



## **LEND Pre-EHDI Workshop**

April 13, 2014

Readiness Assurance Test (RAT)

1. When a child is diagnosed with both Autism Spectrum Disorder (ASD) and hearing loss, the setting a child is served in may have the following impact on:
  - A. the communication approach
  - B. the peer group for social skills development
  - C. the expertise of service providers
  - D. All the above
  
2. During the AUCD webinar, a focus group discussed family experiences during diagnosis - specifically the impact of the dual diagnosis on the family. What response from families did they discover?
  - A. Families indicated strong emphasis for functional skills
  - B. Families indicated difficulties between balance of social skills development and academic performance
  - C. Families indicated challenges accessing social groups
  - D. All of the above
  
3. How can the benefit of a hearing aid/cochlear implant be measured in a child with ASD?
  - A. Using functional outcome measures (i.e. ELF, LIFE, CHILD, IT-MAIS, MAIS etc.)
  - B. Answer "A" with parent, therapist and teacher reports
  - C. Through watching the child in a clinical setting
  - D. None of the above
  
4. Among children with severe to profound hearing loss, the age of hearing loss identification is relatively young irrespective of their label of an autism spectrum disorder. Children with mild and unilateral have a shorter duration between age of identification of hearing loss and diagnosis of autism spectrum disorder.
  - A. True
  - B. False
  
5. According to the latest edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), what criteria must be met for a diagnosis of ASD?
  - A. Difficulty in social emotional reciprocity
  - B. Difficulty with nonverbal communicative behaviors used for social interaction
  - C. Difficulties in developing and maintaining relationships
  - D. All of the above

If you finish the RAT early, please discuss the key changes in DSM-5 and how a child with a developmental delay will now be diagnosed.