



[Home](#) [Online Scheduler](#) [Conferences](#) [About](#)

Sub Session Details

[Back](#)

Developing modifications for assessment in children with ASD: Preliminary results

Friday, Apr 08, 2016

05:14 PM - 05:27 PM

Location: Convention Center, 207 AB

Description:

Mounting evidence has revealed a deficit in motor ability in children with Autism Spectrum Disorder (ASD) (Liu, Hamilton, Davis, & ElGarhy, 2014; Staples & Reid, 2010). In these and similar studies, researchers state modifications were necessary during the assessment to effectively ascertain the participant's ability. Recent research (e.g., Breslin & Rudisill, 2011) has demonstrated the benefit of using visuals during the assessment. However, what lacks, is general consensus of the methods necessary to modify the assessment to meet the needs of the participants. Therefore, the purpose of this study was to build an understanding of the modifications best suited to adapt motor assessments for children with ASD.

Using a random sample of 9 boys with ASD, this study compared the effects of three different protocols on the performance outcomes of two subtest items (throwing and hopping) of the Test of Gross Motor Development (TGMD-2). In this analysis, the traditional protocol for the TGMD was given to a control group (N=3), while two experimental groups, a task card group (N = 2) and a video model (N = 4), received alternative protocols. Data were collected on performance of the subtest items and overall assessment time. Additionally, participants were measured on understanding through a validity check following each trial. In addition to alternative testing protocol, experimental groups were given two acclimation days to understand how the environment might play a role in the testing procedure.

Analysis revealed no significant differences between groups on both performance and time; demonstrating little effect of the protocol on the overall performance of the motor task, as well as the time needed for assessment. However, there was a significant result in the overall validity check between groups when controlling for age, $F(2, 6) = 5.437$, $p = 0.045$, partial $\eta^2 = 0.644$. Individual contrasts demonstrate significant differences in understanding between the control group and the experimental groups, $t(7) = 2.604$, $p = 0.035$, however did not demonstrate a significant difference between the experimental groups, $t(7) = 1.243$, $p = 0.254$.

Results from this analysis reveal, while visual aids had little effect on the overall motor performance and overall time of assessment, there was a greater amount of understanding from participants with the visual aids. Preliminary results provide evidence of the necessity to utilize visual aids when assessing individuals with ASD. Trends in performance and time demonstrate a small effect from the visual aids and warrant further inspection.

Intended Audience:

Motor Behavior and Measurement

Sub Session Speaker(s):

Andrew M. Colombo-Dougovito

Luke E. Kelly