

MIGDAS-2 Report Write-Up Cheat Sheet

Reviewed by the BastionGPT Clinical Advisory Board · July 2026

The MIGDAS-2 (WPS, 2018) is a sensory-based qualitative interview, not a test: it yields a three-area descriptive profile, no scores, no norms, no cutoffs. The narrative carries the whole diagnostic argument, so pair it with a scored instrument, anchor every claim to described behavior, and map the evidence to DSM-5-TR.

1. Measures and context statement say what it is up front

Do: name the MIGDAS-2 (2018), the protocol used (limited verbal fluency, child-adolescent, or adult), the questionnaires, the paired scored measures, and that it yields a descriptive profile, not scores.

Pitfall: letting the reader assume a score is coming; the section reads as incomplete instead of qualitative.

2. Interview conditions and observations the format is the method

Do: describe the setting, who was present, the sensory materials offered, and how engagement moved across the session arc.

Pitfall: generic boilerplate; describe how the person used the low-demand format, not just that they "engaged well."

3. Language and Communication evidence, not adjectives

Do: describe reciprocity, preferred-topic versus shifted-agenda speech, scripting, prosody, each claim tied to a moment.

Pitfall: "pedantic speech" with no described exchange; the description does the diagnostic work.

4. Social Relationships and Emotional Responses write the contrast

Do: describe initiations, nonverbal signals, relationships, and what changed when structure dropped away.

Pitfall: glossing surface sociability; for masking, the rehearsed-versus-unstructured contrast is the finding.

5. Sensory Use and Interests argue, do not list

Do: describe seeking and avoiding patterns and the depth and role of focused interests, including the strengths they produce.

Pitfall: cataloguing behaviors as oddities with no link to criteria or self-regulation.

6. Informant input and integration reconcile, never average

Do: summarize parent and teacher narratives, then state where the profile and the scored measures converge and diverge, and reconcile the divergence.

Pitfall: a below-threshold score and a positive profile left side by side with no explanation.

7. DSM-5-TR formulation and recommendations land the conclusion

Do: map described evidence to criteria, state the conclusion as clinical judgment across sources, add the plain-language strengths summary, tie each recommendation to a finding.

Pitfall: a strengths summary that never lands on a clear, findable diagnostic statement.

Before you sign

- ☐ Qualitative, non-normed nature stated up front
- ☐ Every domain claim anchored to described behavior
- ☐ Profile triangulated with a scored measure and history
- ☐ Evidence mapped to DSM-5-TR, judgment across sources
- ☐ No "standardized," "scores," or "evidence-based" labels
- ☐ Each recommendation traces to a finding

Drafting with AI

Paste your observation notes, questionnaire summaries, and any paired scored results. Never protocol content or interview questions.

"Draft a MIGDAS-2 section: child-adolescent protocol for a verbally fluent 9-year-old; three domain narratives from my notes; converges with a moderate SRS-2; map to DSM-5-TR and end with a strengths-and-differences summary."

Never paste client-identifying information into consumer AI tools. BastionGPT is HIPAA-compliant with a signed BAA on every plan.

500 to 900 words

MIGDAS-2 narrative

30 to 90 min

interview, by format

Toddlers to adults

three protocols

Teams · schools · parents

who reads it

MIGDAS-2 Results Section Template

Copy or print for your practice - Adapt fields to your organization's, payer's and jurisdiction's documentation requirements.

Client (initials): _____ Age: _____ Interview date: _____

Protocol used: _____ Administered by: _____ Paired measures: _____

Measures and context statement

Edition, protocol and why, questionnaires, paired scored measures; qualitative profile, not scores

Interview conditions and observations

Setting, who was present, sensory materials, engagement arc, transitions

Language and Communication

Reciprocity, preferred-topic vs shifted-agenda speech, scripting, prosody; anchor to moments

Social Relationships and Emotional Responses

Initiations, nonverbal signals, relationships; the structured-vs-unstructured contrast

Sensory Use and Interests

Seeking and avoiding patterns, focused interests, their intensity, role, and strengths

Informant input and integration

Parent and teacher narratives; convergence and divergence with scored measures, reconciled

DSM-5-TR formulation and profile summary

Criterion mapping, conclusion as judgment across sources, strengths-and-differences summary, limitations

Receiving system requirements checked: _____ Remote components noted: _____

Evaluator signature / credentials: _____ Date signed: _____

Supervisor signature, where required: _____ Date: _____