SCHOOL VERSION RATING FORM

Tamara J. Arthaud

PROFILE SHEET

Name of student: Andrew Thomas Gender: Male School: Midvale Grade: 7 Class: Science State: PA City: Midvale 2006 29 11 Date of rating: (year) (month) (day) Date of birth: 1994 18 (month) (day) (year) Age at rating: 12 11 (years) (months) (days) Rated by (observer's name) M. Jackson

SUMMARY OF SCORES								
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)					
Social Interaction:								
Nonverbal Behaviors	26	5	1.01					
Peer Relationships	41	4	0.63					
Sharing	30	3	0.73					
Social/Emotional Reciprocity	33	6	0.76					
Behavior:								
Interests	17	7	0.95					
Routines/Rituals	13	10	0.86					
Motor Mannerisms	19	9	0.64					
Preoccupation	8	12	0.77					

Total Score

Percentile

(Appendix B)

Quotient

SEM

(Appendix C)

1.57

Confidence

Interval

68%

Dates during which observation of student occured: From 09/04/2006 To 11/29/2006

Amount of time spent with student:
Per day 50 min. Per week

250 min.

		Subscales										
	Social Interaction Behavior											
Standard Scores	Nonverbal Behaviors		Sharing	Social/ Emotional Reciprocity	Interests	Routines/ Rituals	Motor Mannerisms	Pre- occupation	Quotients	Quotient	Percentiles	Percentile Rank
20 19									150 145		≥99 95	
18									145		90	
17									135		85	
16									130		80	
15									125		75	
14									120		70	
13								37	115		65	
12 11								X	110		60	
10						X			105		55 50	
9						Λ	X		100 95		50 45	
8									90		40	
7					X				85	X	35	
6				X					80		30	
5	X								75		25	
4		X							70		20	X
3			X						65		15	
2									60		10	
1 0									55 50		5	
U									50		<u><</u> 1	

Sum of

Subscale SS

Quotient

(Appendix B)

ADAS SV

The *Nonverbal Behaviors* subscale assesses observable behaviors exhibited by individuals without using speech or verbal communication. This subscale includes such items as avoiding eye contact, unusual facial expressions or lack of facial expressions, staring off into space or staring "through" others, and use of peripheral vision to avoid direct eye contact.

Andrew scored more than one standard deviation below the mean on the Nonverbal Behaviors subscale.

The *Peer Relationships* subscale assesses behaviors which are exhibited in social settings with same-age peers. This subscale includes such items as playing alongside others with same/similar objects but not interacting with others (i.e., parallel play), preferring to play alone, difficulty identifying personal space preferences of others, difficulty communicating personal space preferences to others, and inability to understand others' viewpoints. Andrew scored at two standard deviations below the mean on the *Peer Relationships* subscale.

The *Sharing* subscale assesses behaviors indicative of one's ability to share life experiences with others, such as peers or family members. This subscale includes such items as difficulty maintaining topics of conversation, lack of awareness of "social codes of conduct," inability to participate in conversational turn-taking, and inability to communicate to share positive affect with others.

Andrew scored more than two standard deviations below the mean on the *Sharing* subscale.

20. Does not realize how his/her actions affect others

The *Social/Emotional Reciprocity* subscale assesses behaviors associated with developing a sense of closeness or personal relationship with others. This subscale includes such items as inability to interpret nonverbal facial cues of others, appearing "aloof" or distant from others near him/her, inability to use others' emotional responses to guide behavior, literal interpretation of comments, and difficulty understanding or accepting others' viewpoints. Andrew scored more than one standard deviation below the mean on the *Social/Emotional Reciprocity* subscale.

31. Has difficulty understanding or accepting others' point of view

The *Interests* subscale assesses behaviors associated with restricted range of interests that is abnormal either in intensity or focus. This subscale includes such items as remaining fixated on personal topics of interest in conversation with others, developing predictable routines with toys/materials, perseverating on one topic of interest the majority of time, and engaging only in activities which focus on personal topics of interest. Andrew scored at one standard deviation below the mean on the *Interests* subscale.

The *Routines/Rituals* subscale assesses behaviors associated with an inflexible adherence to routines or rituals which may be nonfunctional. This subscale includes such items as perfectionistic behaviors; unusual intensity in restricted areas of interest; difficulty with changes in routines; and difficulty tolerating different textures in clothing, fabrics, or food.

Andrew scored at the mean on the Routines/Rituals subscale.

