

Children assessment

1. Psychoeducational Profile 3 (PEP-3)
2. It is part of the TEACCH materials for assessment and individualized psychoeducational intervention for children with Autism Spectrum Disorder. It evaluates the lack of homogeneity of learning, the strengths and weaknesses and the related developmental disabilities in children with autism and pervasive developmental disorders and children with difficult developmental difficulties (age group from 2 to 12 years). Example (annex)
3. Editable and printable document. Doc/docx

DAILY REGISTRATION FORM

PEP-3

DATE: _____

Child _____ Operator _____

| AREA* | GOALS | ACTIVITY | HELP** | OBSERVATION |
|-------|-------|----------|--------|-------------|
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REPORTS _____

LEGEND:
VERBAL AND COGNITIVE AREA: *VPC (Verbal/preverbal cognitive), EL (Expressive language), RL(Receptive Language)
MOTRICITY' AREA: FM (fine motricity) GM (global motricity), VMI (visuo-motor imation)
BEHAVIOR AREA: EE (emotional expression), SR (social reciprocity), CMB (characteristic motor behavior), CVB (characteristic verbal behavior).
PERSONAL AND DOMESTIC AUTONOMY AREA: PA-DA

HELP: **physical help **Fp** (full-prompt)-**Pp** (parzial prompt)
Gestural
Verbal
Indipendent

Annex: PEP-3 filled (example)

DAILY REGISTRATION FORM

PEP-3 (Psychoeducational profile-

3) DATE: 08/02/2016

Child: M.F.

OPERATOR:V.F.

| GOALS | ACTIVITY | HELP** | OBSERVATION | GOALS |
|-------|--|--|-------------|---|
| VPC | Matching | Match the quantity to the symbol | V | Match the numbers with quantities only if it is called to task |
| EL | Increase vocabulary and expression | Ask: "what is it?" With the images in front (visual support) | V | Recognizes and named all images but the speech is not always understandable |
| VMI | Replicate a model | Lego | V+G | He performs models but needs help to focus attention |
| FM | Develop clamp grip | Clothes pegs+ thread | I | Put all the clothes pegs using the pinch grip |
| FM+GM | Coordination and respect of a activity in sequence | Envelope +letters | I | He performs well the sequence also autonomously with the distant operator |
| EE | Express how he feels | The images of 4 emotions are shown to M. (Happy-Sad-Angry-Tired) and he is asked to verbalize | I | Says properly the emotion name he chose from images |
| | | | | |

REPORT: Today M. seems calm, in fact he does not often ask to get out of his chair and does not swing on his chair.

LEGEND:

VERBAL AND COGNITIVE AREA: *VPC (Verbal/preverbal cognitive), EL (Expressive language), RL (Receptive Language)

MOTRICITY' AREA: FM (fine motricity) GM (global motricity), VMI (visuo-motor imitation)

BEHAVIOR AREA: EE (emotional expression), SR (social reciprocity), CMB (characteristic motor behavior), CVB (characteristic verbal behavior).

PERSONAL AND DOMESTIC AUTONOMY AREA: PA-DA

HELP: **physical help **Fp** (full-prompt)-**Pp** (partial prompt)

Gestural

Verbal

Independent