



Progress Monitoring Report Teacher Form

GENERATED BY
PARiConnectTM

by Ira L. Cohen, PhD, and PAR Staff

Name: **Sample Client** Client ID: **PAR Sample** Gender: **Female**
Date of birth: **10/31/2005** Report date: **09/26/2023**

	Time 1	Time 2
Rater's name:	Mr Jones	Mr Jones
Relationship to child:	(not specified)	(not specified)
Form:	Standard	Standard
Age at testing (Years:Months):	17:4	17:10
Test date:	03/20/2023	09/20/2023
Months from Time 1:	—	6.00

Before interpreting, ensure all timepoints were completed by the same person.



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This report is confidential and is intended for use by qualified professionals who have sufficient knowledge of psychometric testing and of the PDDBI. This report should not be released to the respondent or to any individuals who are not qualified to interpret the results.

Progress Monitoring Interpretive Guidance

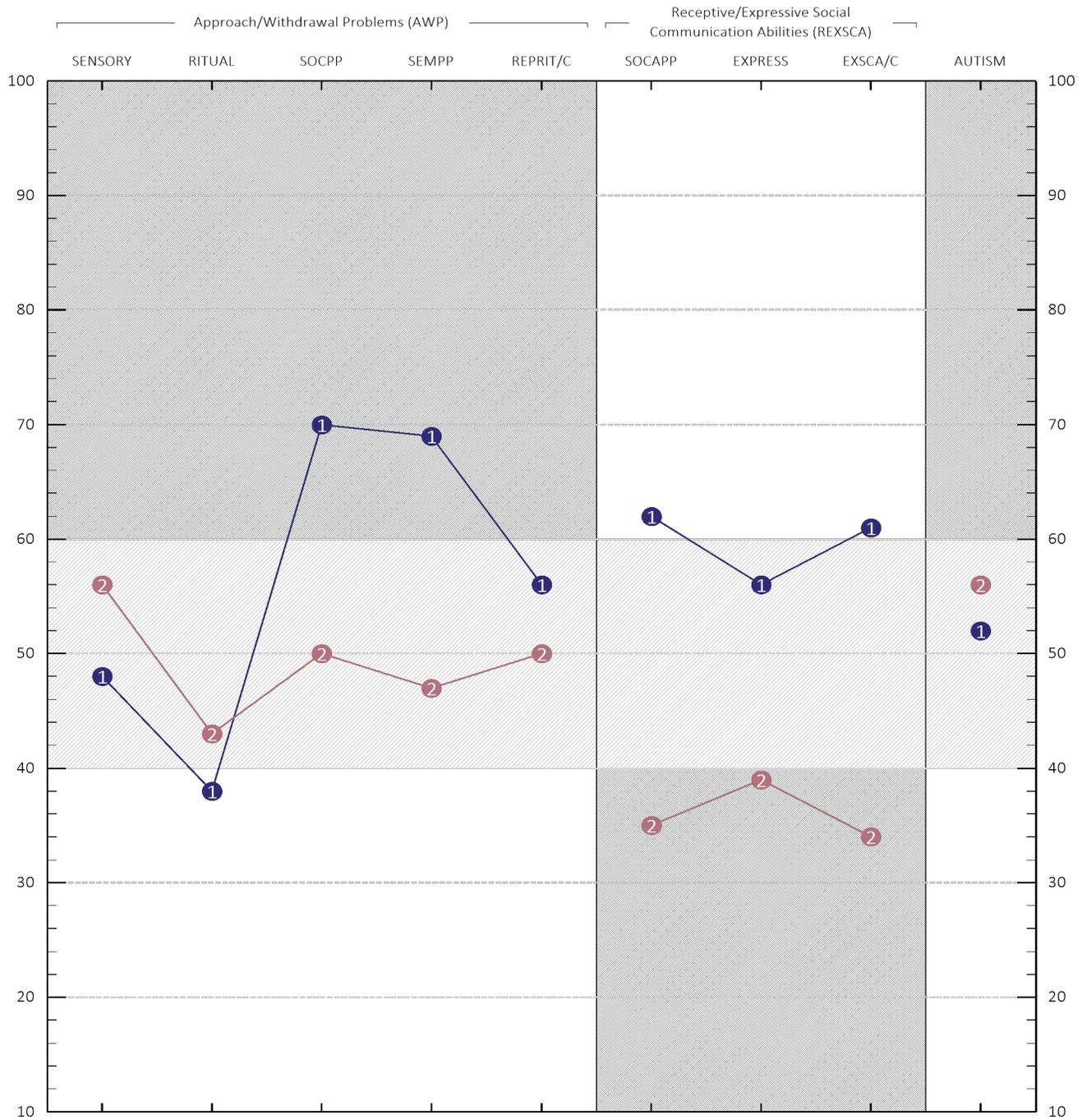
The **PDD Behavior Inventory (PDDBI; Cohen & Sudhalter, 2005)** is a questionnaire designed to assess responsiveness to intervention in children with autism spectrum disorder (ASD). This **Progress Monitoring Report** is intended for the comparison of results from **two to four instances** of the PDDBI (any combination of standard and extended forms), completed by the **same rater about the same client within one to 12 months of each other**. Use a time interval that makes sense for the skills being targeted and the age of the child, and focus on domains that best match treatment goals. Development and interpretation guidelines for this report are detailed in the **PDDBI Professional Manual Supplement: Advanced Score, Multirater, and Progress Monitoring Interpretation** (Cohen, 2023). The interpretation steps below correspond with step 3 in the manual supplement.

