



Autism Spectrum Rating Scales (6-18 Years)

By Sam Goldstein, Ph.D. & Jack A. Naglieri, Ph.D.

Comparative Report

Youth's Name/ID: Joey D

Gender: Male
Birth Date: January 02, 1999
DSM Scoring Option: DSM-5

	Parent	Teacher 1	Teacher 2	Teacher 3
Youth's Name/ID:	Joey D	Joey D	Joey D	Joey D
Administration Date:	Jul 02, 2009	Jul 03, 2009	Jul 29, 2009	Aug 24, 2009
Age:	10 years	10 years	10 years	10 years
Grade:	5	5	5	5
Rater's Name/ID:	Mrs. D	Mr. J	Mrs. K	Mr. K
Assessor's Name:	Dr. G	Dr. G	Dr. G	Dr. G
Data Entered By:	Maria	Maria	Maria	Maria

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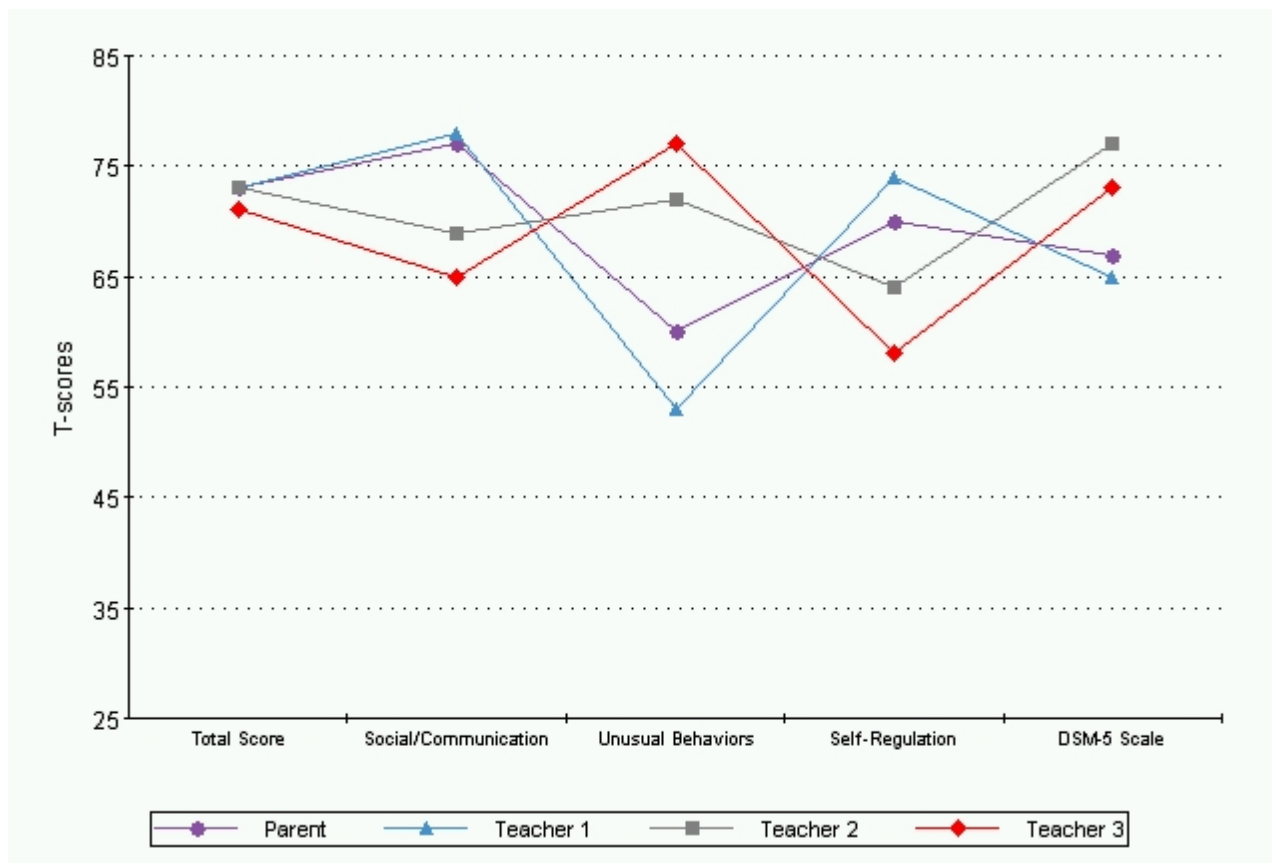
Overview

