

LIST OF ASSESSMENT TOOLS AND INTERVENTION APPROACHES

The Centre has adopted the trans-disciplinary approach to assessments and intervention as an overarching approach to implement its services.

Area	Assessment Tools
Medical and Clinical Assessments (outsourced through an MoU)	• Neurological evaluation • Pediatric evaluation • Ophthalmological evaluation • Audiological evaluation
Psychoeducational Assessments	• Cognitive Assessments: ○ Wechsler Intelligence Scale for Children-Revised (WISC-R) ○ Wechsler Abbreviated Scale of Intelligence (WASI) ○ Wechsler Preschool and Primary Scale of Intelligence™ - Fourth Edition ○ Wechsler Intelligence Scale for Children (WISC-IV) (Arabic) ○ Stanford – Binet Arabic (Standardized) ○ Standard Progressive Matrices English(Standardized) ○ Coloured Progressive Matrices (Standardized) ○ Neurological Psychological (NEPSY)-II(Standardized) • Developmental Assessments ○ Vineland Adaptive Behavior Scales -2nd edition(Standardized) • Behavioural assessments

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	○ Motivation Assessment Scale ○ Maladaptive Behaviour Index in Vineland Adaptive Behavior Scale • Diagnostic assessments ○ The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) ○ Childhood Autism Rating Scale CARS-2 (English)(Standardized) ○ Childhood Autism Rating Scale CARS-2 (Arabic)(Standardized) ○ Autism Spectrum Disorder Questionnaire (Standardized) ○ Attention-Deficit/ Hyperactivity Disorder Test(Standardized) • Educational Assessments ○ Wechsler Individual Achievement Test ○ Schonell Graded Word Reading Test (Standardized) ○ Schonell Graded Word Spelling Test (Standardized)
Adaptations and Assistive Technology	• Shoe and Orthosis Assessment (Non- standardized) • Seating Assessment (Non- standardized) • Access Assessment • Compass Software for Eye Gaze Assessment (Standardized) • ACETS Eye Gaze Technology Screening Checklist
Gross Motor	• GMFCS [Gross Motor Function Classification System] and GMFM [Gross Motor Function Measure] (Standardized) • Assessment of Functional Skills (Standardized) • Modified Ashworth Scale (MAS)(Standardized)

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	• Pediatric Balance Scale (PDS)(Standardized) • Posture and Postural Ability Scale [PPAS]
Communication, Language and Speech	• Clinical Evaluation of Language Fundamentals 5(Standardized) • Evaluating Acquired Skills in Communication EASIC-3(Standardized) • Receptive Expressive Emergent Language Test -3(Standardized) • Screening Test for Developmental Apraxia of Speech -2(Standardized) • Manipal Manual of Swallowing Assessment (Standardized) • Intelligibility in context scale (Valid tool) • Level of Oral Intake (Valid Tool) • Drooling severity and frequency scale (Valid Tool) • American Speech, Language and Hearing Association (ASHA-NOMS) National Outcome Measurement System (Valid Tool) • Motor Speech Disorders Checklist (Valid Tool) • System Analysis Observation Form (Valid Tool) • Clinical Assessment of Articulation and Phonology (Valid Tool) • Communication Matrix (Valid Tool) • Orofacial Examination form (Non standardized checklist) • Stuttering Severity Instrument- 4(Valid Tool) • Test of Aided Symbol Performance (Valid Tool) • Natural Language Acquisition (NLA) protocol

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	Arabic Language Assessments • Amayreh’s Articulation test in Arabic (Valid Tool) • Reference to Age of acquisition of Arabic speech sounds (Valid Tool) • Intelligibility test in Arabic (Valid Tool) • JISH Articulation Test (Valid Tool) • JISH Arabic Communication Development Inventory (JACDI) (Valid Tool)
Behavioral assessments	• Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) (Criterion-referenced assessment tool, curriculum guide) • Assessment of Basic Language and Learning Skills-Revised. (ABLLS-R (assessment tool, Curriculum guide, and skills-tracking system used to help guide the instruction of language and critical learner skills) • Practical Functional Assessment (PFA) Developed by Gregory P. Hanley, Ph.D., BCBA-D (Developed August 2002; Revised: August 2009 and February 2022)
Literacy and Language	• BRIDGE PROTOCOL (Data on validity not available) • Developmental Writing Scale • Core Phonics Survey • Phonological Assessment Screening Test (PAST)

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Sensory Perception	• Sensory Profile: (Standardized) ○ Adolescent/Adult Sensory Profile (11-65 years) ○ Sensory Profile 2 from 3 – 14.11 years ○ School Companion Sensory Profile 2 from 3 to 14.11yrs • Test of Visual Perceptual skills-3 (Standardized) • Developmental Test of Visual Perception -3 (Standardized) • Bruininks- Oseretsky Test of Motor Proficiency (Standardized) • Subjective Praxis Assessment [Non standardized]
Fine Motor	• Manual Ability Classification System for Children with Cerebral Palsy (4-18 years) (Reliable and Valid tool) • Mini-Manual Ability Classification System for children with cerebral palsy (1 - 4 years of age) (Reliable and Valid tool) • Handwriting assessment [Non standardized checklist]

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Visual Rehabilitation	• FVA - Functional Vision Assessment (Adapted and to be done after comprehensive eye examination) • TEACH CVI Screening Lists for Children with a Suspicion of Cerebral Visual Impairment • CVI Range Assessment Tool published by the American Foundation for the Blind (Reliable and Valid tool) ○ 1. Rating I the Across - CVI Characteristics Assessment Method. ○ 2. Rating II the Within - CVI Characteristics Assessment Method. • Visual Screening Tools (Standardized) - LEA SYMBOLS® 15 Line Pediatric Eye Chart - LEA SYMBOLS® Near Vision Card - LEA SYMBOLS® Cards, 40M and 60M - LEA 3-D Puzzle - LEA GRATINGS, a Preferential Looking Test - Panel 16 Quantitative Color Vision Test – Single Set - Hiding Heidi Low Contrast Face Test
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Intervention Approaches

Activity-based Intervention and Routine-based Intervention
Applied Behavior Analysis
Multisensory approach to teaching
Comprehensive Literacy Instruction
Structured Literacy Instruction
Motor and linguistic approaches to articulation and phonology intervention
Fluency Shaping strategies
Total Communication approach
Neuro-developmental frame of reference
Sensory Integration frame of reference
Verbal behavior approach
Bio-mechanical frame of reference
Family-centered intervention approach
Strength-based approach
Humanistic Psychological approach
Trauma informed care approach.
Bio-psychosocial approach
Somatic psychology approach.
Cognitive psychology approach.
Neurodiversity affirming approach.

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Natural Language Acquisition (NLA) protocol
Student, Environment, Tasks and Tools (SETT) Framework
Matching Person and Technology (MPT) Model

Intervention Methodologies

- Neurodevelopmental Techniques
- Today's ABA- PFA SBT treatment of severe problem behavior
- Verbal Behavior Therapy
- TEACCH- (Treatment and Education of Autistic and Communication Handicapped Children)
- Sensory Integration therapy
- DTTC (Dynamic Temporal and Tactile Cueing)
- Vision stimulation / Visual developmental therapy
- Visual skills training for effective use of available vision in learning
- Orientation & Mobility skills training
- Braille skills training for students with profound visual impairment
- Adapted visual environment strategies