

ADOS-2 training

I attended the two-day online ADOS-2 training delivered by Hogrefe UK on 15–16 December 2025. As a CAMHS specialist, qualified mental health nurse, and CBT therapist working within a Neurodevelopmental CAMHS service, this training was directly relevant to my clinical role supporting young people aged 6–17 with co-occurring mental health and neurodevelopmental needs.

The primary aim of the course was to develop competence in administering and coding the ADOS-2 to a level of clinical reliability. The training focused on Modules 1–4 and included observation and real-time coding of recorded ADOS-2 assessments and group discussion to compare scoring, explore reasoning, and consolidate learning.

The course was delivered by an experienced facilitator, Marianna Murin, whose expertise and engaging style supported a comprehensive and accessible learning experience. The practical, interactive format—particularly coding alongside peers—was a key strength of the course.

Beyond administration and scoring, the training encouraged reflection on broader diagnostic challenges, including:

- The wide variability of autism presentations across the spectrum
- The impact of masking and learned social behaviours
- The risk of interpreting behaviours through a narrow clinical lens
- Variability in outcomes across different assessment tools

Attending the ADOS-2 training has strengthened my clinical practice in several ways:

- **Enhanced diagnostic confidence:** I now have a more nuanced understanding of autism presentations, including subtle or masked traits.
- **Improved intervention planning:** Greater insight into individual profiles will support more tailored, effective therapeutic interventions for autistic young people.
- **Service development impact:** Given the significant waiting times for autism assessments in the borough, my ability to administer the ADOS-2 will help increase assessment capacity and improve timely access for families.
- **Contribution to multidisciplinary practice:** The training equips me to participate more fully in diagnostic pathways and MDT discussions, ensuring assessments are robust, reflective, and child-centred.