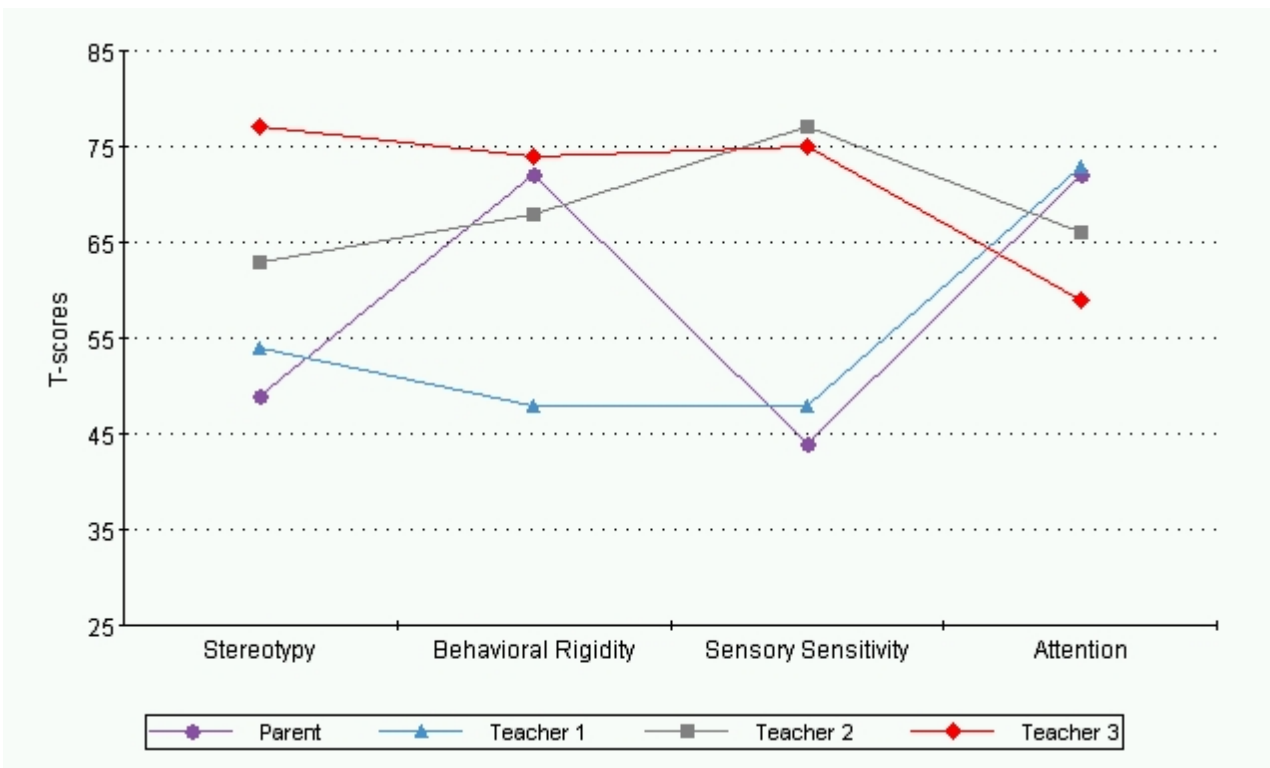
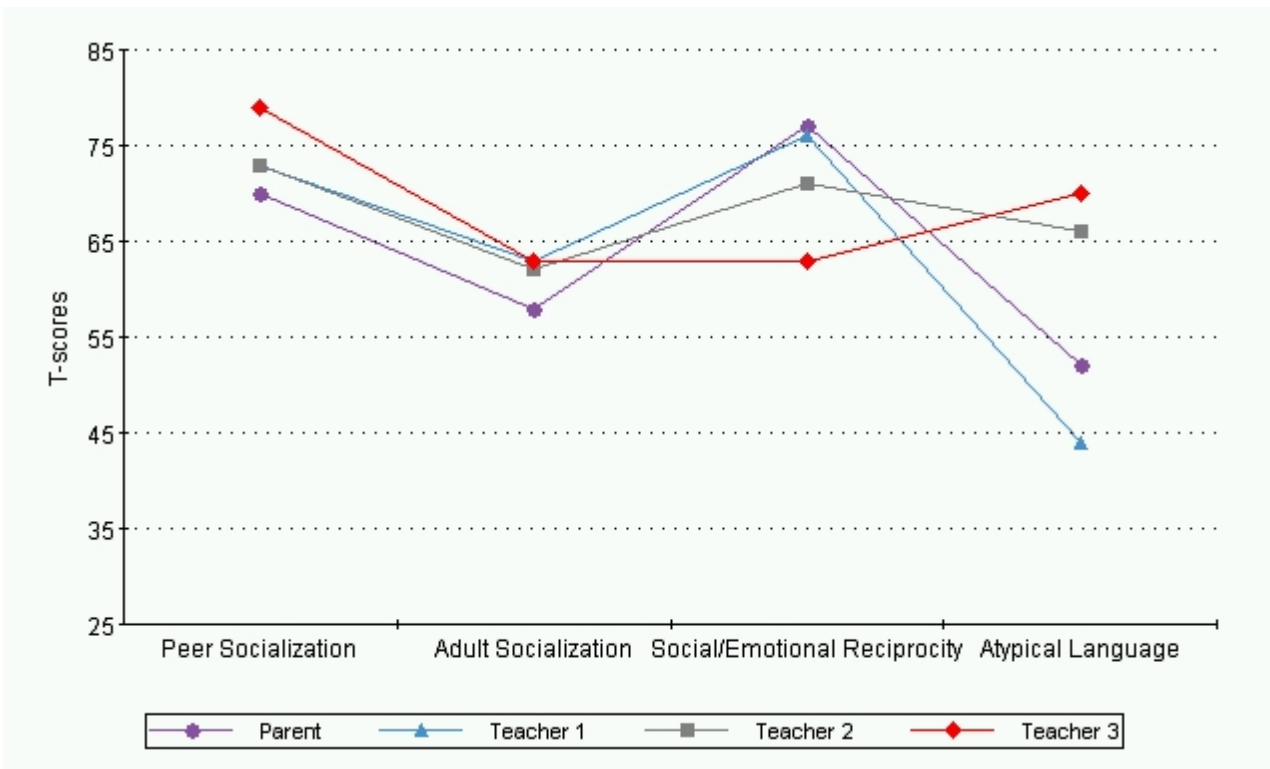
The Autism Spectrum Rating Scales (6-18 Years) [ASRS (6-18 Years)] is used to quantify observations of a youth that are associated with Autism Spectrum Disorder. When used in combination with other information, results from the ASRS (6-18 Years) can help determine the likelihood that a youth has symptoms associated with Autism Spectrum Disorder, and that information can be used to determine treatment targets. This computerized report combines the results of up to five raters to provide an overview of the youth's behavior from a multi-rater perspective, and highlights potentially important inter-rater differences in scores. Please note that this Comparative Report is intended to provide an overview of similarities and differences in scores between raters. For detailed information about any given administration, please refer to the ASRS Interpretive Reports. This computerized report provides quantitative information about the ratings of the youth. Additional interpretive information can be found in the *ASRS Technical Manual*. This Comparative Report is intended for use by qualified assessors only.

T-score Classifications

T-score	Classification
70+	Very Elevated Score (Many more concerns than are typically reported)
65-69	Elevated Score (More concerns than are typically reported)
60-64	Slightly Elevated Score (Somewhat more concerns than are typically reported)
40-59	Average Score (Typical levels of concern)
<40	Low Score (Fewer concerns than are typically reported)

