



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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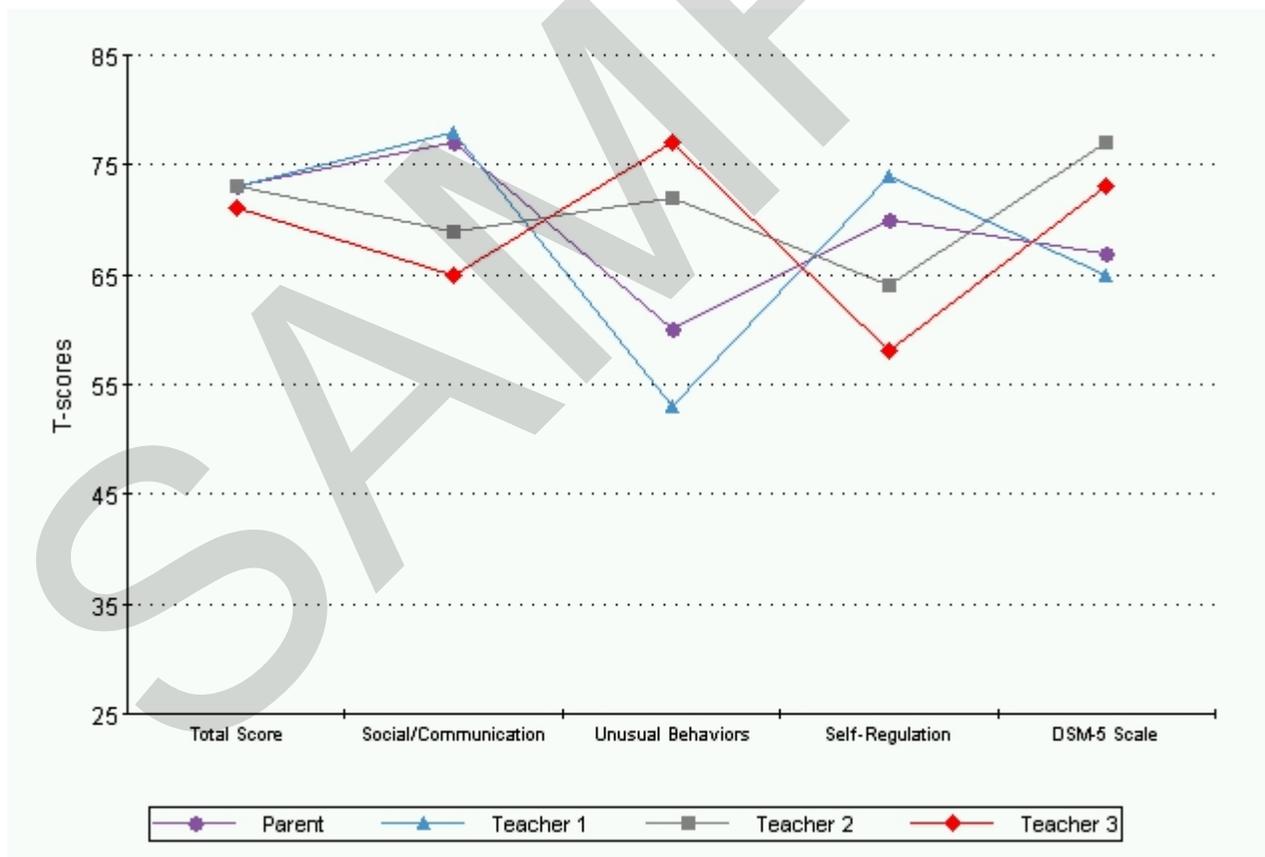
Overview

