

ASRSTM



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

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

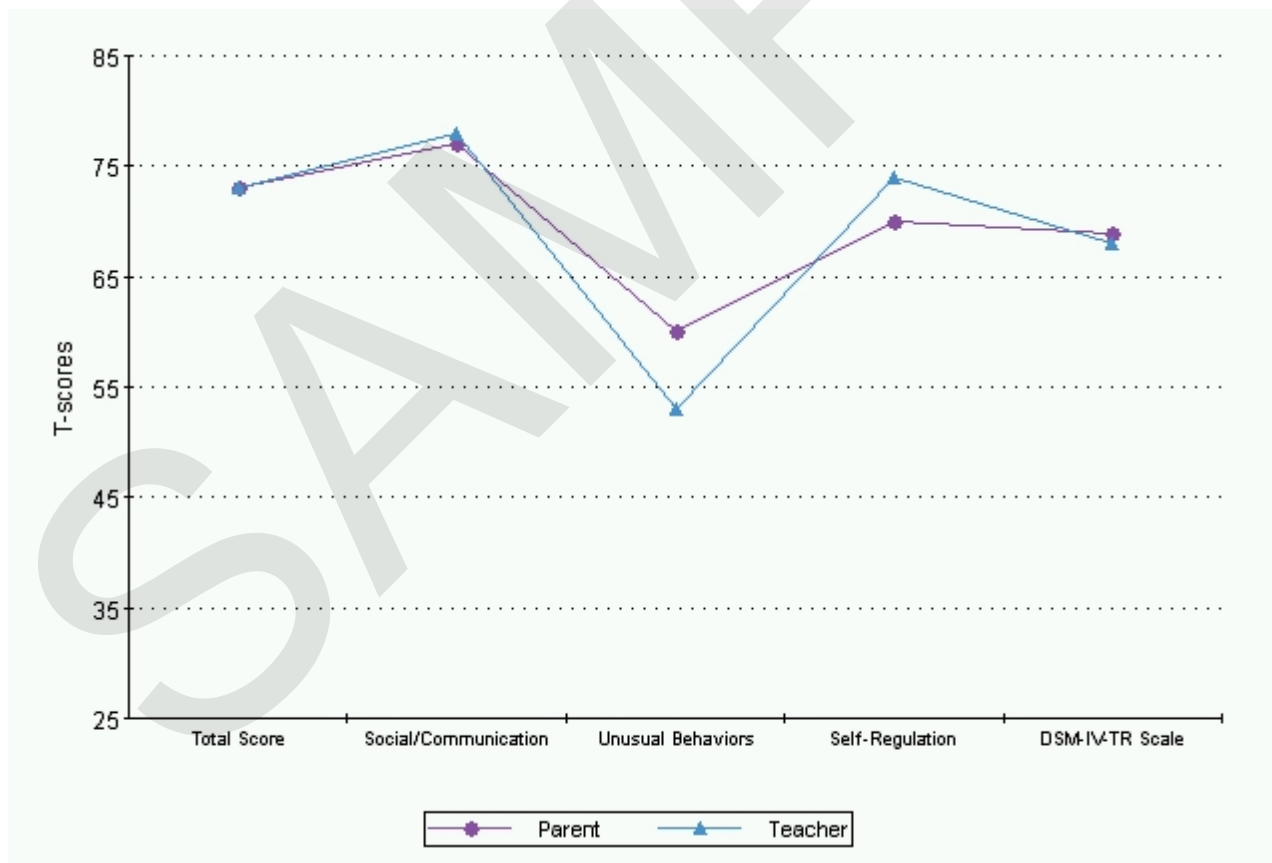
Overview

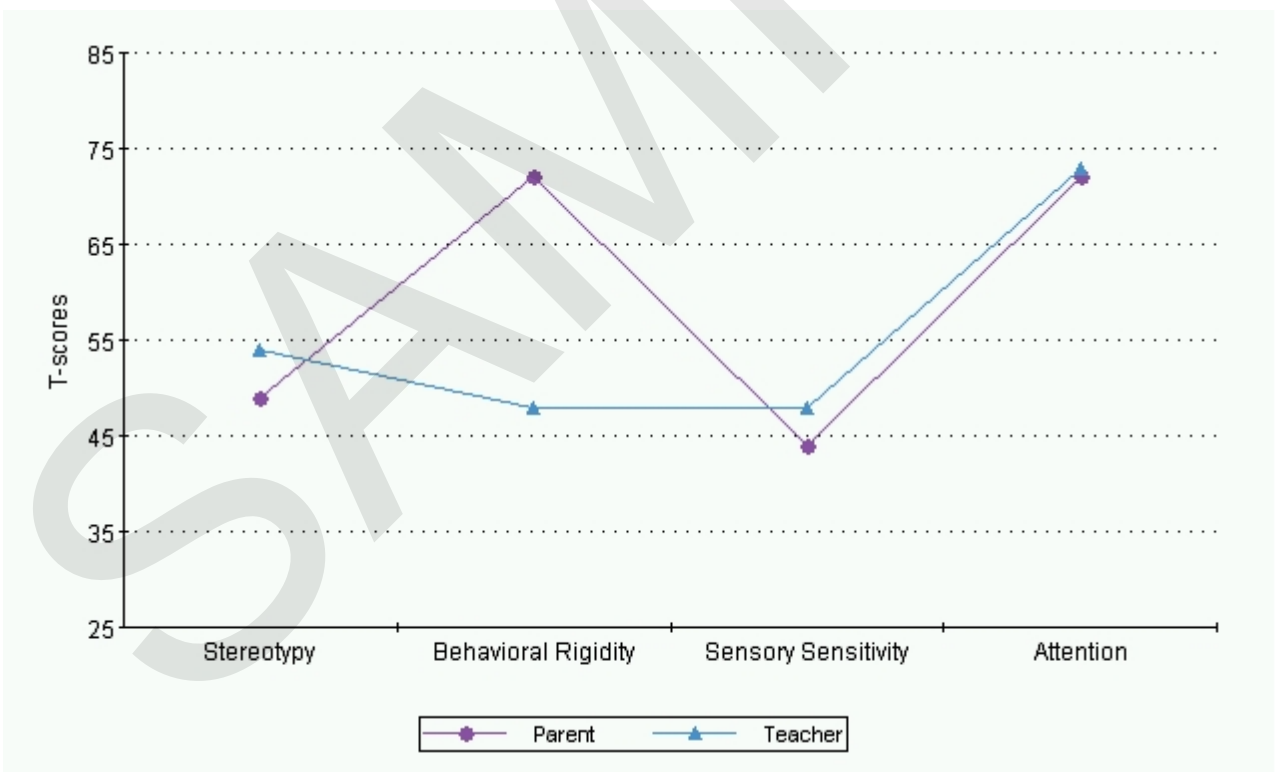
