

AUTISM SPECTRUM DISORDER EVALUATION SCALE (ASDES)

Tamara J. Arthaud, Ph.D.

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The *Autism Spectrum Disorder Evaluation Scale* provides a measure of the characteristics of Autism Spectrum Disorder as defined in the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5™)* (American Psychiatric Association, 2013) for children and youth 3 through 18 years old. Parents/guardians use the *Home Version* to document observations of their child's/youth's characteristics. In the school environment, educators and school personnel use the *School Version* to document their observations. Utilizing both versions provides information about the social, emotional, academic, and communication strengths and concerns across different environments. Both scales contribute valuable information to the identification process of children and youth with Autism Spectrum Disorder.

The ASDES

- measures autism spectrum disorder characteristics in the school and residential environments,
- compares an individual student to a national standard for screening purposes, and
- identifies characteristics of Autism Spectrum Disorder as defined in the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5™)* (American Psychiatric Association, 2013).

The **ASDES School Version** was standardized on a total of 3,413 students including identified students. The **ASDES Home Version** was standardized on a total of 1,992 students. Demographic characteristics of the standardization population approximated the national percentages for gender, residence, race, geographic area, and occupation of parents.

Internal consistency of the **ASDES School** and **Home Versions** fell at or above .86 for each subscale. Test-retest reliability for both versions yielded correlation coefficients ranging from .60 to .92, indicating substantial reliability for each of the 7 subscales. Coefficients for inter-rater reliability for the subscales ranged from .62 to .98 for all age levels. Content validity was established through the initial development process. The school and home versions were compared to the *Childhood Autism Rating Scale (CARS)* and the *Gilliam Autism Rating Scale - Second Edition (GARS-2)* as a measure of concurrent validity. The construct validity of the scale supports strong diagnostic validity. Item performance correlated positively with total score performance, further substantiating the internal cohesiveness of the scale as a measure of autism spectrum disorder.

The **ASDES** uses frequency-referenced quantifiers. Each item on the **ASDES** is rated on a seven point scale from (1) NOT PERSONALLY OBSERVED OR IS DEVELOPMENTALLY INAPPROPRIATE FOR AGE to (7) CONTINUOUSLY THROUGHOUT THE DAY. Following administration, five types of scores may be obtained: frequency rating for each item (reflecting the degree of success in performing a behavior), subscale raw score (the sum of the frequency ratings for each subscale), subscale standard score (a consistent basis for comparing performance), total score quotient, and a total score percentile. Using the subscale standard scores, a profile of the student's level of functioning across the 7 subscales may be constructed.

The **ASDES** takes approximately 20 minutes to complete and can be completed by anyone familiar with the student: the classroom teacher, clinical personnel, other school personnel, or the parent/guardian. The **ASDES** complete kit consists of school and home version rating forms and technical manuals.



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Phone: (800) 542-1673 Fax: (800) 442-9509 Website: www.hawthorne-ed.com

SCHOOL VERSION RATING FORM

Tamara J. Arthaud

RATING GUIDELINES

- The student should be rated by professional personnel with primary observational opportunities who work directly with the student during instructional or clinical situations.

- If the rater does not have first-hand knowledge and is unsure how to rate an item, it is appropriate for the rater to consult with other personnel to get information about the student's behavior in order to complete a rating of the student's typical behavior patterns.

- The rater should rely on his/her observation of the student's behavior as it occurs naturally in the educational or clinical environment.

- It is not necessary to complete the rating of a student in one day. Several days may elapse before the rater is able to complete the scale.

- It is recommended that the rater read each quantifier with the item before rating the item. Using item 3 as an example, the rater would first read "Have not personally observed or is developmentally inappropriate for age to be unable to take turns," then "Less than once a month is unable to take turns," then "Approximately once a month is unable to take turns," then "Approximately once a week is unable to take turns," then "More than once a week is unable to take turns," then "Daily at various times is unable to take turns," and finally, "Continuously throughout the day is unable to take turns."

- If the rater has not personally observed the student demonstrate the behavior OR if the behavior/skill is developmentally inappropriate for the student's age group (e.g., a five-year-old maintaining a topic of conversation), the rating should be

1

NOT PERSONALLY OBSERVED OR
IS DEVELOPMENTALLY INAPPROPRIATE FOR AGE.