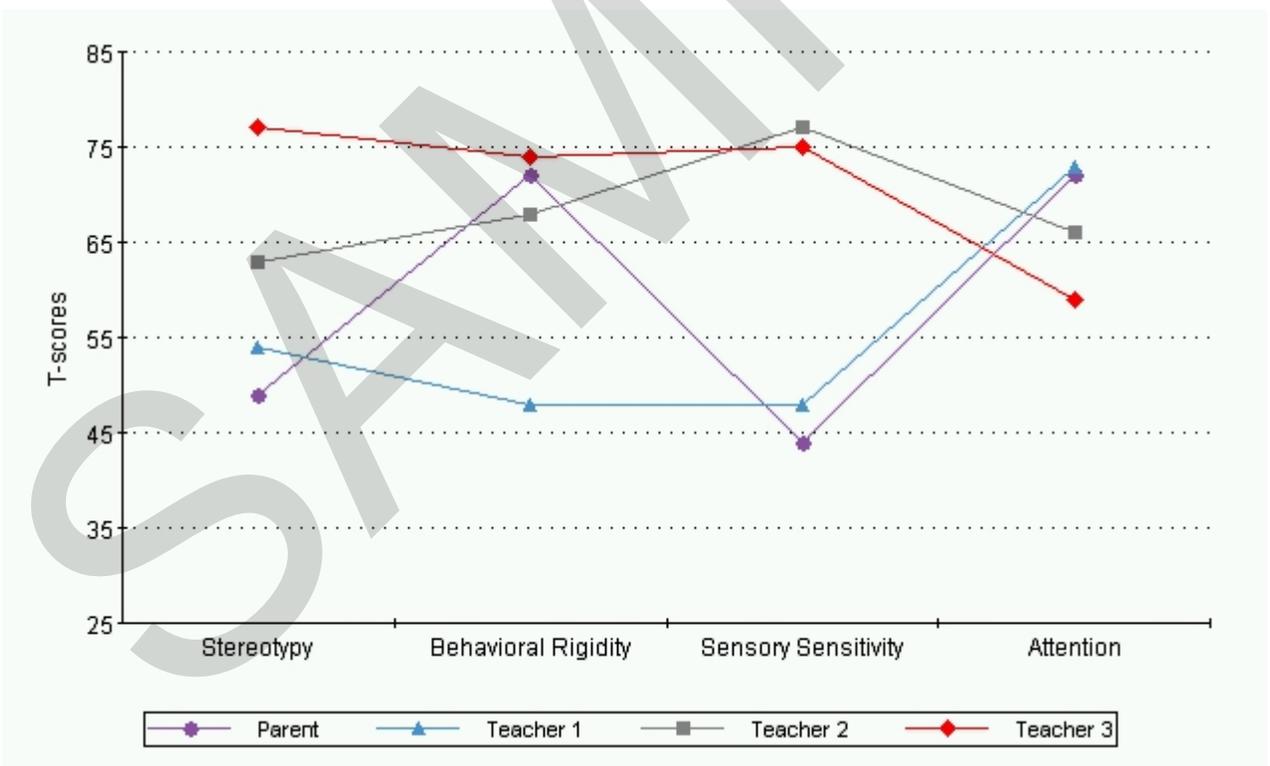
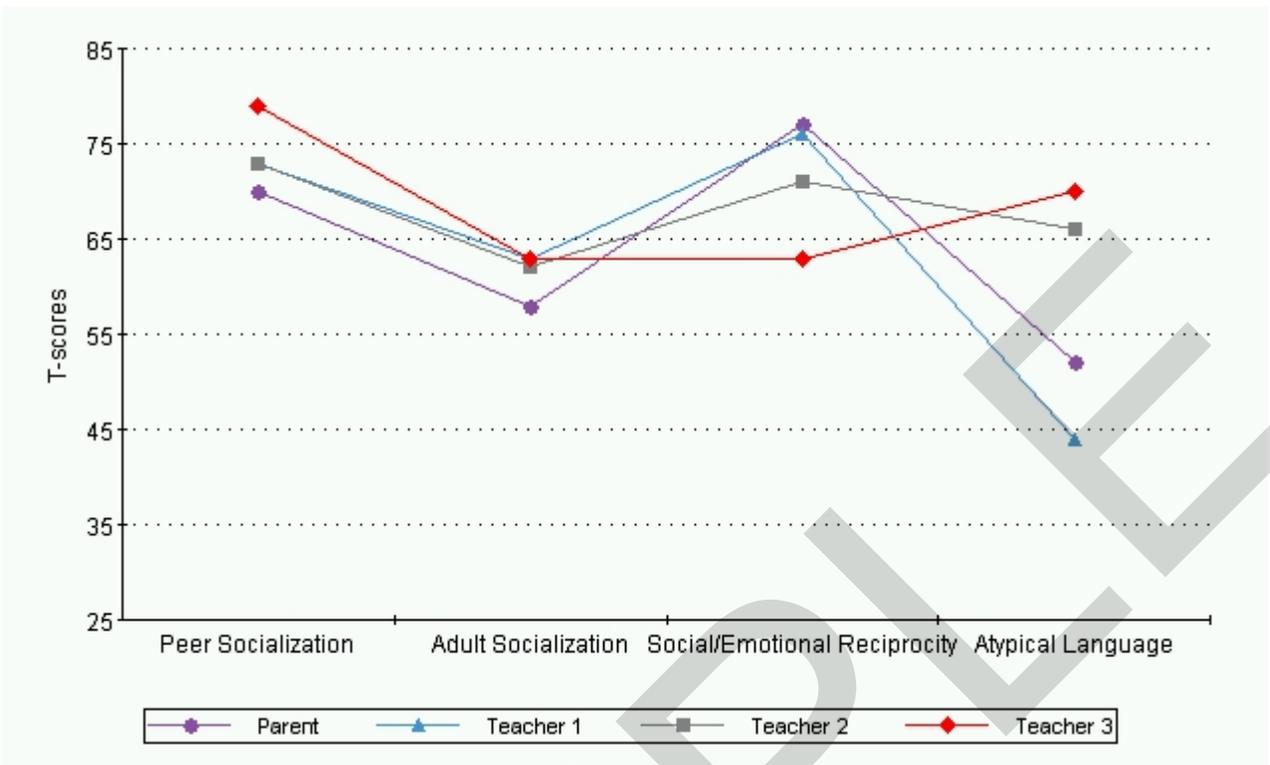
The Autism Spectrum Rating Scales (6-18 Years) [ASRS (6-18 Years)] is used to quantify observations of a youth that are associated with Autism Spectrum Disorder. When used in combination with other information, results from the ASRS (6-18 Years) can help determine the likelihood that a youth has symptoms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