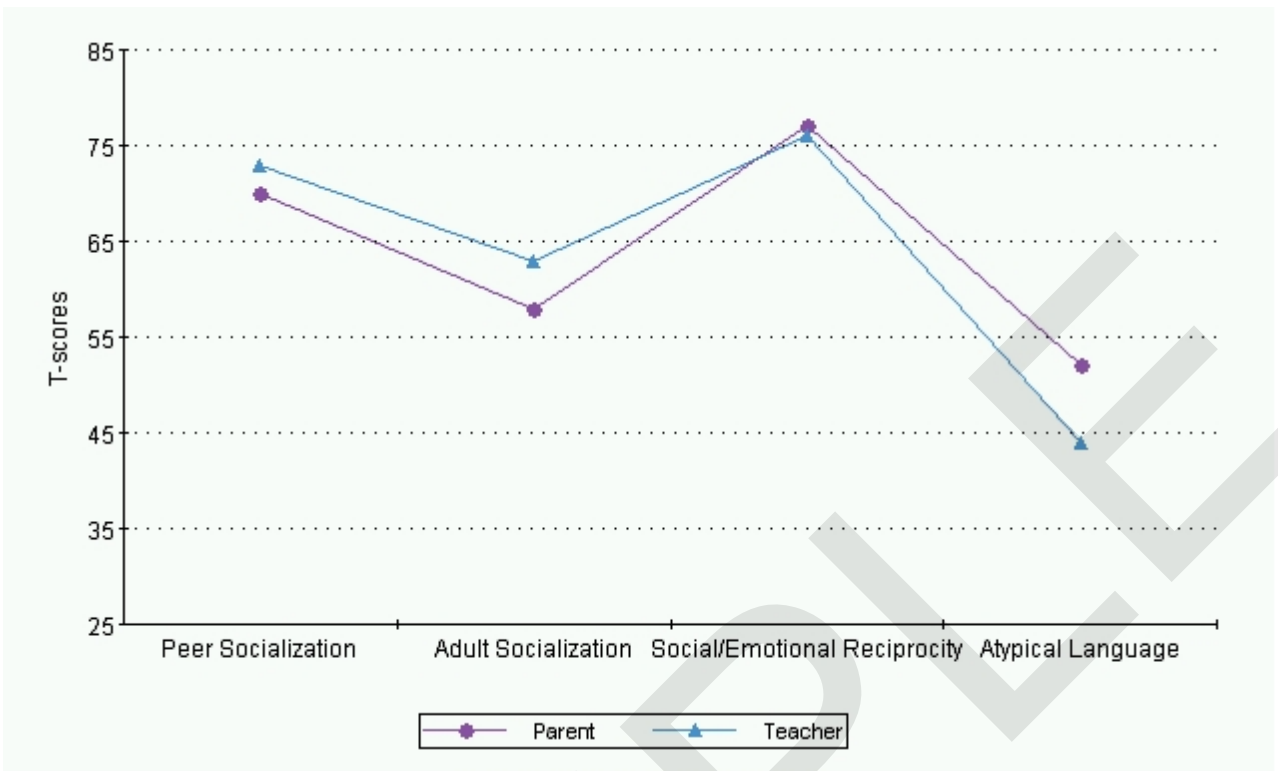
The Autism Spectrum Rating Scales (6-18 Years) [ASRS (6-18 Years)] is used to quantify observations of a youth that are associated with Autism Spectrum Disorders. When used in combination with other information, results from the ASRS (6-18 Years) can help determine the likelihood that a youth has symptoms associated with Autism Spectrum Disorders, 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)

