Results

Quantitative Data

ToM Knowledge
- Misconceptions with typical ToM development
- ToM/ASD Knowledge
  - Misconceptions with ToM development in children with ASD
  - Misconceptions with co-morbid challenges (academic and ToM challenges)

Qualitative Data
- Interpretations/Concerns
  - Challenges of collaborating with families
  - Question validity, applicability and generalizability of current ToM assessments
  - Lack of generalization of skills across individuals and settings

Recommendations
- Collaboration and Communication Between families and SLPs and between SLPs
- ToM Assessment
  - Improved validity, applicability and generalizability
  - Assessment measures that can guide goal development

Limitations
- Small number of participants in the state of VT limits generalizability

Qualitative Data
- Item construction

Qualitative Data
- Investigator’s first experience with qualitative data
- Member-checking processes not utilized

Table 1: Mean, Number, and Percentage of Responses to Competency Questions

<table>
<thead>
<tr>
<th>Item</th>
<th>M (SD)</th>
<th>Strongly Agree n</th>
<th>Disagree n</th>
<th>Agree n</th>
<th>Strongly Disagree n</th>
<th>Missing n</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. I feel competent interpreting results of ToM assessment for children with ASD</td>
<td>2.40 (.84)</td>
<td>1 (10%)</td>
<td>5 (50%)</td>
<td>3 (30%)</td>
<td>1 (10%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>6. I feel competent using ToM in treatment for a child with ASD</td>
<td>2.55 (.52)</td>
<td>0 (0%)</td>
<td>4 (40%)</td>
<td>5 (50%)</td>
<td>0 (0%)</td>
<td>1 (10%)</td>
</tr>
<tr>
<td>8. I feel competent using ToM based interventions to support a child with ToM in the classroom</td>
<td>2.60 (.69)</td>
<td>0 (0%)</td>
<td>5 (50%)</td>
<td>4 (40%)</td>
<td>1 (10%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>10. I feel I would benefit from training on topics that are based on the notion of ToM</td>
<td>3.66 (.50)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3 (30%)</td>
<td>6 (60%)</td>
<td>1 (10%)</td>
</tr>
</tbody>
</table>

Table 2: Selected Quotations from Qualitative Data Analysis

Interpretations/Concerns
- “To be honest with you, looking at my caseload there should be one SLP just for the autism caseload”
- “It’s just a big challenge to find something that is functional, a lot of times, kids can do well on certain things and do well on the tests but not do well functionally
- They can get inside someone else’s head but they can’t do it in the moment that it’s happening, so when it’s happening, there are too many other things they are trying to environmentally process”

Recommendations
- “Something [an assessment] that’s broad because, looking at my caseload I have the severely low functioning to quite high almost. That’s a pretty wide range using one [test] assessment, there’s got to be different parts to that assessment for different pieces of that population.”
- “I would love to find a test that could assess a student’s ability to use ToM in the moment...they can talk the talk by the time they get here.”

Acknowledgements

It is with sincere and humble gratitude that I thank my committee: Dr. Tiffany Hutchins, Dr. Patricia Prelock, Dr. Michael Giangreco, and Dr. Jennifer Jewiss. Many thanks to my family, friends, and Adam, for your unending support. To all children with ASD: Thank you for inspiring me on this journey.