PARENT AND TEACHER RATINGS OF SKILLS IN STUDENTS WITH ASD

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Objectives

Identify parent/teacher agreement and discrepancies on views of IEP goal attainment for students with ASD

Describe agreements and discrepancies between multiple informants on idiographic and nomothetic measures
Overview

1. Introduction

ASD Assessment
Overview

1. Introduction
   - ASD
   - Assessment

2. Current Study
   - Aims
   - Method
   - Results

Overview

Conclusion

Limitations

Implications

Questions
Overview

1. Introduction
   - ASD
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2. Current Study
   - Aims
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3. Conclusion
   - Implications
   - Questions
Introduction
Model for Services by School Psychologists

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

Data-Based Decision Making and Accountability

Consultation and Collaboration

DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS

Student-Level Services

Interventions and Instructional Support to Develop Academic Skills

Interventions and Mental Health Services to Develop Social and Life Skills

Systems-Level Services

School-Wide Practices to Promote Learning

Preventive and Responsive Services

Family-School Collaboration Services

FOUNDATIONS OF SERVICE DELIVERY

Diversity in Development and Learning

Research and Program Evaluation

Legal, Ethical, and Professional Practice

HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST
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Autism Spectrum Disorder

IDEA (2004)

• Developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance.

DSM-5 (2013)

• Deficits in social communication and social interaction across multiple contexts
• Restricted, repetitive patterns of behavior, interests, or activities
  – Impacts areas of development and learning (Rogers & Vismara, 2008)
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Autism Spectrum Disorder (ASD)

- 92% of surveyed school psychologists reported direct involvement in assessment of students with ASD

1 in 150 children

2000

1 in 68

2017

(Center for Disease Control and Prevention, 2017; Pearson, 2008)
Best Practices for Assessment in ASD

1. Use of psychometrically sound assessments for ASD

2. Developmental perspectives

3. Core areas of impairment associated with ASD (social, communication, learning)

4. Multiple sources
   (Campbell, Ruble, & Hammond, 2014; Esler & Ruble, 2015; Ozonoff, Goodlin-Jones, & Solomon, 2005)
Teacher-Parent Discrepancies

<table>
<thead>
<tr>
<th>Behavior Rating Scale - Parent</th>
<th>Score</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggression</td>
<td>65</td>
<td>Elevated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior Rating Scale - Teacher</th>
<th>Score</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggression</td>
<td>55</td>
<td>Average</td>
</tr>
</tbody>
</table>

- Situational specificity
  - Students display different behaviors due to environmental factors across home and school settings (Hunsley & Mash, 2007)
  - Some discrepancies between parent and teacher report are expected
Teacher-parent discrepancies for students with ASD

• Variation between the degree of agreement on perceptions of specific social skills in students with ASD
  – Affect- ex. uses gestures
  – Initiate interactions- ex. joins group of children
  – Respond to peer initiations - ex: answers questions or invitations
  – Maintain interactions - ex. stays on topic

• Moderate agreement ($r = 0.34; p < 0.05$) on overall student social skills (Murray, Ruble, Willis & Molloy, 2009)
Nomothetic Measures

• Aim to develop general ideas, or produce average descriptions of classes of behavior

• Provides information across a population of individuals
  – Standardized measures
  – Normative samples
  – “Does the student display normally-expected behavior?”

(Conner, Tennen, Fleeson, & Barrett, 2009; Greulich et al., 2014)
Nomothetic Measures

• Benefits:
  – Provide information relative to diagnostic criteria and characteristics
  – Quick and easy to administer
  – Widely used and well-researched

• Cautionary questions:
  – Does this measure overestimate children’s skills with mild symptoms?
  – Does this measure underestimate children’s skills with challenging behaviors, or with low cognitive and adaptive functioning?
  – Is the measure sensitive to individual student progress?

• IEP goals
  (Cholemkery, Kitzerow, Rohrmann, & Freitag, 2014; Corsello et al., 2007; Hus, Bishop, Gotham, Huerta, & Lord, 2013)
Idiographic Measures

• Involves examinations and explanations of individual students
  • “What is expected for the individual student?”
  • Ideal for evaluating special education outcomes due to individualization of IEP goals

• 64.4% of school psychologists felt that nonstandardized, individualized measures were more useful than standardized, normed, formal assessments

(Aiello & Ruble, 2017; Cone, 1986; Conner, Tennen, Fleeson, & Barrett, 2009; Greulich et al., 2014; Ruble & McGrew, 2015)
Idiographic Measure – Goal Attainment Scaling (GAS)

• An alternative evaluation technique for developing individualized, scaled descriptions for outcome measurement
• Allows for evaluation of process and outcome goals
• Provides a link between treatment goals and outcome evaluation
• Most frequently used outcome approach for school consultants and by the National Development Center for ASD
**Goal Attainment Scaling (GAS)**