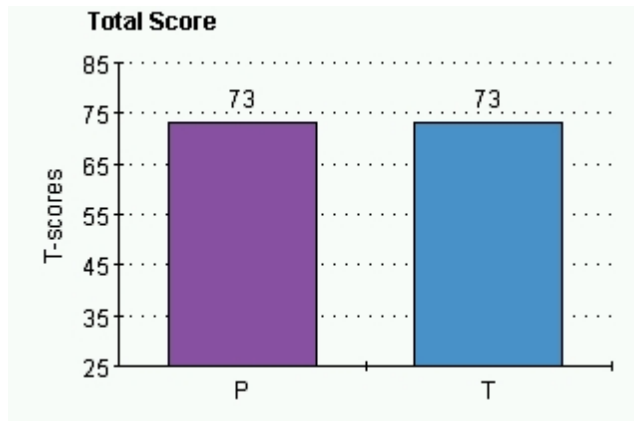
T-scores: Comparisons Between Raters



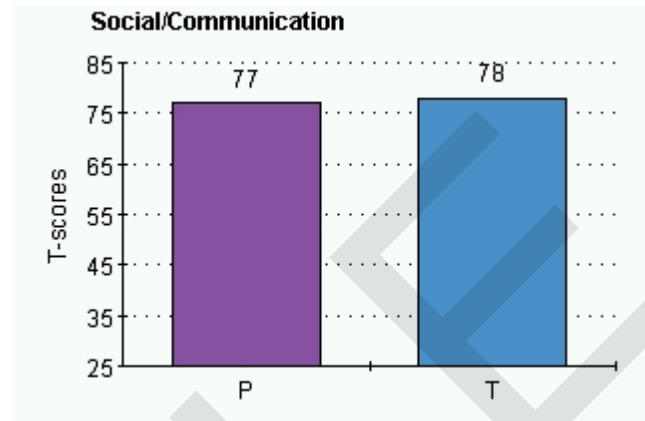


T-scores: Scale-Level Comparisons Between Raters

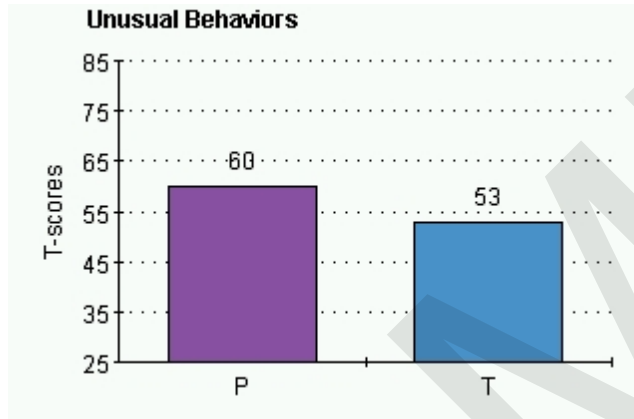
For all graphs, P = Parent and T = Teacher.



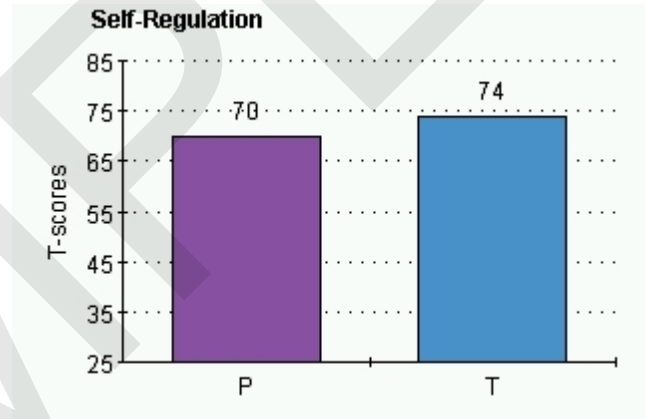
Scores were not significantly different between raters.



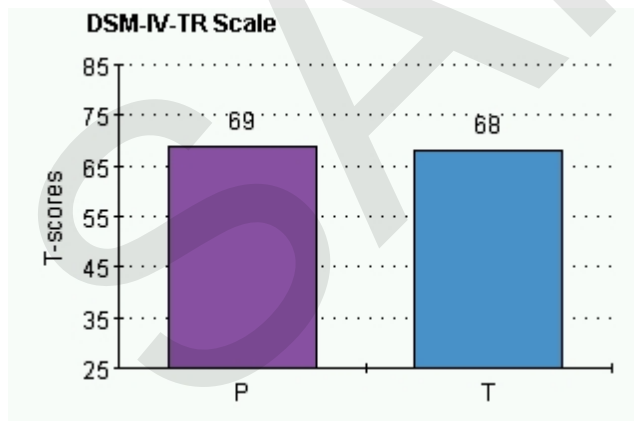
Scores were not significantly different between raters.



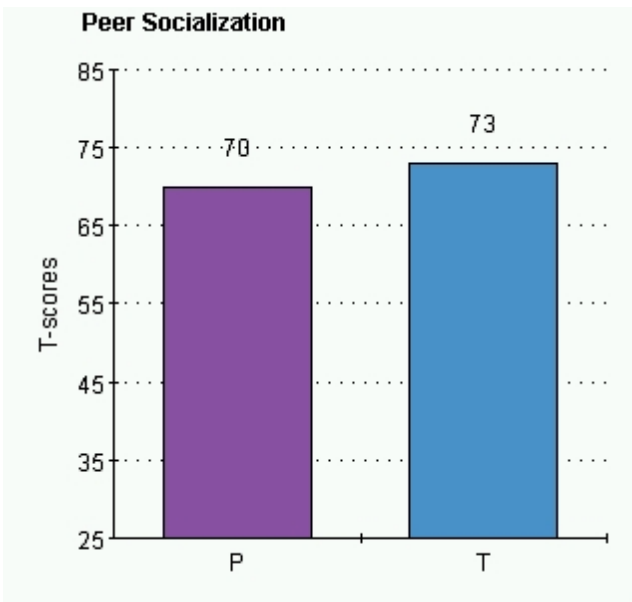
Scores were not significantly different between raters.