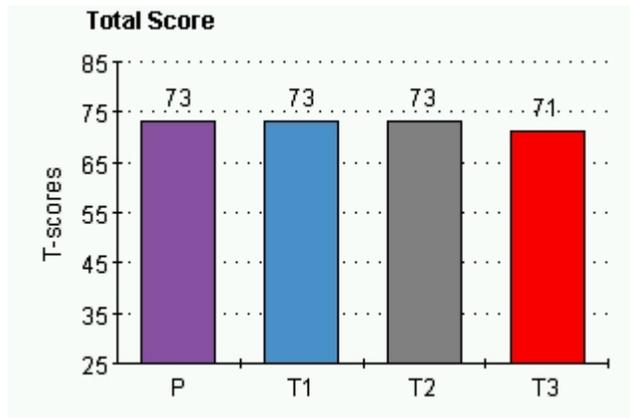
T-scores: Comparisons Between Raters



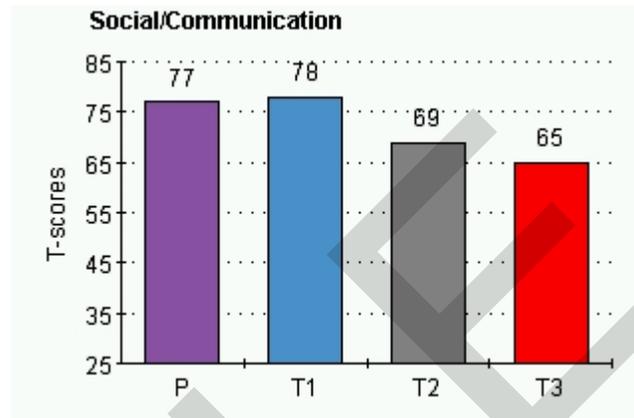


T-scores: Scale-Level Comparisons Between Raters

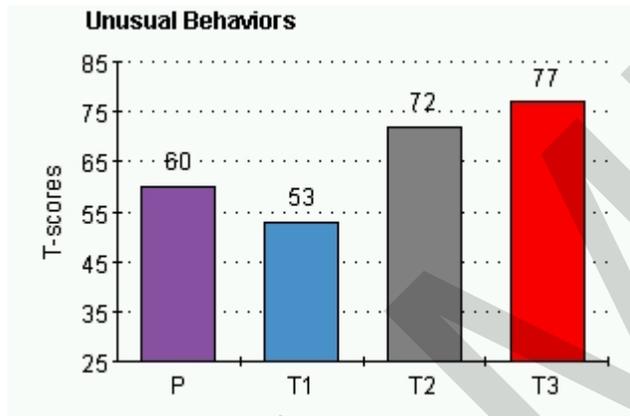
For all graphs, P = Parent and T = Teacher.



