Zack Cartmel

SPED 760

M4: Assignment on GARS-3

The individual “Kyle” that I assessed is a 13-year-old 8th grader in my middle school classroom. He is a male who has been diagnosed with autism by a developmental pediatrician and is eligible for services provided to students with autism under IDEA. He enjoys Thomas the Train and brings a toy train to school every day. He likes to watch episodes of the TV show on the iPad or computer and engages in loud vocalizations and hand flapping when watching parts he particularly likes. He usually rewinds to watch these parts over again. He is rigid in his schedule. He has to do the same things every day in the same order or he gets upset. Usually he can be calmed down, but sometimes he throws a tantrum when plans change. When we first started working with him he often threw tantrums or got upset when time was up engaging in a preferred activity, but he has learned to remain calm during these transitions. He likes to show affection to others but sometimes does so inappropriately. He does not show much interest in his peers, but does like to show the adults in the classroom his toys or points out things in books or videos to them.

From the GARS-3 we can conclude that this individual very likely has ASD with a severity level of 3, requiring substantial support, from the DSM-5. His Autism Index was 116 and his percentile rank is 86%. I used the 4-score index because while he does communicate through speech, he has severely impaired communication skills. His subscale scaled scores were 13 for Restricted/Repetitive Behaviors, 12 for Social Interaction, 12 for Social Communication, and 12 for Emotional Responses for a sum of 49.

I think that the GARS-3 Autism Index rating perfectly fits this individual. He very clearly has autism and does require substantial support in the classroom and in his daily life. My classroom is designed for students with severe autism and this assessment solidifies that placement for him. I think that based on what I know about him and his observable behavior at school that this assessment is reliable and valid.

I think that going through this assessment and actually use it was really helpful for understanding how it works. I think it is very useful and I will be checking with my diagnostician to make sure they know about this assessment and to recommend it if she needs a good assessment for autism. It is quick, easy to score, and I think accurately captures the common characteristics of autism. I do not have any suggestions for improving this assignment. I think it is an excellent assignment to help students in this class understand this assessment.