INTERPRETATION STEPS FOR THE PDDBI PROGRESS MONITORING REPORT

Step	Interpretive Guidance
a. <u>Significant differences and direction.</u>	<p>Determine the level of statistical significance you want to use (.05 and .10 are commonly used; .20 is also justifiable with clinical samples) and attend to the difference scores that meet the chosen criteria.</p> <p>On Approach/Withdrawal Problems (AWP) scales and the Autism Composite (AUTISM), positive differences indicate the behaviors are more problematic than before (i.e., worsening) and negative differences indicate the behaviors are less problematic than before (i.e., improving).</p> <p>On Receptive/Expressive Social Communication Abilities (REXSCA) scales, positive differences indicate abilities are improving over time and negative differences indicate abilities are declining over time.</p> <p>Raw scores should be examined if the child being rated is very young (<3 years, 6 months), has earned at or near the maximum score on REXSCA domains, or shows a significant decline (either more problems or lower abilities).</p>
b. <u>Cumulative percentages.</u>	<p>The lower the percentage, the more uncommon the difference was in the progress monitoring sample. Cumulative percentages less than 10–20% indicate rare and possibly clinically important differences.</p>
c. <u>Clusters.</u>	<p>Examine the clusters within any domain with significantly different ratings to help identify the behaviors that contributed most to differences in the child’s score over time.</p>
d. <u>ASD-DT classification.</u>	<p>ASD-DT classification nodes over time should be considered in the context of other available clinical information to determine final diagnosis and to make treatment recommendations.</p> <p>(Only available if the child is ages 1:6 to 12:5 years and the rater completed the extended form).</p>
e. <u>Clinical context.</u>	<p>Use other available clinical information to investigate the possible explanations for any changes (or lack thereof) that are seen. Consider treatment characteristics, the child’s environment, health and medical conditions, PDDBI results from other informants, and information from other assessment sources. Lack of expected improvement could be related to a short time interval, the initial level of severity of the problems, the treatment not being intensive enough, the treatment not targeting those specific behaviors, or the treatment changes not yet being observable in other settings. Worsening of problems or skills could be related to unintended side effects of medication, comorbid or new-onset conditions, or environmental factors (e.g., stressed relationship with a peer or caregiver).</p>

Adapted from Table 3.1 in the PDDBI Professional Manual Supplement: Advanced Score, Multirater, and Progress Monitoring Interpretation (Cohen, 2023). Modified with permission.

Progress Monitoring T-Score Profile



	SENSORY	RITUAL	SOCPP	SEMP	REPRIT/C	SOCAPP	EXPRESS	EXSCA/C	AUTISM
1 03/20/2023	48	38	70	69	56	62	56	61	52
2 09/20/2023	56	43	50	47	50	35	39	34	56
	!		!!	!!	!	!!	!!	!!	

! Significant difference at $p < .20$ or $.10$

!! Significant difference at $p < .05$ or $.01$

AWP & AUTISM

REXSCA

Few to no problems	Average for ASD	Severe problems
High abilities	Average for ASD	Low abilities

Note. "n/a" = scale is not included on form. | "---" = missing data. | *Scale was calculated using prorated score(s).