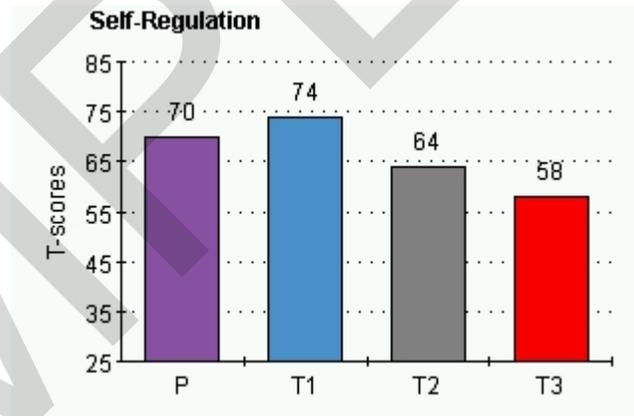
Scores were not significantly different between raters.



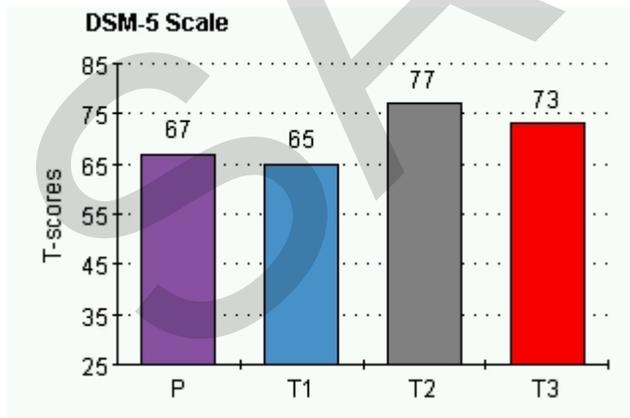
T1 significantly higher than T2, T3 ratings.
P significantly higher than T3 ratings.



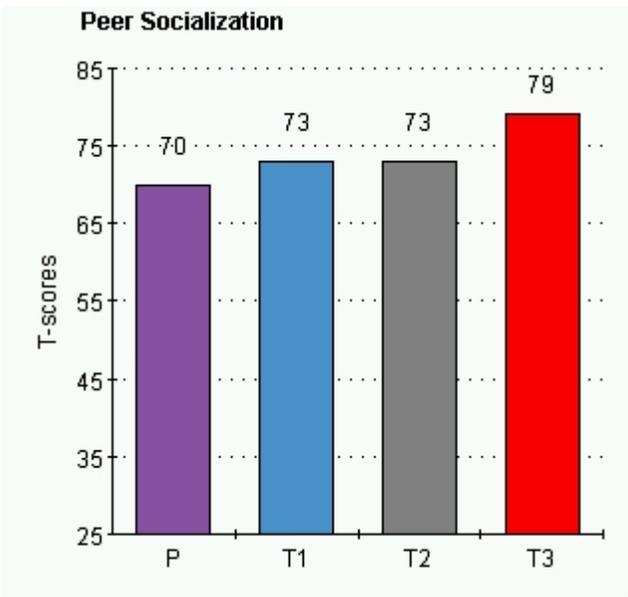
T3 significantly higher than P, T1 ratings.
T2 significantly higher than P, T1 ratings.



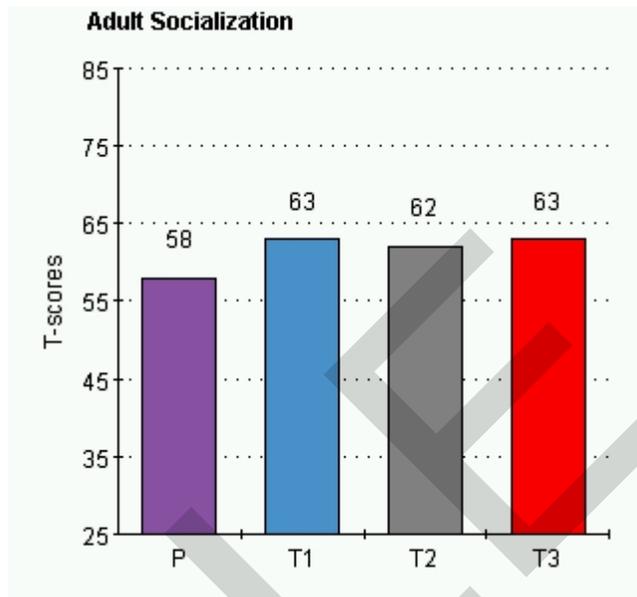
T1 significantly higher than T2, T3 ratings.
P significantly higher than T3 ratings.