- Documents progress on a five point range of performances

<table>
<thead>
<tr>
<th></th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present level of performance</td>
<td>Progress</td>
<td>Expected level of outcome (GOAL)</td>
<td>Somewhat more than expected</td>
<td>Much more than expected</td>
<td></td>
</tr>
</tbody>
</table>
1. Determine present level of performance

Goal Attainment Scale (GAS)
Completed by Observer, Caregiver, Teacher (Circle One and Indicate Name)

Student’s Name: **Jack**  Evaluation Date/Age: 2-16-18/ 3 yrs  Today's Date: 2-16-18

<table>
<thead>
<tr>
<th>Person Reporting Observation and Notes</th>
<th>Present level of performance</th>
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<th>Expected level of outcome (GCAL)</th>
<th>Somewhat more than expected</th>
<th>Much more than expected</th>
</tr>
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<tbody>
<tr>
<td>During free play, Jack minimally shares toys with peers.</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

This skill was observed by:

- [ ] not demonstrated
- [ ] not scored

Has this goal changed since last GAS form?

- [ ] Yes
- [ ] No
2. Identify expected goal/outcome

Goal Attainment Scale (GAS)
Completed by Observer, Caregiver, Teacher (Circle One and Indicate Name)

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<tr>
<td>Person Reporting Observation and Notes</td>
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<td>-1 Progress</td>
</tr>
<tr>
<td><strong>1. Rating:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>THIS GOAL WAS OBSERVED BY Rater:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>During free play, Jack minimally shares toys with peers.</td>
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3. Identify continuum of benchmarks

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<td><strong>Jack</strong></td>
<td>During free play, Jack minimally shares toys with peers.</td>
<td>During free play, Jack will take 2 turns with a toy with a peer three times per week.</td>
<td>During free play, Jack will take 2 turns with a toy with a peer at least once a day.</td>
<td></td>
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GAS Final Steps

4. Implement intervention / monitor quality of implementation
5. Monitor progress
6. Evaluate final goal attainment
Idiographic Measure – GAS

• Benefits
  – Valid outcome measure and progress monitoring tool
  – GAS scores are comparable and do not advantage some students over others
  – Requires conversation and collaboration between teacher and parent- provides focal point for teams
  – Versatility across populations

• Cautionary questions:
  – Are the intervals between each scaled description equal?
  – Is the targeted skill measurable and objective?
  
  (Schlosser, 2004)
Present Study
Research Aims

I. How do parent and teacher ratings on nomothetic and idiographic measures compare?

II. What is the relationship between ratings of student IEP outcomes by an independent rater and parents and teachers?
Methods

- Secondary analysis of two RCTs of COMPASS
  - (Ruble, Dalrymple & McGrew, 2010; Ruble, McGrew & Toland, 2011; Ruble, McGrew, & Toland, 2013)

- Parents and teachers engaged in a problem-solving consultation and coaching process throughout the school year (<10 hrs total, 5 sessions)
  - 1st session – parents and teachers identify critical goals for the student and develop teaching plans based on these goals
  - 2nd, 3rd, 4th, 5th session – coaching with teachers and parents, review of student progress on goals and adjustment of teaching plans if needed
Procedures

• At the end of the school year, parents and teachers completed BASC-2 and rated student’s progress towards IEP goals
  – Goals were categorized into 3 domains:
    • Social
    • Communication
    • Learning

• At the end of the school year, an independent rater viewed videotapes of student performance to rate IEP goal attainment using GAS
Participants

- 79 pairs of teachers and parents of preschool and elementary students with ASD

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age in years M (SD)</td>
<td>5.89 (1.60)</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>17%</td>
<td>96.2%</td>
</tr>
<tr>
<td>Male</td>
<td>83%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Years of Teaching Experience M (SD)</td>
<td>--</td>
<td>11.02 (7.90)</td>
</tr>
</tbody>
</table>
Measures: BASC-2

- Parents and teachers completed BASC-2 forms separately
  - Parent Rating Scale-Child (BASC-2 – PRS–C)
  - Parent Rating Scale- Preschool (BASC-2 – PRS–P)
  - Teacher Rating Scale-Child (BASC-2 – TRS–C)
  - Teacher Rating Scale- Preschool (BASC-2 – TRS–P)

- Adaptive Skills Composite:
  - Social Skills
  - Functional Communication
Measures: BASC-2

• Social Skills subscale (8 items)
  – Has trouble making new friends
  – Shows interest in others’ ideas

• Functional Communication subscale (10 items)
  – Communicates clearly
  – Is able to describe feelings accurately

<table>
<thead>
<tr>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Measures: IEP Survey

• Parents and teachers were asked to rate how much progress the student made on IEP goals over the school year

  – “We would like to know how much progress you think Jack has made on his IEP goals.” Please use the following scale:

<table>
<thead>
<tr>
<th>None at all</th>
<th>Little</th>
<th>Somewhat</th>
<th>Much</th>
<th>A Great Deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Measures: Goal Attainment Scaling (GAS)

