

Summary Report from ADOS-2 Clinical Workshop supported by funding from FPSA

I would like to thank the Foundation for Professionals in Services to Adolescents for enabling me to attend this 2-day course in April 2016. The course focused on providing an introduction and guidance on the use of the ADOS-2 for the purposes of clinical assessment of Autism Spectrum Disorder (ASD). The course aimed to demonstrate administration and scoring as well as operationalising diagnostic criteria for ASD. As part of the training we also had the opportunity to practice scoring with guidance from the experienced trainer on the nuances of administration and coding the ADOS-2.

This was done through discussing the assessment tool in detail and through watching videos of previous assessments whilst practicing scoring as we went along. This felt very important given the varying levels of experience of ASD assessment of the participants and I feel that this worked to reach better levels of inter-rater reliability and thus, in the future, a more robust service for the young people and families accessing our ASD assessment clinic.

As part of the training we were helpfully provided with pre and post course materials which included two DVDs relating to the different modules of the assessment tool and one DVD/Guidebook providing training in the Toddler Module. It was very useful to have been given resources to familiarise us with the content of the training and it felt as though this was very good preparation for the workshop itself. It also meant that we had the opportunity to use the post-course materials to reinforce the skills learned during training without having to wait until seeing suitable service-users.

Attending this training has allowed me to support our current multidisciplinary specialist assessments for young people presenting with possible social communication difficulties. It has also enabled me to facilitate the assessment process by considering alternative formulations in understanding why a young person may be presenting with social communication difficulties including developmental trauma, learning disabilities and attachment related needs. As a CAMHS service we feel it is critical to ensure comprehensive assessments to enable us to understand the presenting needs of clients who often present to us later as older children when their difficulties become more evident or where previously their presenting developmental needs have not been fully understood. As such I feel very grateful for the support of the Foundation to enhance my experience, understanding and expertise in this way which has made a big difference to my clinical work with young people and their families.

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