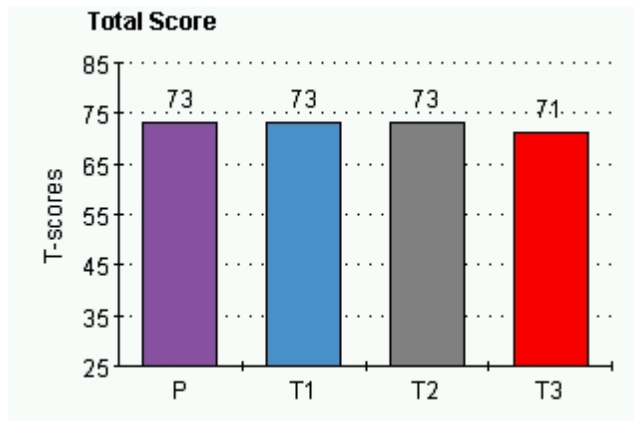
T-scores: Comparisons Between Raters



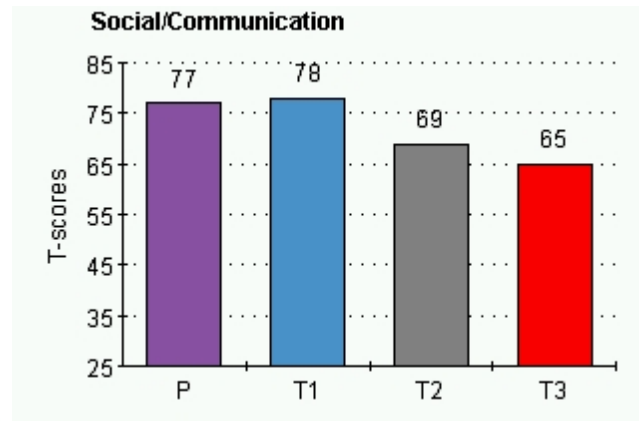


T-scores: Scale-Level Comparisons Between Raters

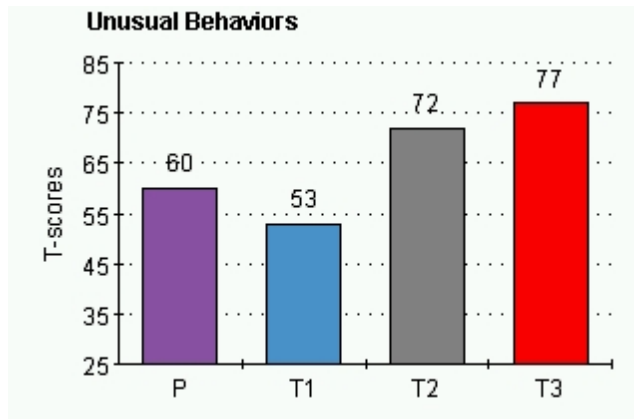
For all graphs, P = Parent and T = Teacher.



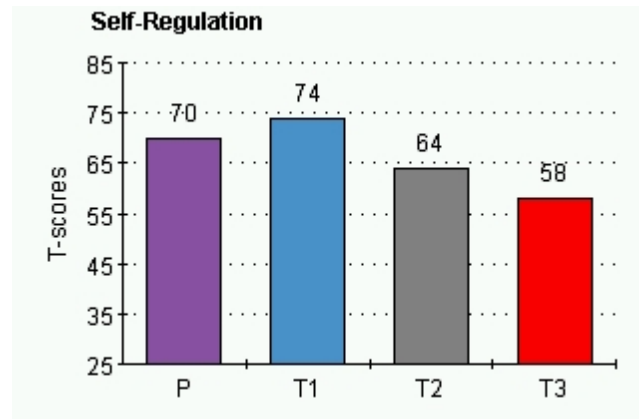
Scores were not significantly different between raters.



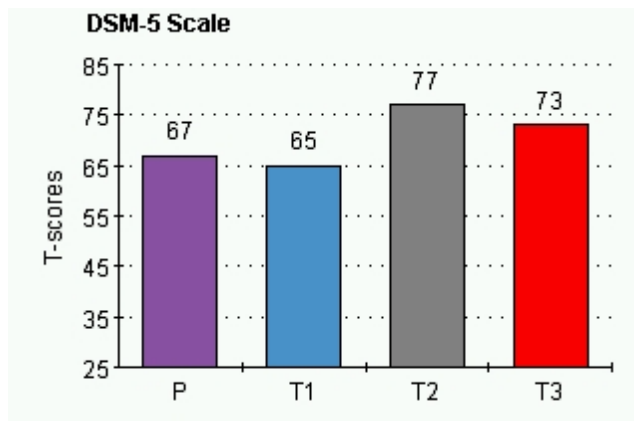
T1 significantly higher than T2, T3 ratings.
P significantly higher than T3 ratings.



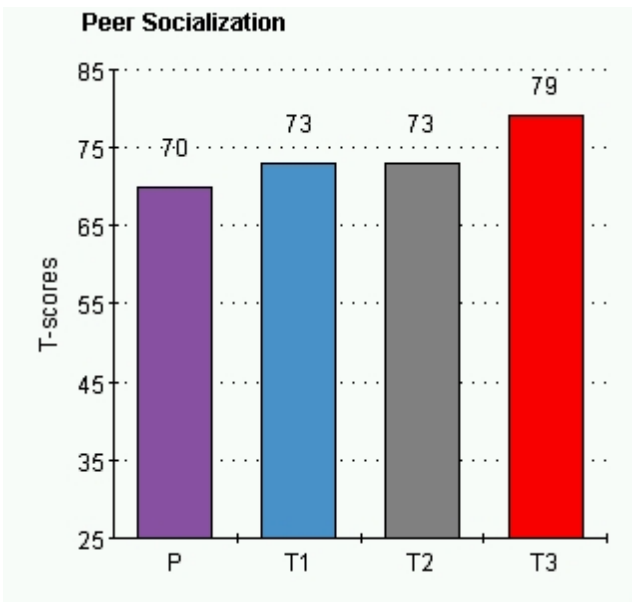
T3 significantly higher than P, T1 ratings.
T2 significantly higher than P, T1 ratings.



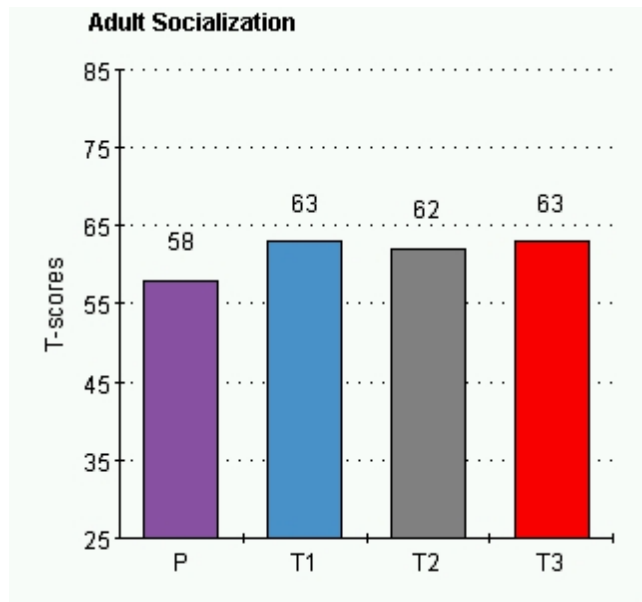
T1 significantly higher than T2, T3 ratings.
P significantly higher than T3 ratings.