• Independent rater observed videotapes of student demonstrating target skill during instruction to determine level of student goal attainment using GAS

• Psychometric equivalence testing goal attainment scaling was applied:
  – Measurable
  – Equidistant across continuum of benchmarks
  – Level of difficulty

  (Ruble, McGrew, & Toland, 2013)
Analyses

I. How do parent and teacher ratings on nomothetic and idiographic measures compare?
   I. Correlations between parent and teacher ratings on BASC -2
## Results

I. How do parent and teacher ratings on nomothetic and idiographic measures compare?

I. Correlations between parent and teacher ratings on BASC -2

<table>
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<tr>
<th></th>
<th>Teachers</th>
<th>BASC-2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Skills</td>
<td>Social Skills</td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td>.59**</td>
</tr>
<tr>
<td></td>
<td>Functional</td>
<td>Functional</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.75**</td>
</tr>
</tbody>
</table>

** p<.01
Analyses

I. How do parent and teacher ratings on nomothetic and idiographic measures compare?

II. Correlations between parent and teacher ratings of IEP goal attainment
Results

I. How do parent and teacher ratings on nomothetic and idiographic measures compare?

II. Correlations between parent and teacher ratings of IEP goal attainment

<table>
<thead>
<tr>
<th>IEP Survey</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Goal</td>
</tr>
<tr>
<td>Parents</td>
<td>Social Goal</td>
</tr>
<tr>
<td></td>
<td>Communication Goal</td>
</tr>
<tr>
<td></td>
<td>Learning Goal</td>
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** p<.01
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<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Survey</td>
<td>.75**</td>
<td>.44</td>
<td>.32</td>
</tr>
<tr>
<td>BASC-2</td>
<td>.59**</td>
<td>.75**</td>
<td></td>
</tr>
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</table>

** p<.01
Analyses

II. What is the relationship between ratings of student IEP outcomes by an independent rater to parent and teacher ratings?

II. Correlations between parents’ and teachers’ ratings on BASC-2 and independent rater’s GAS rating of social goal.
## Results

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<tr>
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<th>Teachers</th>
</tr>
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<tbody>
<tr>
<td><strong>Independent Rater</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social GAS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BASC-2&lt;sup&gt;a&lt;/sup&gt;</strong></td>
<td>.06</td>
<td>.16</td>
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</table>

<sup>a</sup>Social Skills subscale of BASC-2
Analyses

II. What is the relationship between ratings of student IEP outcomes by an independent rater to parent and teacher ratings?

II. Correlations between parents’ and teachers’ ratings on BASC-2 and independent rater’s GAS ratings of communication goal.
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</tr>
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<tbody>
<tr>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>GAS</td>
</tr>
<tr>
<td>Parents</td>
<td>BASC-2&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Teachers</td>
<td>BASC-2&lt;sup&gt;a&lt;/sup&gt;</td>
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</tbody>
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<sup>a</sup>Functional Communication subscale of BASC-2
## Results

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<table>
<thead>
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<td><strong>Teachers</strong></td>
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<td></td>
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<td>BASC-2</td>
<td>.16</td>
<td>-.02</td>
</tr>
</tbody>
</table>
Analyses

II. What is the relationship between ratings of student IEP outcomes by an independent rater to parent and teacher ratings?

II. Correlations between parents’ and teachers’ survey and independent rater’s ratings on GAS social goal.
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<th></th>
<th>Independent Rater GAS</th>
<th>Social</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>IEP Survey</td>
<td>.10</td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>IEP Survey</td>
<td>.53**</td>
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<td>IEP Survey</td>
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<td>Teachers</td>
<td></td>
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<tr>
<td>IEP Survey</td>
<td>.69**</td>
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** p<.01  
* p<.05
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<td>.38*</td>
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**Results**

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<td>BASC-2</td>
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<td>.69**</td>
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** p<.01  
* p<.05
Conclusion
Implications

- A similar amount of parent-teacher discrepancy may be expected when describing student behavior through both idiographic and nomothetic measures, due to environmental differences.
  - When large informant discrepancies occur, GAS may provide a valid measure of student goal attainment.

- Idiographic measures, such as GAS, may be especially informative when assessing individual student progress and IEP goal attainment, compared to standardized scores of broad domains on nomothetic measures, due to the individualization of IEP goals for students with disabilities.
  - Teacher’s perspectives may be a valid way to assess IEP goal attainment at the end of the year in the social and communication domains.
  - Parent’s and teacher’s perspectives may be a valid way to assess IEP goal attainment at the end of the year in the learning domains.
Future Directions

• Understand parents’ and teachers’ of students with ASD concordances on narrow-band nomothetic measures

• Continue to investigate the relationship between parents’ and teachers’ perspectives on idiographic measures

• Implement GAS as an outcome measure when working with students with ASD
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Questions?

Thank you!

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