

CHAT Tracking Document

Checklist for Autism in Toddlers (CHAT)

Wikipedia Edit-a-thon, 9/22/2015

Editing Roles

Read about each role and choose one, then type your name next to the role you have selected. Discuss each person's role as a group and develop a team strategy for working collaboratively and efficiently.

- **Code Master (Emily Goldman):** head off all things code-related, provide assistance to the Content Manager with page formatting, enter in references found by the Resource Collector, oversee the entering of information, references, links, etc. into the editing field
- **Resource Collector (Sa'a):** find quality information and evidence for the article, bolster the article's connectivity by finding other pages/web sites within and outside of Wikipedia to link to within, send sources to the Code Master to enter into the reference list
- **Content Manager (Name):** pull relevant information from sources gathered by the Resource Collector, use the page template (find link below) and assign content to the appropriate section, organize all information into cohesive, well-written sections with a logical flow
- **Devil's Advocate (Name):** take the perspective of a critic and look for ways to improve/fortify the article and its content, exchange ideas with the team to address any weaknesses or biases, find information gaps and work with the team to fill them with additional evidence and sources
- **Recording Secretary (Name):** take notes on group strategies and track progress, serve as a sounding board for brainstorming and troubleshooting, report back to the event administrators at the end of the editing session on team collaboration and efficiency, developments/adaptations made along the way, and overall progress

To-Do List for this Page

Here are a few specific elements of the [CHAT Wikipedia page](#) that need work/improvement.

- More information and sources for introductory section
 - How/why this assessment tool was developed (i.e. design, theoretical background, etc.) and what need it is intended to meet
- Clarification on how scoring is done and interpreting scores above and below cutoffs
 - More citations needed here
- Limitations of this assessment tool
 - <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1298126/pdf/11064690.pdf>
 - high false-negative rate

- confirmation bias with parents; they want to present their child in the best way possible
 - Questions are structured to pick up extreme cases of behavior
 - ex: some questions are structured in this manner: “has your child ever...?”
- Link to following pages:
- Link to AACAP practice parameters under “See also” subheading, link: https://www.aacap.org/aacap/Resources_for_Primary_Care/Practice_Parameters_and_Resource_Centers/Practice_Parameters.aspx
 - Link to EffectiveChildTherapy.Org, ensure that page is correct
 - <http://www.div12.org/psychological-treatments/disorders/> and link to the relevant page

Useful Links

- [Wikipedia Page Template](#)
- [Help with Editing/Code](#)
- [White-List of Good Sources](#)
- [Edit-a-thon Meetup Page](#)

Process Notes

Use this space to organize your team, collaborate, divide up work, and troubleshoot as needed.

ECG - added (Khowaja et al, 2013) reference and linked over to [M-CHAT Wikipedia page](#) as well so that it's no longer an orphan!

<https://www.m-chat.org/mchat.php>

<http://spectrumnews.org/news/study-questions-effectiveness-of-autism-screen-in-toddlers/>

[http://www2.gsu.edu/~psydlr/M-CHAT/Official M-CHAT Website files/M-CHAT-R F.pdf](http://www2.gsu.edu/~psydlr/M-CHAT/Official_M-CHAT_Website_files/M-CHAT-R_F.pdf)

<http://pediatrics.aappublications.org/content/114/2/e166.short>

Originally, the **CHAT** was a simple screening tool that was utilized for the identification of children with autistic characteristics at the age of 18 months in the United Kingdom.

In the first component, the parent is asked 9 questions about their child's behaviour. The second part involves 5 items of direct observation and interaction with the child.

(<http://www.midss.org/content/checklist-autism-toddlers-chat>)

<http://bjp.rcpsych.org/content/bjprcpsych/161/6/839.full.pdf>

-The CHAT was initially developed in the early 1990's to screen for ASD in children as young as 18 months. Prior to this point, detection of Autism was rare in children younger than 3 years old

the CHAT was developed on the basis of theoretical evidence that pretend play and reciprocal behavior are rarely seen in ASD individuals yet these behaviors are often demonstrated by 15 months of age. Therefore, the CHAT was designed to detect the absence of these behaviors.

Scoring

<http://www.paains.org.uk/Autism/chat.htm>

Limitations

http://docs.autismresearchcentre.com/papers/2000_BCetal_JDevLearnDis.pdf

CHAT-23 (Chinese Version of questions of M-CHAT + section B of original CHAT) vs M-CHAT

<http://www.ncbi.nlm.nih.gov/pubmed/23234784>

-CHAT-23 is more suitable than M-CHAT for clinical autism screening due to higher specificity.

-M-CHAT is more expensive, harder, lower efficiency than CHAT-23

Scoring

Questions from The Checklist for Autism in Toddlers (CHAT) are assessed using a scoring mechanism of key items that splits results into three groups based on risk:

High Risk

A choice response of “no” for the key items of “pretend play” (A5), “protodeclarative pointing” (A7),

“following a point” (B2), “pretending” (B3), and “producing a point” (B4), classifies the individual as being in the high risk autism group.

Medium Risk:

For an individual to score at medium risk on the CHAT, they have to fall within the criteria of selecting “no” for the key items of “fail”, “protodeclarative pointing” (A7), and “producing a point” (B4), but not in the high risk group.

Low Risk:

Individuals that do not fall into the high or medium risk groups are placed in the low risk group.

Survey

Please fill out this [short survey](#) about your experience at this edit-a-thon.