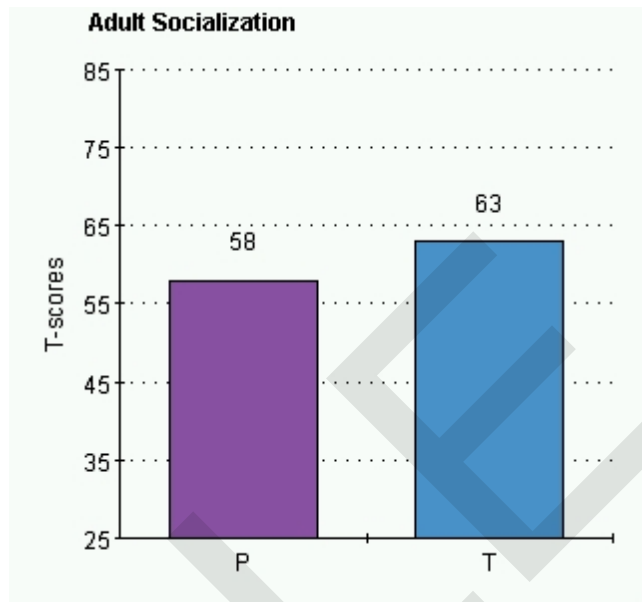
Scores were not significantly different between raters.



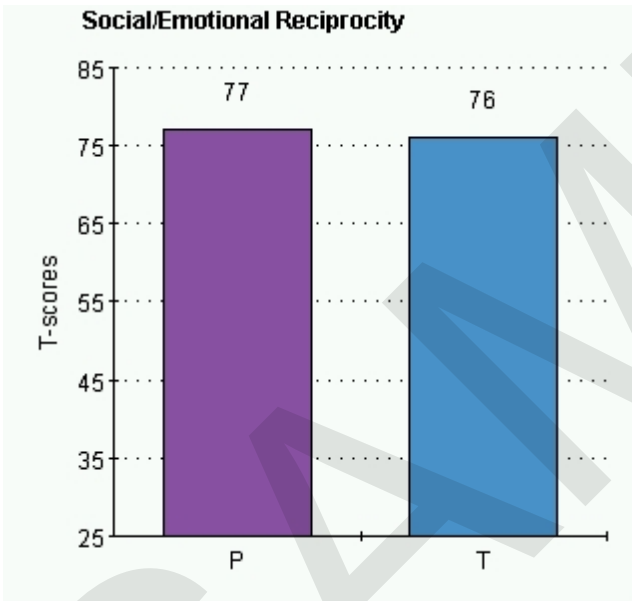
Scores were not significantly different between raters.



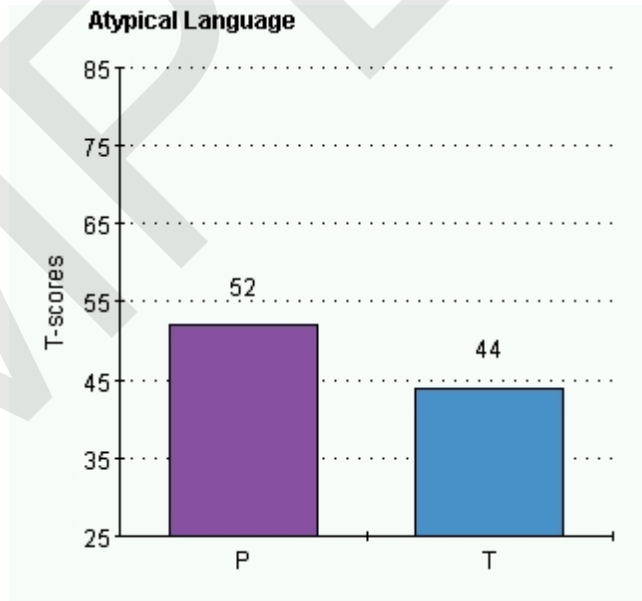
Scores were not significantly different between raters.