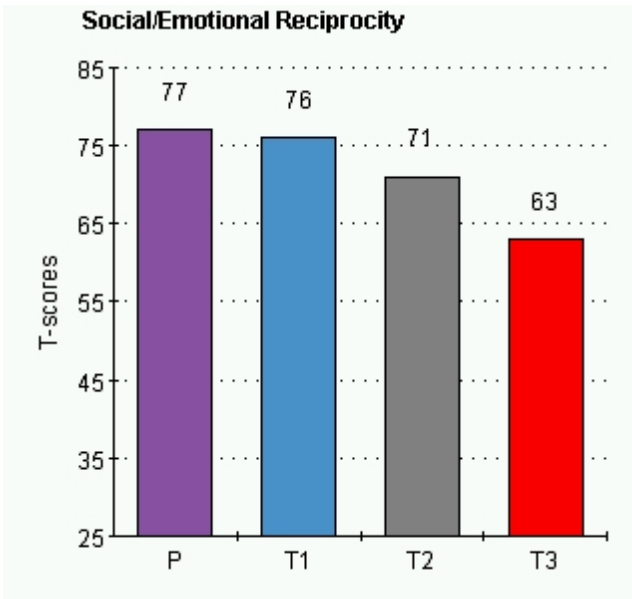
T2 significantly higher than P, T1 ratings.



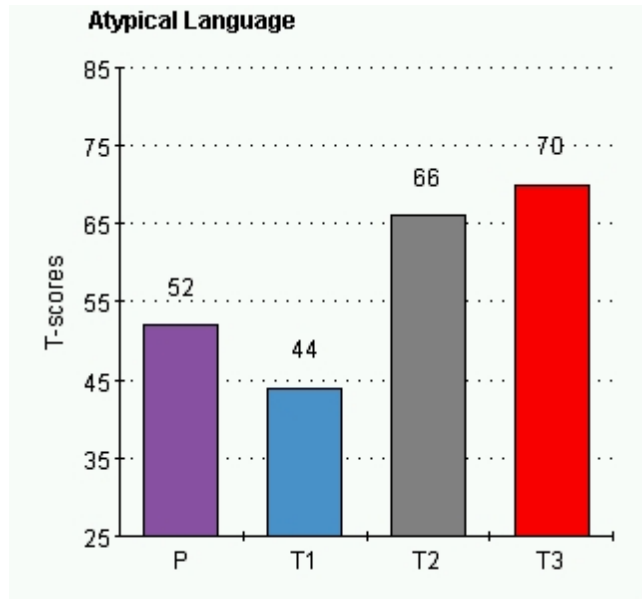
Scores were not significantly different between raters.



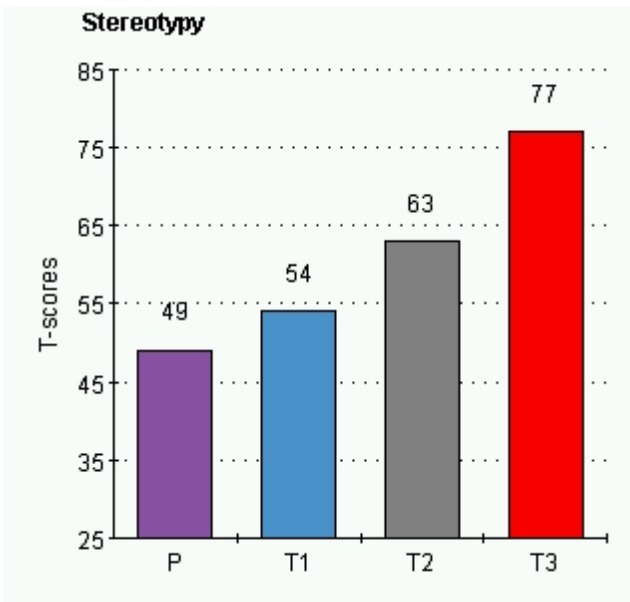
Scores were not significantly different between raters.



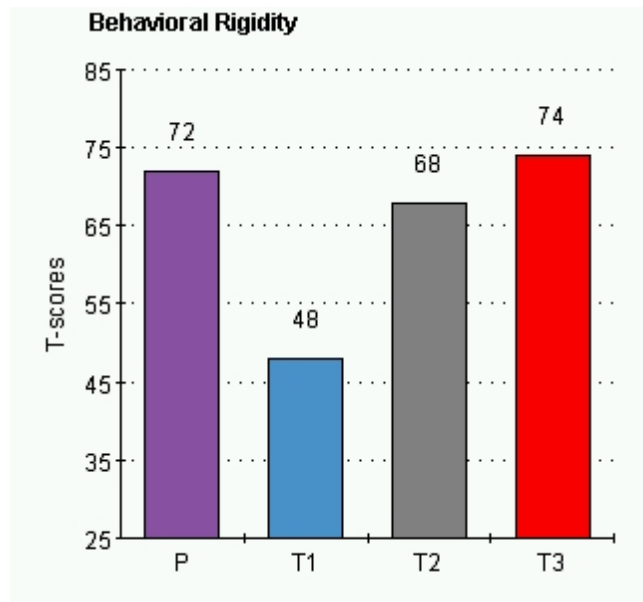
P significantly higher than T3 ratings.
T1 significantly higher than T3 ratings.



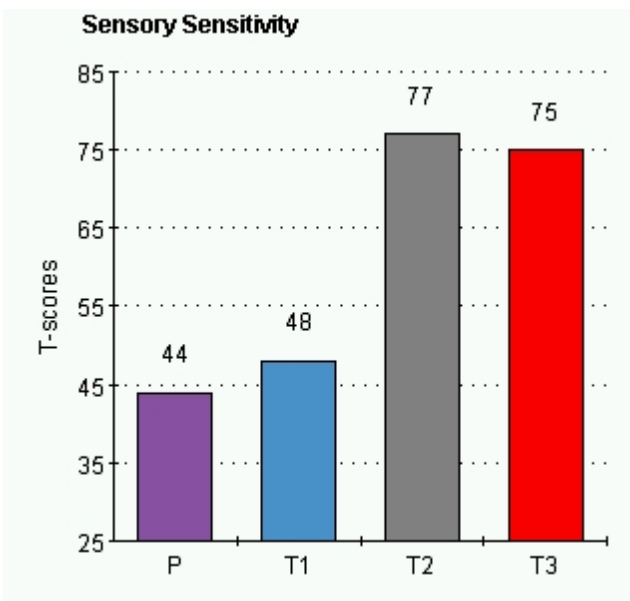
T3 significantly higher than P, T1 ratings.
T2 significantly higher than T1 ratings.