Progress Monitoring Domain/Composite Score Summary

Domain/composite		Time 1 T score 03/20/2023		Time 2 T score 09/20/2023	
Approach/Withdrawal Problems					
! SENSORY	⊘	48	⊘	56	!
RITUAL		38	⊘	43	
!! SOCPP	●	70	⊘	50	!!
!! SEMPP	●	69	⊘	47	!!
! REPRIT/C	⊘	56	⊘	50	!
Receptive/Expressive Social Communication Abilities					
!! SOCAPP		62	●	35	!!
!! EXPRESS	⊘	56	●	39	!!
!! EXSCA/C		61	●	34	!!
AUTISM	⊘	52	⊘	56	

Note. "n/a" = scale is not included on form. | "---" = missing data. | *Scale was calculated using prorated score(s).

! Significant difference at $p < .20$ or $.10$

⊘ Average for ASD

!! Significant difference at $p < .05$ or $.01$

● Severe problems/low abilities

Significant Score Differences Across Time

Domain/composite	Time	T score	Difference	Significance level	Cumulative % of sample
Approach/Withdrawal Problems (AWP)					
SENSORY	Time 1	48	1 8	<u>.10</u>	8.1%
	Time 2	56			
SOCPP	Time 1	70	2 -20	<u>.01</u>	0.0%
	Time 2	50			
SEMPP	Time 1	69	2 -22	<u>.01</u>	2.7%
	Time 2	47			
REPRIT/C	Time 1	56	2 -6	<u>.10</u>	48.6%
	Time 2	50			
Receptive/Expressive Social Communication Abilities (REXSCA)					
SOCAPP	Time 1	62	1 -27	<u>.01</u>	0.0%
	Time 2	35			
EXPRESS	Time 1	56	1 -17	<u>.01</u>	0.0%
	Time 2	39			
EXSCA/C	Time 1	61	1 -27	<u>.01</u>	0.0%
	Time 2	34			

Note. Differences are calculated as later time minus earlier time (e.g., Time 2 minus Time 1). All pairwise differences that are statistically significant at $p < .20$ are displayed in this table. | *Scale was calculated using prorated score(s).

1 2 3 4 = the better score within a pair of significantly different scores (i.e., fewer problems or higher abilities).

Progress Monitoring Score Differences Across Time

TIME 1 VS. TIME 2

Domain/composite	Time 1 T 03/20/2023	Time 2 T 09/20/2023	Difference (T2 – T1)	Significance level	Cumulative % of sample
Approach/Withdrawal Problems					
! SENSORY	⊗ 48	⊗ 56	1 8	.10	8.1% !
RITUAL	⊗ 38	⊗ 43	5	ns	51.4%
!! SOCPP	⊙ 70	⊗ 50	2 -20	.01	0.0% !!
!! SEMPP	⊙ 69	⊗ 47	2 -22	.01	2.7% !!
! REPRIT/C	⊗ 56	⊗ 50	2 -6	.10	48.6% !
Receptive/Expressive Social Communication Abilities					
!! SOCAPP	62	⊙ 35	1 -27	.01	0.0% !!
!! EXPRESS	⊗ 56	⊙ 39	1 -17	.01	0.0% !!
!! EXSCA/C	61	⊙ 34	1 -27	.01	0.0% !!
AUTISM	⊗ 52	⊗ 56	4	ns	59.5%

Note. "n/a" = scale is not included on form. | "--" = missing data. | *Scale was calculated using prorated score(s).

1 2 3 4 = the better score within a pair of significantly different scores (i.e., fewer problems or higher abilities).