The *Motor Mannerisms* subscale assesses behaviors associated with stereotypical or repetitive motor mannerisms (e.g. hand flapping, twisting, rocking, spinning, etc.). This subscale includes such items as reacting inappropriately (e.g., laughter, hand flapping, apparent excitement) to extreme emotions (e.g., screaming, crying, yelling, or having a tantrum, etc.) of others; difficulty with fine or gross motor skills; walking with an unusual gait; demonstrating repetitive patterns of behavior (e.g., twirls, rocks body, flaps hands, sways head, etc.); and moving body or objects in such a way as to provide visual stimulus (e.g., hand flapping, spinning toys/materials, etc.).

Andrew scored within one standard deviation below the mean on the *Motor Mannerisms* subscale.

The *Preoccupation* subscale assesses behaviors associated with preoccupation with parts of objects. This subscale includes such items as focusing on details rather than whole objects; persistent preoccupation with parts of objects (e.g., wheels on a car, hose of a vacuum cleaner, string of a toy, etc.); visual preoccupation with straight lines (e.g., window blinds, framing at the bottom of walls/floors, etc.); preoccupation with visual stimuli (e.g., lights, mirrors, shiny objects, spinning objects, letters, numbers, open/closed doors, etc.); and inability to visually focus on a particular activity when auditory distracters are present (e.g., can't look at a book when the radio is playing, etc.). Andrew scored within one standard deviation above the mean on the *Preoccupation* subscale.

ADAS QUICK SCORE BEHAVIORS OF CONCERN SCHOOL VERSION SAMPLE

HOME VERSION RATING FORM

Tamara J. Arthaud

PROFILE SHEET

Name of student: Andrew Thomas

School: Midvale Elementary

Class:

City:

Midvale

Date of rating:

1998 Date of birth:

Relationship to student: Mother

Age at rating:

(years)

(year)

2007

(year)

(month)

(month)

(months)

Rated by (observer's name): __J. Jackson

Gender: Male

Grade: 3

State: PA

23 (day)

(day)

16 (days)

SUMMARY OF SCORES								
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)					
Social Interaction:								
Nonverbal Behaviors	13	10	1.01					
Peer Relationships	15	11	0.82					
Sharing	11	10	1.01					
Social/Emotional Reciprocity	19	9	0.88					
Behavior:		•						
Interests	10	11	1.00					
Routines/Rituals	13	10	1.08					
Motor Mannerisms	16	10	0.85					
Preoccupation	14	9	0.97					

Total Score Quotient Confidence Quotient Subscale SS Percentile SEM Interval (Appendix B) (Appendix B) (Appendix C) 96 41 68% 1.84

		Subscales										
		Social Inte	raction		Behavior							
Standard Scores	Nonverbal Behaviors	Peer Relationships	Sharing	Social/ Emotional Reciprocity	Interests	Routines/ Rituals	Motor Mannerisms	Pre- occupation	Quotients	Quotient	Percentiles	Percentile Rank
20 19 18									150 145 140		≥99 95 90	
17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2	X	X	X	X	X	X	X	X	135 130 125 120 115 110 105 100 95 90 85 80 75 70 65 60	X	85 80 75 70 65 60 55 50 45 40 35 30 25 20 15	X
0									55 50		5 ≤1	

The *Nonverbal Behaviors* subscale assesses observable behaviors exhibited by individuals without using speech or verbal communication. This subscale includes such items as avoiding eye contact, unusual facial expressions or lack of facial expressions, staring off into space or staring "through" others, and use of peripheral vision to avoid direct eye contact.

Andrew scored at the mean on the Nonverbal Behaviors subscale.

The *Peer Relationships* subscale assesses behaviors which are exhibited in social settings with same-age peers. This subscale includes such items as playing alongside others with same/similar objects but not interacting with others (i.e., parallel play), preferring to play alone, difficulty identifying personal space preferences of others, difficulty communicating personal space preferences to others, and inability to understand others' viewpoints. Andrew scored within one standard deviation above the mean on the *Peer Relationships* subscale.

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Andrew scored at the mean on the Sharing subscale.

The *Social/Emotional Reciprocity* subscale assesses behaviors associated with developing a sense of closeness or personal relationship with others. This subscale includes such items as inability to interpret nonverbal facial cues of others, appearing "aloof" or distant from others near him/her, inability to use others' emotional responses to guide behavior, literal interpretation of comments, and difficulty understanding or accepting others' viewpoints. Andrew scored within one standard deviation below the mean on the *Social/Emotional Reciprocity* subscale.

The *Interests* subscale assesses behaviors associated with restricted range of interests that is abnormal either in intensity or focus. This subscale includes such items as remaining fixated on personal topics of interest in conversation with others, developing predictable routines with toys/materials, perseverating on one topic of interest the majority of time, and engaging only in activities which focus on personal topics of interest. Andrew scored within one standard deviation above the mean on the *Interests* subscale.

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Andrew scored at the mean on the *Motor Mannerisms* subscale.

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