

Directions: Autism Observation Guide – Indirect

This form has two sides. The first side is to be completed using the directions below. The second side describes some of the behaviors that should be considered when completing an observation as part of the ASD evaluation process. This observation should be a minimum of twenty minutes.

Complete the top section of the form that provides details about the setting of the observation.

- Fill in the child's name and the name of the person completing the observation. Provide specific information about where the observation is taking place (i.e. home, classroom, park, grocery store, etc). Also, provide information about other people present during the observation.
- Record the time that the observation begins and ends in the appropriate boxes.
- Review the information on page 2 before beginning the observation.

Use the observation log to describe the activities and behaviors that the child engages in during the observation period. The log should record observable behaviors and be inclusive of the child's strengths and ability to function in the environment.

- Record the child's activities for twenty minutes. Using the information on page 2 as a reference, record how the child communicates, responds and interacts with others, responds to sensory stimulation and engages with objects and materials in the environment.
- Page 2 may be used to "check off" behaviors that are recorded in the log.

The chart at the bottom of the page is used to measure the child's level of functional engagement. Although only five data points are required, more frequent data points will result in increased accuracy.

- Using a timer or clock, mark the child's level of engagement at the following minute marks: 1, 5, 10, 15 and 20 on the chart. More frequent data points are encouraged for better accuracy. Record the data point in the minute box using the following key:

I: Interactive-responded, initiated or complied to peer or adult;

P: Play-involved in constructive, functional play (but not interactive with another person);

NR: No response-self stimulation, repetitive or non-functional play, passive;

A: Aggressive or negative behavior-crying, hitting, self-abuse, etc.

- Compute the percentage of time the child is engaging in interaction, play, non functional behavior or aggressive behavior by dividing the number of responses in each area by the total number of data points collected.

Summarize the observation by noting behaviors observed or not observed across the four defining areas, as well as the child's strengths and functional skills on the evaluation template.