

APPENDIX V – 88

4/26/2016

Aug. 26, 2015 3hr

ADOS-2  
Day 1: In-House Training

- Agenda**
- DSM-V characteristics
    - Social Communication and Social Interaction
    - Patterns of Behavior and Speech
  - Break down of each characteristic with examples
  - Comparison of typical development versus early signs of ASD
  - If not ASD, what else could it be?

Break

- ADOS-2 Modules
- ADOS-2 Materials
- ADOS-2 Administration and Scoring overview
- Homework



Creating Connections.  
Changing Lives.

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**Comprehensive, Reliable Assessment of Emotional Disturbance and Social Maladjustment Using the Emotional Disturbance Decision Tree (EDDT) and the Emotional Disturbance Decision Tree-Parent Form (EDDT-PF)**

**Presented By:**

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**PAR Senior Clinical Assessment Consultant**

**November 18, 2015**

**1:00PM-3:00PM**

**Tucson Unified School District**

Vague terminology and incomplete definitions pertaining to emotional disturbance (ED) and social maladjustment (SM) have led to considerable discussion among school psychologists regarding the distinctions between ED and SM. The EDDT and EDDT-PF provide a standardized approach to the assessment of ED and address all aspects of the federal criteria for the ED exceptionality, including ED factors and SM as a codiagnosis or alternative problem. The EDDT and EDDT-PF also address the educational impact of ED, the severity of ED, potential exclusionary factors such as short duration, and resiliency factors. This presentation discusses literature pertaining to the ED/SM dichotomy and the test's usefulness in overcoming the ED/SM dichotomy. Participants will complete the EDDT and EDDT-PF for demonstration of administration and scoring purposes.

**Learning Objectives**

- Review the concept of ED, qualification criteria for ED, and ED's relationship to other psychological constructs such as SM.
- Review literature-based test construction, reliability, and validity of the EDDT and EDDT-PF.
- Review administration, scoring, and interpretation of the EDDT and EDDT-PF.

*The EDDT is a standardized, norm-referenced scale designed to assist in the identification of children ages 5-18 years who qualify for the federal special education category of emotional disturbance.*

**Please contact Amy at [Amy.Diebolt@tusd1.org](mailto:Amy.Diebolt@tusd1.org) for additional information.**

**Attendees will receive 2 NASP CPD's free of charge.**

**\*\*Participants wishing to receive NASP continuing professional development credits must attend the entire workshop and sign in as well as complete a Documentation of Attendance form in order to receive the credits.**