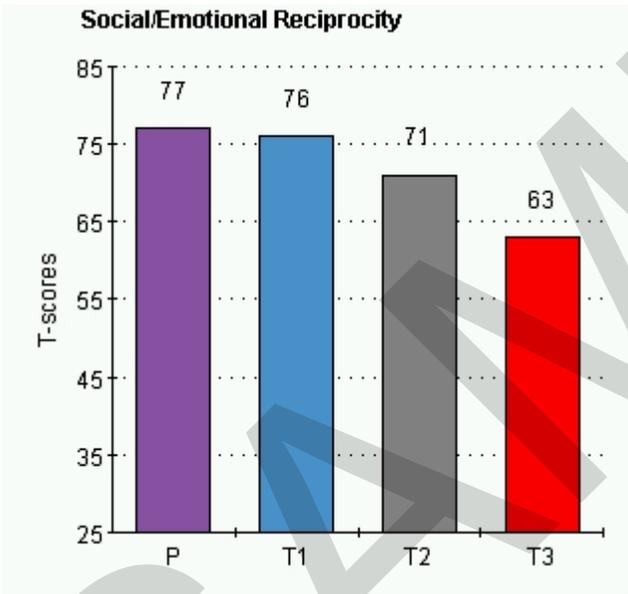
T2 significantly higher than P, T1 ratings.



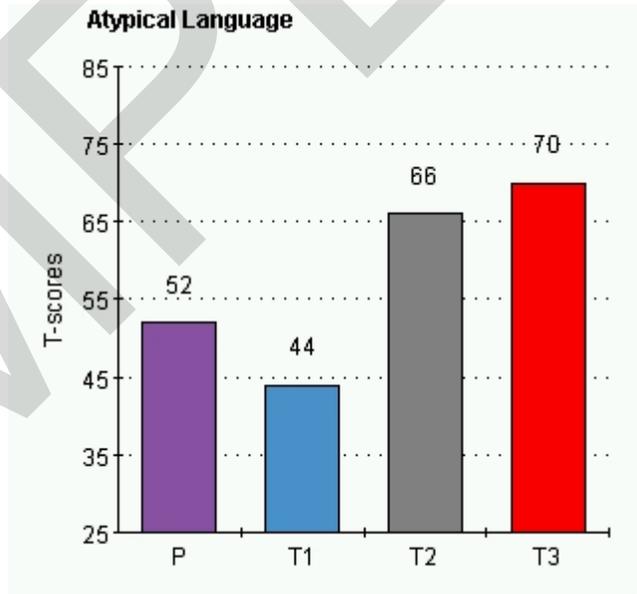
Scores were not significantly different between raters.



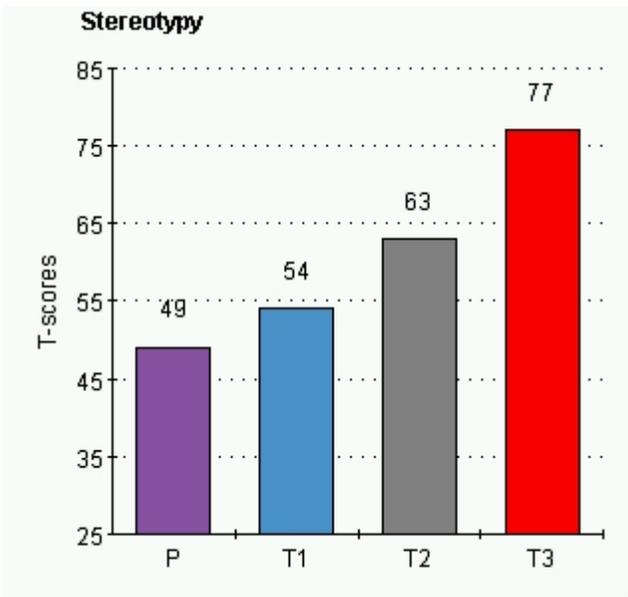
Scores were not significantly different between raters.