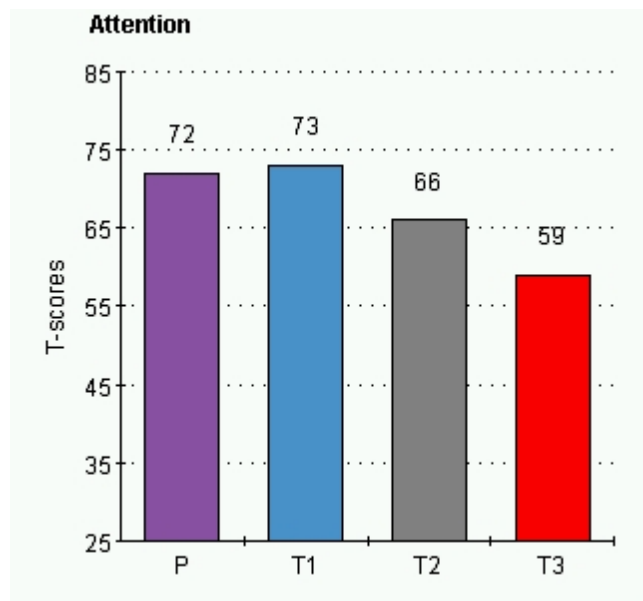
T3 significantly higher than T1, P ratings.



T3 significantly higher than T1 ratings.
P significantly higher than T1 ratings.
T2 significantly higher than T1 ratings.



T2 significantly higher than T1, P ratings.
T3 significantly higher than T1, P ratings.



T1 significantly higher than T3 ratings.
P significantly higher than T3 ratings.

Detailed Scores: Comparisons Between Raters

The following table displays T-scores, Confidence Intervals, and Percentile Ranks for each scale, as well as any statistically significant ($p = .10$, adjusted for multiple comparisons) changes in T-scores between pairs of raters. If a pair of ratings is not noted in the "Significant Differences Between Raters" column, then the difference between those two raters did not reach statistical significance.

Note: CI = Confidence Interval, P = Parent and T = Teacher.

Scale		P	T1	T2	T3	Significant Differences Between Raters
TOTAL SCORE						
Total Score	T-score	73	73	73	71	No significant differences
	90% CI	70-75	70-75	70-75	68-73	
	Percentile	99	99	99	98	
ASRS SCALES						
Social/ Communication	T-score	77	78	69	65	T1 > T2, T3; P > T3
	90% CI	72-79	73-80	65-72	61-68	
	Percentile	99	99	97	93	
Unusual Behaviors	T-score	60	53	72	77	T3 > P, T1; T2 > P, T1
	90% CI	56-63	49-57	67-75	71-79	
	Percentile	84	62	99	99	
Self-Regulation	T-score	70	74	64	58	T1 > T2, T3; P > T3
	90% CI	64-73	69-76	59-67	54-61	
	Percentile	98	99	92	79	
DSM-5 SCALE						
DSM-5 Scale	T-score	67	65	77	73	T2 > P, T1
	90% CI	63-70	61-68	72-79	68-75	
	Percentile	96	93	99	99	
TREATMENT SCALES						
Peer Socialization	T-score	70	73	73	79	No significant differences
	90% CI	62-73	65-75	65-75	70-81	
	Percentile	98	99	99	99	
Adult Socialization	T-score	58	63	62	63	No significant differences
	90% CI	49-63	54-67	53-66	54-67	
	Percentile	79	90	88	90	
Social/Emotional Reciprocity	T-score	77	76	71	63	P > T3; T1 > T3
	90% CI	69-79	69-78	64-74	57-67	
	Percentile	99	99	98	90	
Atypical Language	T-score	52	44	66	70	T3 > P, T1; T2 > T1
	90% CI	46-58	39-51	57-69	60-73	
	Percentile	58	27	95	98	
Stereotypy	T-score	49	54	63	77	T3 > T1, P
	90% CI	43-56	46-60	52-67	62-77	
	Percentile	46	66	90	99	
Behavioral Rigidity	T-score	72	48	68	74	T3 > T1; P > T1; T2 > T1
	90% CI	65-75	44-53	62-71	68-76	
	Percentile	99	42	96	99	
Sensory Sensitivity	T-score	44	48	77	75	T2 > T1, P; T3 > T1, P
	90% CI	39-51	42-55	66-78	64-77	
	Percentile	27	42	99	99	
Attention	T-score	72	73	66	59	T1 > T3; P > T3
	90% CI	65-75	67-76	60-69	54-63	
	Percentile	99	99	95	82	

Summary of Significant Differences Between Raters

The following section summarizes the ASRS scores, as well as statistically significant differences between raters' assessments of Joey D.

Note: Elevated score = T-score \geq 60; Low/Average score = T-score $<$ 60; T = T-score, CI = Confidence Interval.

Total Score

Ratings on the **Total Score** scale indicate the extent to which the youth's behavioral characteristics are similar to the behaviors of youth diagnosed with Autism Spectrum Disorder. Elevated scores were obtained for Parent (T = 73; 90% CI = 70-75), Teacher 1 (T = 73; 90% CI = 70-75), Teacher 2 (T = 73; 90% CI = 70-75), and Teacher 3 (T = 71; 90% CI = 68-73). Scores were not significantly different between raters.

ASRS Scales

Ratings on the **Social/Communication** scale indicate the extent to which the youth uses verbal and non-verbal communication appropriately to initiate, engage in, and maintain social contact. Elevated scores were obtained for Parent (T = 77; 90% CI = 72-79), Teacher 1 (T = 78; 90% CI = 73-80), Teacher 2 (T = 69; 90% CI = 65-72), and Teacher 3 (T = 65; 90% CI = 61-68). Teacher 1 ratings were significantly higher than Teacher 2, and Teacher 3 ratings. Parent ratings were significantly higher than Teacher 3 ratings.

Ratings on the **Unusual Behaviors** scale indicate the youth's level of tolerance for changes in routine, engagement in apparently purposeless and stereotypical behaviors, and overreaction to certain sensory experiences. Elevated scores were obtained for Parent (T = 60; 90% CI = 56-63), Teacher 2 (T = 72; 90% CI = 67-75), and Teacher 3 (T = 77; 90% CI = 71-79). Low/average scores were obtained for Teacher 1 (T = 53; 90% CI = 49-57). Teacher 3 ratings were significantly higher than Parent, and Teacher 1 ratings. Teacher 2 ratings were significantly higher than Parent, and Teacher 1 ratings.