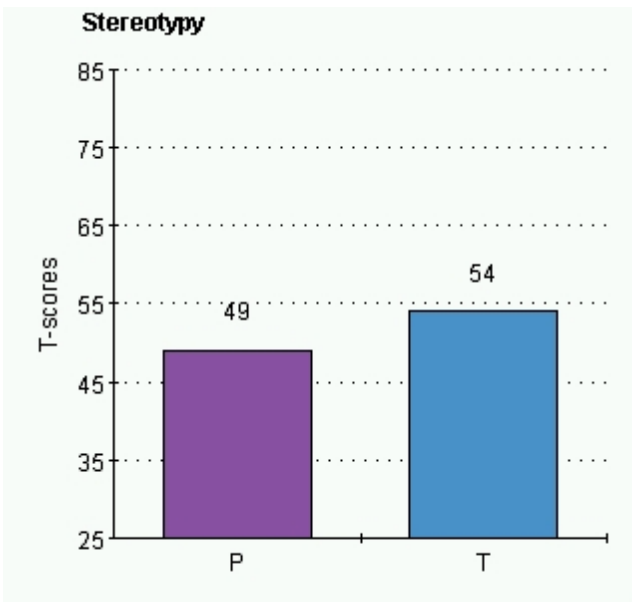
Scores were not significantly different between raters.



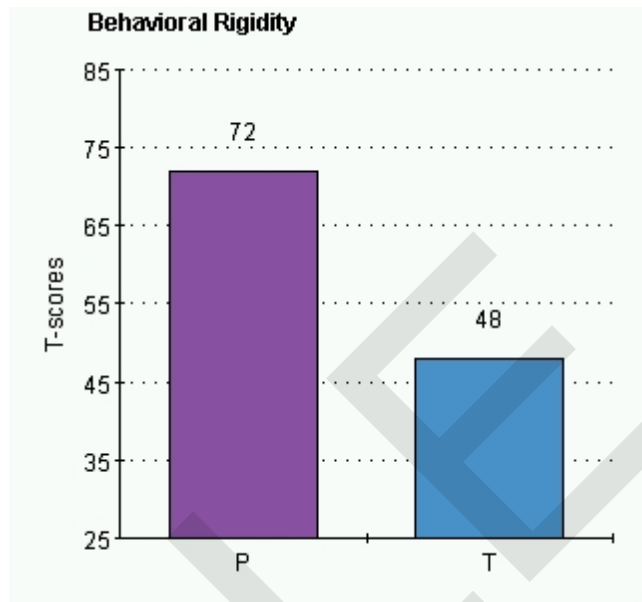
Scores were not significantly different between raters.



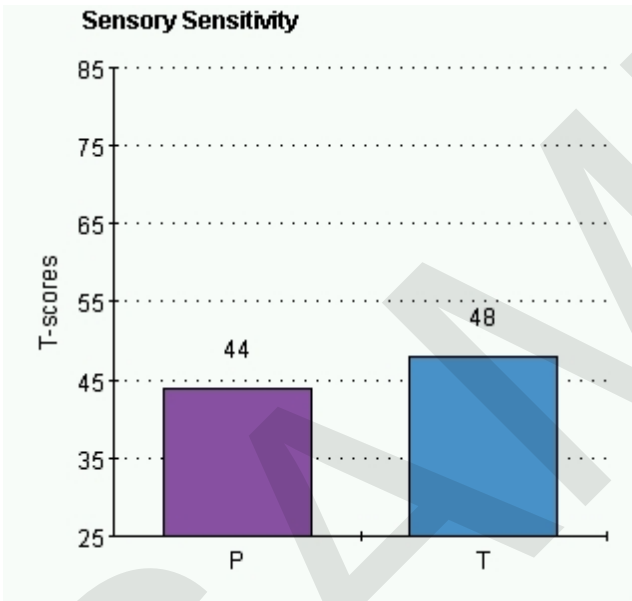
Scores were not significantly different between raters.