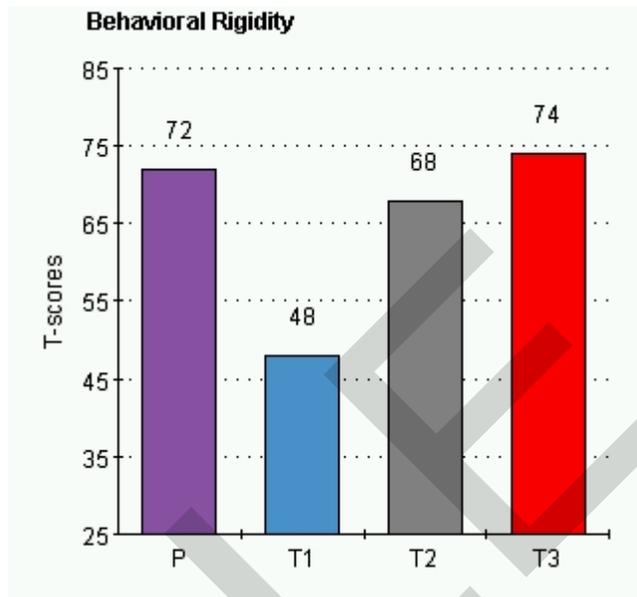
P significantly higher than T3 ratings.
T1 significantly higher than T3 ratings.



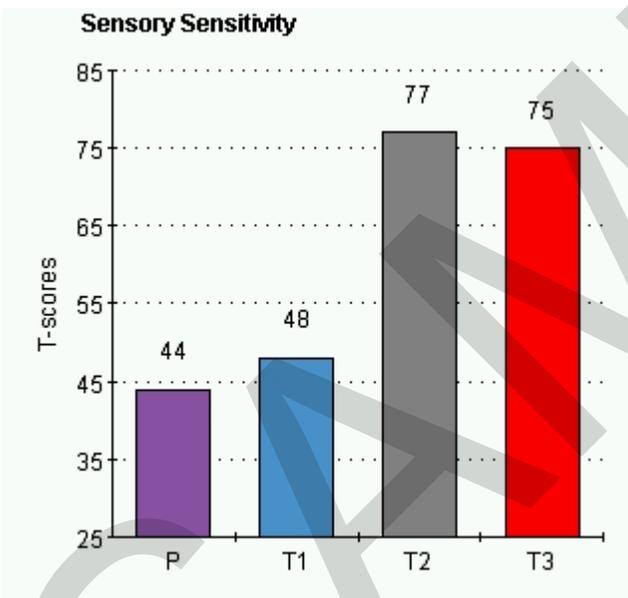
T3 significantly higher than P, T1 ratings.
T2 significantly higher than T1 ratings.



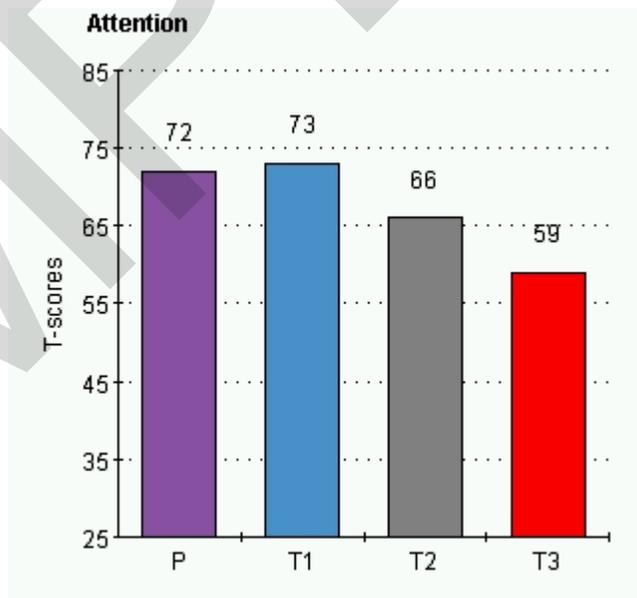
T3 significantly higher than T1, P ratings.



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.