Ratings on the **Self-Regulation** scale indicate how well the youth manages his behavior and thoughts, maintains focus, and resists distraction. Elevated scores were obtained for Parent (T = 70; 90% CI = 64-73), Teacher 1 (T = 74; 90% CI = 69-76), and Teacher 2 (T = 64; 90% CI = 59-67). Low/average scores were obtained for Teacher 3 (T = 58; 90% CI = 54-61). Teacher 1 ratings were significantly higher than Teacher 2, and Teacher 3 ratings. Parent ratings were significantly higher than Teacher 3 ratings.

DSM-5 Scale

Ratings on the **DSM-5 Scale** indicate how closely the youth's symptoms match the DSM-5 criteria for Autism Spectrum Disorder. Elevated scores were obtained for Parent (T = 67; 90% CI = 63-70), Teacher 1 (T = 65; 90% CI = 61-68), Teacher 2 (T = 77; 90% CI = 72-79), and Teacher 3 (T = 73; 90% CI = 68-75). Teacher 2 ratings were significantly higher than Parent, and Teacher 1 ratings.

Treatment Scales

Ratings on the **Peer Socialization** scale indicate the youth's willingness and capacity to successfully engage in activities that develop and maintain relationships with other youth. Elevated scores were obtained for Parent (T = 70; 90% CI = 62-73), Teacher 1 (T = 73; 90% CI = 65-75), Teacher 2 (T = 73; 90% CI = 65-75), and Teacher 3 (T = 79; 90% CI = 70-81). Scores were not significantly different between raters.

Ratings on the **Adult Socialization** scale indicate the youth's willingness and capacity to successfully engage in activities that develop and maintain relationships with adults. Elevated scores were obtained for Teacher 1 (T = 63; 90% CI = 54-67), Teacher 2 (T = 62; 90% CI = 53-66), and Teacher 3 (T = 63; 90% CI = 54-67). Low/average scores were obtained for Parent (T = 58; 90% CI = 49-63). Scores were not significantly different between raters.

Ratings on the **Social/Emotional Reciprocity** scale indicate the youth's ability to provide an appropriate emotional response to another person in a social situation. Elevated scores were obtained for Parent (T = 77; 90% CI = 69-79), Teacher 1 (T = 76; 90% CI = 69-78), Teacher 2 (T = 71; 90% CI = 64-74), and Teacher 3 (T = 63; 90% CI = 57-67). Parent ratings were significantly higher than Teacher 3 ratings. Teacher 1 ratings were significantly higher than Teacher 3 ratings.

Ratings on the **Atypical Language** scale indicate the extent to which the youth is able to utilize spoken communication in a structured and conventional way. Elevated scores were obtained for Teacher 2 (T = 66;

90% CI = 57-69), and Teacher 3 (T = 70; 90% CI = 60-73). Low/average scores were obtained for Parent (T = 52; 90% CI = 46-58), and Teacher 1 (T = 44; 90% CI = 39-51). Teacher 3 ratings were significantly higher than Parent, and Teacher 1 ratings. Teacher 2 ratings were significantly higher than Teacher 1 ratings.

Ratings on the **Stereotypy** scale indicate the extent to which the youth engages in apparently purposeless and repetitive behaviors. Elevated scores were obtained for Teacher 2 (T = 63; 90% CI = 52-67), and Teacher 3 (T = 77; 90% CI = 62-77). Low/average scores were obtained for Parent (T = 49; 90% CI = 43-56), and Teacher 1 (T = 54; 90% CI = 46-60). Teacher 3 ratings were significantly higher than Teacher 1, and Parent ratings.

Ratings on the **Behavioral Rigidity** scale indicate the extent to which the youth tolerates changes in his environment, routines, activities, or behaviors. Elevated scores were obtained for Parent (T = 72; 90% CI = 65-75), Teacher 2 (T = 68; 90% CI = 62-71), and Teacher 3 (T = 74; 90% CI = 68-76). Low/average scores were obtained for Teacher 1 (T = 48; 90% CI = 44-53). Teacher 3 ratings were significantly higher than Teacher 1 ratings. Parent ratings were significantly higher than Teacher 1 ratings. Teacher 2 ratings were significantly higher than Teacher 1 ratings.

Ratings on the **Sensory Sensitivity** scale indicate the youth's level of tolerance for certain experiences sensed through touch, sound, vision, smell, or taste. Elevated scores were obtained for Teacher 2 (T = 77; 90% CI = 66-78), and Teacher 3 (T = 75; 90% CI = 64-77). Low/average scores were obtained for Parent (T = 44; 90% CI = 39-51), and Teacher 1 (T = 48; 90% CI = 42-55). Teacher 2 ratings were significantly higher than Teacher 1, and Parent ratings. Teacher 3 ratings were significantly higher than Teacher 1, and Parent ratings.

Ratings on the **Attention** scale indicate the extent to which the youth is able to appropriately focus his attention on one thing while ignoring other things. Elevated scores were obtained for Parent (T = 72; 90% CI = 65-75), Teacher 1 (T = 73; 90% CI = 67-76), and Teacher 2 (T = 66; 90% CI = 60-69). Low/average scores were obtained for Teacher 3 (T = 59; 90% CI = 54-63). Teacher 1 ratings were significantly higher than Teacher 3 ratings. Parent ratings were significantly higher than Teacher 3 ratings.

Item Responses

The raters marked the following responses for items on the ASRS (6-18 Years).

Note: P = Parent and T = Teacher.