! Significant difference at $p < .20$ or $.10$

⊗ Average for ASD

!! Significant difference at $p < .05$ or $.01$

⊙ Severe problems/low abilities

Progress Monitoring Cluster Score Summary

APPROACH/WITHDRAWAL PROBLEMS

Domain/cluster	Time 1 03/20/2023	Time 2 09/20/2023
Sensory/Perceptual Approach Behaviors (SENSORY) 	T = 48	T = 56 
Visual Behaviors	0 (Low)	5 (Moderate)
Non-Food Taste (or Smell) Behaviors	0 (Low)	8 (High)
Touch Behaviors	n/a	n/a
Noise Making Behaviors	4 (Moderate)	4 (Moderate)
Proprioceptive/Kinesthetic Behaviors	4 (Moderate)	1 (Low)
Repetitive Manipulative Behaviors	4 (Moderate)	4 (Moderate)
Gait-Based (Walking) Kinesthetic Behaviors	3 (Moderate)	3 (Moderate)
Ritualisms/Resistance to Change (RITUAL)	T = 38	T = 43
Resistance to Change in the Environment	0 (Low)	1 (Low)
Resistance to Change in Schedules/Routines	0 (Low)	4 (Moderate)
Rituals	2 (Moderate)	2 (Moderate)
Social Pragmatic Problems (SOCPP) 	T = 70	T = 50 
Problems With Social Approach	11 (Very high)	8 (High)
Social Awareness Problems	10 (High)	3 (Low)
Inappropriate Reactions to the Approaches of Others	10 (High)	4 (Moderate)
Semantic/Pragmatic Problems (SEMPP) 	T = 69	T = 47 
Aberrant Vocal Quality When Speaking	10 (High)	1 (Moderate)
Problems With Understanding Words	8 (Moderate)	3 (Moderate)
Verbal Pragmatic Deficits	11 (High)	6 (Moderate)

Note. Cluster scores are presented as raw scores (qualitative ranges).

"n/a" = scale is not included on form. | "---" = missing data. | *Scale was calculated using prorated score(s).

 Significant difference at $p < .20$ or $.10$

 Significant difference at $p < .05$ or $.01$

Progress Monitoring Cluster Score Summary *continued*

RECEPTIVE/EXPRESSIVE SOCIAL COMMUNICATION ABILITIES

Domain/cluster	Time 1 03/20/2023	Time 2 09/20/2023
Social Approach Behaviors (SOCAPP) 	T = 62	T = 35 
Visual Social Approach Behaviors	10 (Moderate)	3 (Low)
Positive Affect Behaviors	10 (Moderate)	1 (Low)
Gestural Approach Behaviors	9 (Moderate)	2 (Low)
Responsiveness to Social Inhibition Cues	10 (Moderate)	5 (Low)
Social Play Behaviors	10 (Moderate)	5 (Low)
Imaginative Play Behaviors	10 (High)	3 (Moderate)
Empathy Behaviors	10 (High)	3 (Moderate)
Social Interaction Behaviors	n/a	n/a
Social Imitative Behaviors	9 (Moderate)	5 (Low)
Expressive Language (EXPRESS) 	T = 56	T = 39 
(Basic) Vowel Production	9 (Low)	1 (Low)
(Basic) Consonant Production at the Beginning, Middle, and End of Words	11 (Low)	5 (Low)
(Basic) Diphthong Production	10 (Low)	4 (Low)
Expressive Language Competence	29 (Moderate)	8 (Moderate)
Verbal Affective Tone	10 (Moderate)	3 (Low)
Pragmatic Conversational Skills	10 (High)	5 (Moderate)

Note. Cluster scores are presented as raw scores (qualitative ranges).

"n/a" = scale is not included on form. | "---" = missing data. | *Scale was calculated using prorated score(s).

 Significant difference at $p < .20$ or $.10$

 Significant difference at $p < .05$ or $.01$

Progress Monitoring Items and Responses

ITEM RESPONSE KEY

0 Child does not show the behavior (or on certain items, does not say words)	1 Child rarely shows the behavior	2 Child sometimes/partially shows the behavior	3 Child usually/typically shows the behavior	--- Respondent did not complete the item	n/a Item not included on form
--	---	--	--	--	---

SENSORY/PERCEPTUAL APPROACH BEHAVIORS (SENSORY)

Item # / Item	T1	T2
Visual Behaviors		
1 <i>[Redacted for Sample Report]</i>	0	1
2 ...	0	1
3 ...	0	1
4 ...	0	2
Non-Food Taste or Smell Behaviors		
5 ...	0	1
6 ...	0	1
7 ...	0	3
8 ...	0	3
Noise Making Behaviors		
9 ...	1	1
10 ...	1	1
11 ...	1	1
12 ...	1	1
Proprioceptive/Kinesthetic Behaviors		
13 ...	1	0
14 ...	1	0
15 ...	1	0
16 ...	1	1
Repetitive Manipulative Behaviors		
17 ...	1	2
18 ...	1	1
19 ...	1	1
20 ...	1	0
Gait-Based (Walking) Kinesthetic Behaviors		
21 ...	1	0
22 ...	1	0
23 ...	1	1
24 ...	0	2

Progress Monitoring Items and Responses *continued*

RITUALISMS/RESISTANCE TO CHANGE (RITUAL)

