



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



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.

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 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.

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 at 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 below the mean on the *Preoccupation* subscale.

# ADAS QUICK SCORE BEHAVIORS OF CONCERN HOME VERSION SAMPLE