Item	Ratings				Item	Ratings				Item	Ratings			
	P	T1	T2	T3		P	T1	T2	T3		P	T1	T2	T3
1.	3	4	3	1	25.	1	0	1	1	49.	4	1	2	3
2.	0	0	0	2	26.	0	0	1	2	50.	2	1	4	3
3.	3	0	3	3	27.	0	0	1	2	51.	4	0	3	3
4.	3	3	4	2	28.	1	2	0	2	52.	3	3	2	3
5.	1	2	?	1	29.	0	0	3	1	53.	0	0	?	3
6.	2	4	2	0	30.	3	4	2	0	54.	2	0	2	4
7.	4	4	3	1	31.	2	2	2	1	55.	1	1	4	4
8.	2	1	2	2	32.	1	1	1	2	56.	0	0	0	4
9.	1	1	1	1	33.	4	4	4	3	57.	3	3	2	4
10.	1	1	2	1	34.	3	3	2	2	58.	2	0	1	4
11.	3	3	3	0	35.	4	4	3	1	59.	1	2	0	4
12.	3	0	3	1	36.	4	4	4	0	60.	4	4	3	4
13.	4	1	2	2	37.	3	2	4	1	61.	1	1	3	1
14.	3	2	2	3	38.	0	1	3	1	62.	0	0	2	2
15.	2	1	3	2	39.	1	2	0	4	63.	4	1	1	2
16.	3	2	1	1	40.	2	0	1	4	64.	2	2	3	2
17.	1	1	0	0	41.	2	2	1	4	65.	0	0	4	1
18.	0	0	2	1	42.	1	1	1	4	66.	2	3	1	1
19.	2	3	1	1	43.	1	1	2	1	67.	0	0	2	1
20.	0	0	1	1	44.	3	3	2	1	68.	0	0	3	0
21.	1	0	2	4	45.	0	1	3	1	69.	2	2	2	0
22.	2	0	0	4	46.	0	0	0	2	70.	2	3	0	0
23.	0	0	3	4	47.	1	1	0	2	71.	4	4	2	0
24.	4	0	1	1	48.	2	3	1	2					

Response Key: 0 = Never; 1 = Rarely; 2 = Occasionally; 3 = Frequently; 4 = Very Frequently; ? = Omitted Item.

ASRS Items by Scale and Raw Scale Scores

The following tables provide item scores, as well as raw scores for each scale. This section of the report contains copyrighted items and information that are not intended for public disclosure. If it is necessary to provide a copy of the report to anyone other than the assessor, **this section must be removed**. Please see the *ASRS Technical Manual* for details on the raw score calculation for the Total Score.

The following response key applies to all of the tables in this section.

P = Parent and T = Teacher.

(R) = This item has been reverse scored.

Item Score: 0 = Never; 1 = Rarely; 2 = Occasionally; 3 = Frequently; 4 = Very Frequently.

? = Omitted Item/Score could not be calculated.

An asterisk (*) indicates that the raw score is based on extrapolated (prorated) data due to omitted item(s).

NOTE: Elevated item scores appear in shaded cells.

ASRS Scales

Social/Communication				
Item	Scores			
	P	T1	T2	T3
3. seek the company of other children? (R)	1	4	1	1
4. show little emotion?	3	3	4	2
8. share fun activities with others? (R)	2	3	2	2
9. look at others when talking with them? (R)	3	3	3	3
12. play with toys appropriately? (R)	1	4	1	3
23. keep a conversation going? (R)	4	4	1	0
28. understand how someone else felt? (R)	3	2	4	2
31. play with others? (R)	2	2	2	3
32. notice social cues? (R)	3	3	3	2
33. respond when spoken to by adults? (R)	0	0	0	1
39. care about what other people think or feel? (R)	3	2	4	0
42. share his/her enjoyment with others? (R)	3	3	3	0
43. show an interest in the ideas of others? (R)	3	3	2	3
45. understand age-appropriate humor or jokes? (R)	4	3	1	3
55. smile appropriately? (R)	3	3	0	0
56. start conversations with others? (R)	4	4	4	0
61. look at others when interacting with them? (R)	3	3	1	3
69. show good peer interactions? (R)	2	2	2	4
70. respond when spoken to by other children? (R)	2	1	4	4
Social/Communication Raw Scores =	49	52	42	36

Unusual Behaviors				
Item	Scores			
	P	T1	T2	T3
2. become bothered by some fabrics or tags in clothes?	0	0	0	2
13. have a strong reaction to any change in routine?	4	1	2	2
17. use language that was immature for his/her age?	1	1	0	0
20. use an odd way of speaking?	0	0	1	1
21. repeat certain words or phrases out of context?	1	0	2	4
22. become obsessed with details?	2	0	0	4
24. insist on doing things the same way each time?	4	0	1	1
25. overreact to touch?	1	0	1	1
26. repeat or echo what others said?	0	0	1	2
27. smell, taste, or eat inedible objects?	0	0	1	2
29. overreact to common smells?	0	0	3	1
38. resist being touched or held?	0	1	3	1
40. focus too much on details?	2	0	1	4
46. flap his/her hands when excited?	0	0	0	2
48. focus on one subject for too much time?	2	3	1	2
49. need things to happen just as expected?	4	1	2	3
50. talk too much about things that other children don't care about?	2	1	4	3
51. insist on certain routines?	4	0	3	3
54. line up objects in a row?	2	0	2	4
62. overreact to loud noises?	0	0	2	2
63. become upset if routines were changed?	4	1	1	2
65. insist on keeping certain objects with him/her at all times?	0	0	4	1
67. twirl, spin, or bang objects?	0	0	2	1
68. reverse pronouns (e.g., you for me)?	0	0	3	0
Unusual Behaviors Raw Scores =	33	9	40	48

Self-Regulation				
Item	Scores			
	P	T1	T2	T3
1. appear disorganized?	3	4	3	1
5. follow instructions that he/she understood? (R)	3	2	?	3
6. argue and fight with other children?	2	4	2	0
7. have problems waiting his/her turn?	4	4	3	1
16. learn simple tasks but then forget them quickly?	3	2	1	1
18. get into trouble with adults?	0	0	2	1
30. become distracted?	3	4	2	0
34. avoid looking at an adult when there was a problem?	3	3	2	2
35. have problems paying attention when doing homework or chores?	4	4	3	1
36. make careless mistakes in school work?	4	4	4	0
44. leave homework or chores unfinished?	3	3	2	1
52. have problems paying attention to fun tasks?	3	3	2	3
57. fail to complete tasks?	3	3	2	4
58. ask questions that were off-topic?	2	0	1	4
60. interrupt or intrude on others?	4	4	3	4
66. have social problems with adults?	2	3	1	1
71. appear fidgety when asked to sit still?	4	4	2	0
Self-Regulation Raw Scores =	50	51	37*	27