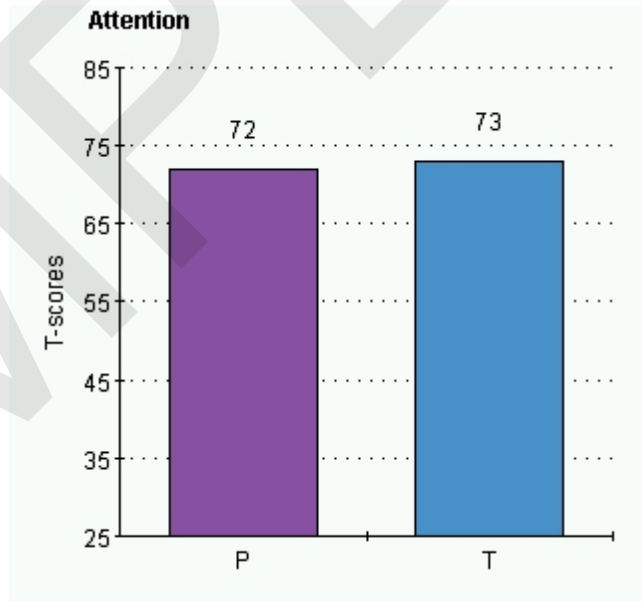
Scores were not significantly different between raters.



P significantly higher than T ratings.



Scores were not significantly different between raters.



Scores were not significantly different between raters.

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

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 an Autism Spectrum Disorder. Elevated scores were obtained for Parent (T = 73; 90% CI = 70-75), and Teacher (T = 73; 90% CI = 70-75). 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), and Teacher (T = 78; 90% CI = 73-80). Scores were not significantly different between raters.

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). Low/average scores were obtained for Teacher (T = 53; 90% CI = 49-57). Scores were not significantly different between raters.

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), and Teacher (T = 74; 90% CI = 69-76). Scores were not significantly different between raters.

DSM-IV-TR Scale

Ratings on the **DSM-IV-TR Scale** indicate how closely the youth's symptoms match the DSM-IV-TR criteria for an Autism Spectrum Disorder. Elevated scores were obtained for Parent (T = 69; 90% CI = 65-71), and Teacher (T = 68; 90% CI = 64-71). Scores were not significantly different between raters.

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), and Teacher (T = 73; 90% CI = 65-75). 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 (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), and Teacher (T = 76; 90% CI = 69-78). Scores were not significantly different between raters.

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. Low/average scores were obtained for Parent (T = 52; 90% CI = 46-58), and Teacher (T = 44; 90% CI = 39-51). Scores were not significantly different between raters.

Ratings on the **Stereotypy** scale indicate the extent to which the youth engages in apparently purposeless and repetitive behaviors. Low/average scores were obtained for Parent (T = 49; 90% CI = 43-56), and Teacher (T = 54; 90% CI = 46-60). Scores were not significantly different between raters.

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). Low/average scores were obtained for Teacher (T = 48; 90% CI = 44-53). Parent ratings were significantly higher than Teacher 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. Low/average scores were obtained for Parent (T = 44; 90% CI = 39-51), and Teacher (T = 48; 90% CI = 42-55). Scores were not significantly different between raters.

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), and Teacher (T = 73; 90% CI = 67-76). Scores were not significantly different between raters.

SAMPLE

Item Responses

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

Note: P = Parent and T = Teacher.

Delay of Communication Items

Item	Ratings	
	P	T
DC1. Did your child acquire language before age 3?	Yes	-
DC2. If Yes, did your child speak in 3 word sentences by age 3?	Yes	-

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

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