Item # / Item	T1	T2
Resistance to Change in the Environment		
25 <i>[Redacted for Sample Report]</i>	0	1
26 ...	0	0
27 ...	0	0
28 ...	0	0
Resistance to Change in Schedules/Routines		
30 ...	0	1
31 ...	0	2
32 ...	0	1
29 ...	0	0
Rituals		
33 ...	0	0
34 ...	0	0
...		
35 ...	0	0
36 ...	2	2

Progress Monitoring Items and Responses *continued*

SOCIAL PRAGMATIC PROBLEMS (SOCPP)

Item # / Item	T1	T2
Problems with Social Approach		
37 <i>[Redacted for Sample Report]</i>	3	2
38 ...	3	2
39 ...	2	2
40 ...	3	2
Social Awareness Problems		
41 ...	2	1
42 ...	3	1
43 ...	2	1
44 ...	3	0
Inappropriate Reactions to the Approaches of Others		
45 ...	2	0
46 ...	3	0
47 ...	2	2
48 ...	3	2

Progress Monitoring Items and Responses *continued*

SEMANTIC/PRAGMATIC PROBLEMS (SEMPP)

Item # / Item	T1	T2
Aberrant Vocal Quality When Speaking		
49 <i>[Redacted for Sample Report]</i>	2	1
50 ...	3	0
51 ...	2	0
52 ...	3	0
Problems With Understanding Words		
53 ...	2	0
54 ...	2	1
55 ...	2	1
56 ...	2	1
Verbal Pragmatic Deficits		
57 ...	3	2
58 ...	3	1
59 ...	3	2
60 ...	2	1

Progress Monitoring Items and Responses *continued*

SOCIAL APPROACH BEHAVIORS (SOCAPP)

Item # / Item	T1	T2
Visual Social Approach Behaviors		
101 <i>[Redacted for Sample Report]</i>	3	2
102 ...	2	1
103 ...	3	0
104 ...	2	0
Positive Affect Behaviors		
105 ...	2	0
106 ...	2	0
107 ...	3	1
108 ...	3	0
Gestural Approach Behaviors		
109 ...	2	1
110 ...	2	0
111 ...	3	1
112 ...	2	0
Responsiveness to Social Inhibition Cues		
113 ...	3	1
114 ...	2	0
115 ...	3	1
116 ...	2	0
...		

Progress Monitoring Items and Responses *continued*

SOCIAL APPROACH BEHAVIORS (SOCAPP) *continued*

Item # / Item	T1	T2
Social Play Behaviors		
117 <i>[Redacted for Sample Report]</i>	2	1
118 ...	2	3
119 ...	3	1
120 ...	3	0
...		
Imaginative Play Behaviors		
121 ...	3	0
122 ...	2	0
123 ...	2	1
124 ...	3	2
Empathy Behaviors		
125 ...	3	1
126 ...	2	2
127 ...	3	0
128 ...	2	0
Social Imitative Behaviors		
129 ...	2	0
130 ...	3	1
131 ...	2	2
132 ...	2	2

Progress Monitoring Items and Responses *continued*

EXPRESSIVE LANGUAGE (EXPRESS)

Item # / Item	T1	T2
Basic Vowel Production		
133 <i>[Redacted for Sample Report]</i>	3	1
134 ...	2	0
135 ...	2	0
136 ...	2	0
Basic Consonant Production at the Beginning, Middle, and End of Words		
137 ...	3	0
138 ...	3	2
139 ...	3	1
140 ...	2	2
Basic Diphthong Production		
141 ...	3	1
142 ...	2	2
143 ...	3	1
144 ...	2	0
Expressive Language Competence		
145 ...	3	0
146 ...	2	1
147 ...	3	1
148 ...	2	1
149 ...	3	0
150 ...	2	0
151 ...	2	0
152 ...	2	0
153 ...	3	0
154 ...	2	2
155 ...	3	2
156 ...	2	1

Progress Monitoring Items and Responses *continued*

EXPRESSIVE LANGUAGE (EXPRESS) *continued*

Item # / Item	T1	T2
Verbal Affective Tone		
157 <i>[Redacted for Sample Report]</i>	3	2
158 ...	2	1
159 ...	3	0
160 ...	2	0
Pragmatic Conversational Skills		
161 ...	3	0
162 ...	2	1
163 ...	3	2
164 ...	2	2

END OF REPORT