Total Score

	P	T1	T2	T3
Total Score Raw Scores (sum of ASRS Scale T-scores) =	207	205	205	200

DSM-5 Scale

Item	Scores			
	P	T1	T2	T3
2. become bothered by some fabrics or tags in clothes?	0	0	0	2
8. share fun activities with others? (R)	2	3	2	2
9. look at others when talking with them? (R)	3	3	3	3
11. avoid looking at people who spoke to him/her?	3	3	3	0
13. have a strong reaction to any change in routine?	4	1	2	2
15. understand the point of view of others? (R)	2	3	1	2
19. have social problems with children of the same age?	2	3	1	1
20. use an odd way of speaking?	0	0	1	1
21. repeat certain words or phrases out of context?	1	0	2	4
23. keep a conversation going? (R)	4	4	1	0
24. insist on doing things the same way each time?	4	0	1	1
25. overreact to touch?	1	0	1	1
26. repeat or echo what others said?	0	0	1	2
27. smell, taste, or eat inedible objects?	0	0	1	2
28. understand how someone else felt? (R)	3	2	4	2
29. overreact to common smells?	0	0	3	1
31. play with others? (R)	2	2	2	3
32. notice social cues? (R)	3	3	3	2
33. respond when spoken to by adults? (R)	0	0	0	1
37. talk too much about things that adults don't care about?	3	2	4	1
38. resist being touched or held?	0	1	3	1
39. care about what other people think or feel? (R)	3	2	4	0
42. share his/her enjoyment with others? (R)	3	3	3	0
43. show an interest in the ideas of others? (R)	3	3	2	3
46. flap his/her hands when excited?	0	0	0	2
48. focus on one subject for too much time?	2	3	1	2
49. need things to happen just as expected?	4	1	2	3
50. talk too much about things that other children don't care about?	2	1	4	3
51. insist on certain routines?	4	0	3	3
53. become fascinated with parts of objects?	0	0	?	3
54. line up objects in a row?	2	0	2	4
55. smile appropriately? (R)	3	3	0	0
56. start conversations with others? (R)	4	4	4	0
61. look at others when interacting with them? (R)	3	3	1	3
62. overreact to loud noises?	0	0	2	2
63. become upset if routines were changed?	4	1	1	2
65. insist on keeping certain objects with him/her at all times?	0	0	4	1
67. twirl, spin, or bang objects?	0	0	2	1
69. show good peer interactions? (R)	2	2	2	4
70. respond when spoken to by other children? (R)	2	1	4	4
DSM-5 Scale Raw Scores =	78	57	82*	74

Treatment Scales

Peer Socialization				
Item	Scores			
	P	T1	T2	T3
3. seek the company of other children? (R)	1	4	1	1
14. have trouble talking with other children?	3	2	2	3
19. have social problems with children of the same age?	2	3	1	1
31. play with others? (R)	2	2	2	3
45. understand age-appropriate humor or jokes? (R)	4	3	1	3
50. talk too much about things that other children don't care about?	2	1	4	3
64. choose to play alone?	2	2	3	2
69. show good peer interactions? (R)	2	2	2	4
70. respond when spoken to by other children? (R)	2	1	4	4
Peer Socialization Raw Scores =	20	20	20	24

Adult Socialization				
Item	Scores			
	P	T1	T2	T3
18. get into trouble with adults?	0	0	2	1
33. respond when spoken to by adults? (R)	0	0	0	1
34. avoid looking at an adult when there was a problem?	3	3	2	2
37. talk too much about things that adults don't care about?	3	2	4	1
59. have trouble talking with adults?	1	2	0	4
66. have social problems with adults?	2	3	1	1
Adult Socialization Raw Scores =	9	10	9	10

Social/Emotional Reciprocity				
Item	Scores			
	P	T1	T2	T3
4. show little emotion?	3	3	4	2
8. share fun activities with others? (R)	2	3	2	2
9. look at others when talking with them? (R)	3	3	3	3
11. avoid looking at people who spoke to him/her?	3	3	3	0
15. understand the point of view of others? (R)	2	3	1	2
28. understand how someone else felt? (R)	3	2	4	2
32. notice social cues? (R)	3	3	3	2
39. care about what other people think or feel? (R)	3	2	4	0
41. not understand why others don't like him/her?	2	2	1	4
42. share his/her enjoyment with others? (R)	3	3	3	0
43. show an interest in the ideas of others? (R)	3	3	2	3
55. smile appropriately? (R)	3	3	0	0
61. look at others when interacting with them? (R)	3	3	1	3
Social/Emotional Reciprocity Raw Scores =	36	36	31	23

Atypical Language				
Item	Scores			
	P	T1	T2	T3
17. use language that was immature for his/her age?	1	1	0	0
20. use an odd way of speaking?	0	0	1	1
21. repeat certain words or phrases out of context?	1	0	2	4
26. repeat or echo what others said?	0	0	1	2
58. ask questions that were off-topic?	2	0	1	4
68. reverse pronouns (e.g., you for me)?	0	0	3	0
Atypical Language Raw Scores =	4	1	8	11

Stereotypy				
Item	Scores			
	P	T1	T2	T3
46. flap his/her hands when excited?	0	0	0	2
48. focus on one subject for too much time?	2	3	1	2
53. become fascinated with parts of objects?	0	0	?	3
54. line up objects in a row?	2	0	2	4
67. twirl, spin, or bang objects?	0	0	2	1
Stereotypy Raw Scores =	4	3	6*	12

Behavioral Rigidity				
Item	Scores			
	P	T1	T2	T3
13. have a strong reaction to any change in routine?	4	1	2	2
22. become obsessed with details?	2	0	0	4
24. insist on doing things the same way each time?	4	0	1	1
40. focus too much on details?	2	0	1	4
49. need things to happen just as expected?	4	1	2	3
51. insist on certain routines?	4	0	3	3
63. become upset if routines were changed?	4	1	1	2
65. insist on keeping certain objects with him/her at all times?	0	0	4	1
Behavioral Rigidity Raw Scores =	24	3	14	20

Sensory Sensitivity				
Item	Scores			
	P	T1	T2	T3
2. become bothered by some fabrics or tags in clothes?	0	0	0	2
25. overreact to touch?	1	0	1	1
27. smell, taste, or eat inedible objects?	0	0	1	2
29. overreact to common smells?	0	0	3	1
38. resist being touched or held?	0	1	3	1
62. overreact to loud noises?	0	0	2	2
Sensory Sensitivity Raw Scores =	1	1	10	9

Attention				
Item	Scores			
	P	T1	T2	T3
1. appear disorganized?	3	4	3	1
5. follow instructions that he/she understood? (R)	3	2	?	3
10. engage in tasks that require sustained effort? (R)	3	3	2	3
16. learn simple tasks but then forget them quickly?	3	2	1	1
30. become distracted?	3	4	2	0
35. have problems paying attention when doing homework or chores?	4	4	3	1
36. make careless mistakes in school work?	4	4	4	0
44. leave homework or chores unfinished?	3	3	2	1
47. listen when spoken to? (R)	3	3	4	2
52. have problems paying attention to fun tasks?	3	3	2	3
57. fail to complete tasks?	3	3	2	4
Attention Raw Scores =	35	35	28*	19

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End of Report