUCTIVE INDEPENDENT PLAY | NO RESPONSE (self-stimulation, self-abuse, no observable behavior) | AGGRESSIVE NEGATIVE (tantrums, hits, kicks, cries, whines) | |
| Active Modeling (Obs 1–16) | 1. | 2. | 3. | 4. | |
| Passive No Initiation (Obs 17–32) | 5. | 6. | 7. | 8. | |
| Direct Cues (Obs 33–48) | 9. | 10. | 11. | 12. | |
| TOTALS | | | | | = 48 |

GENERAL INSTRUCTIONS

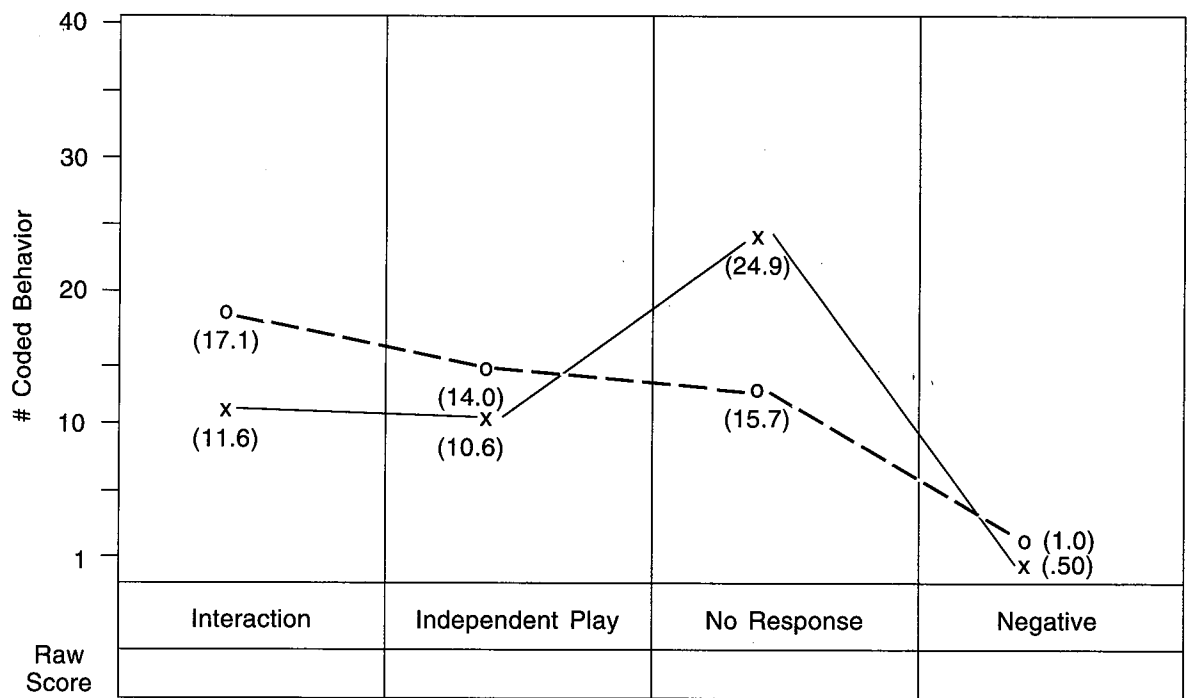
- a. 12-minute time sampling
- b. 10-second observation period
- c. 5-second recording period

Directions for the Observer:

1. Sit in a chair within 15 feet of the adult and child. Position yourself so that you can see the child in all parts of the play area (out of the child's view if possible). Begin the audiotape.
2. When the person on the tape says "Ready," look at the child and the adult present continuously for 10 seconds.
3. When the voice on the tape says a number (e.g., "One"), complete the following steps:
 - a. On the data sheet, select one square in the matrix that indicates the appropriate adult's antecedent (rows) and the child's consequent behavior (columns). (Score the last response when more than one response occurred during the 10-second observation interval.)
 - b. Record the number of the interval in the appropriate square. For example, when the voice on the tape says "Four," write 4 in the appropriate matrix cell.
4. Return to Step 2.
5. When 48 observations have been recorded, stop the audiotape.
6. Total the number of observations in each cell. Place each cell total in the small square containing the number for that cell.
7. Add the cell totals vertically for each column. Place the column totals at the bottom of each column.
8. Transfer the four column totals to the Summary Profile. Indicate each total appropriately on the profile chart.

Additional instructions are on pages 13-17 of the manual.

INTERACTION ASSESSMENT SUMMARY PROFILE



x = Autistic
o = Severely Handicapped/Nonautistic

Autistic chart (p. 70)

Nonautistic chart (p. 71)

| | | | |
|--|--|--|--|
| | | | |
| | | | |

Percentile Ranks