- If the rater has observed the student for more than one month and has observed the student demonstrate the behavior one time, the rating should be

2

LESS THAN ONCE A MONTH.

- If the behavior has been demonstrated several times over more than one month with a frequency average of once a month, the rating should be

3

APPROXIMATELY ONCE A MONTH.

- If the behavior has been demonstrated more than once a month, even several times per month, up to an average of one time a week which means no more than four times per month; the rating should be

4

APPROXIMATELY ONCE A WEEK.

- If the behavior has been demonstrated more than one time per week, even several times per week, up to one time per day; the rating should be

5

MORE THAN ONCE A WEEK.

- If the behavior has been demonstrated more than one time a day, up to one time per hour; the rating should be

6

DAILY AT VARIOUS TIMES.

- If the behavior has been demonstrated more than once an hour and included behavior with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be

7

CONTINUOUSLY THROUGHOUT THE DAY.

IMPORTANT *** PLEASE NOTE: *** IMPORTANT

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Item #04910

ASDES SV

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H A W T H O R N E

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**TO RATER: Rate every item using the quantifiers (1-7) provided.
Every item must be rated. Do not leave any boxes blank.**

NOT PERSONALLY
OBSERVED OR IS
DEVELOPMENTALLY
INAPPROPRIATE
FOR AGE

LESS THAN
ONCE A
MONTH

APPROXIMATELY
ONCE A
MONTH

APPROXIMATELY
ONCE A
WEEK

MORE THAN
ONCE A
WEEK

DAILY AT
VARIOUS
TIMES

CONTINUOUSLY
THROUGHOUT
THE DAY

1

2

3

4

5

6

7

SOCIAL-EMOTIONAL RECIPROCITY

- 2 1. Appears not to hear others' social initiations (i.e., does not respond to comments or actions of others)
- 6 2. Does not accept an item presented to him/her by others
- 4 3. Is unable to take turns (e.g., unable to wait for a turn to do an activity or task, etc.)
- 3 4. Does not socially interact/reciprocate with others
- 5 5. Demonstrates difficulty maintaining topic in conversation
- 5 6. Remains fixated on personal interest in conversation
- 5 7. Reacts to others' behavior (e.g., hand flapping, extreme emotion, crying, yelling, or having tantrums, etc.) of others
- 5 8. Is unable to understand others' view points
- 6 9. Does not communicate for the purpose of sharing positive affect (e.g., joint attention)
- 3 10. Does not imitate others' actions (e.g., clapping, gesturing, waving, etc.)
- 1 11. Closes eyes when spoken to, as if the person speaking is not there
- 7 12. Does not respond to social praise, is not motivated by social praise
- 4 13. Becomes physically aggressive when he/she doesn't get his/her way

- 1 14. Demonstrates limited communication skills (e.g., grunts, uses one word to mean several things, uses behavior as a means to verbally communicate something, can't point or use gestures to communicate, etc.)
- 2 15. Does not respond to others' communication initiations
- 4 16. Is unable to participate in conversational turn taking
- 2 17. Does not respond to another person's information
- 5 18. Interprets comments literally
- 7 20. Does not ask questions when confused, but instead ignores others or changes the subject (e.g., won't say, "I don't know." etc.)
- 7 21. Does not ask for things he/she wants
- 2 22. Has language and uses it to get needs met, yet is unresponsive to the communicative needs of others
- 7 23. Has difficulty, or is unable to imitate others' verbalizations when asked (e.g., verbal sounds, words, etc.)

81 Raw Score

NONVERBAL

- 5 24. Avoids looking directly into others' eyes or cannot hold eye contact for appropriate amount of time
- 2 25. Overly obsessive about looking into others' faces/eyes

SAMPLE
School Version Rating Form

- 26. Does not show change in emotion through facial expressions (e.g., flat or inappropriate facial expressions in varying situations, etc.)
- 27. Is overly animated in facial expressions
- 28. Exhibits odd facial expressions for no apparent reason
- 29. Is unable to interpret nonverbal facial cues of others (i.e., emotional state of others)
- 30. Is overly sensitive to visual stimulus (e.g., unable to look others in the eyes, etc.)
- 31. Needs to be reminded to look at objects or tasks

25 Raw Score

RELATIONSHIPS

- 32. Stares "through" other people
- 33. Does not respond to his/her name by others
- 34. Plays alongside similar objects with others
- 35. Prefers interacting with objects over interaction with people
- 36. Requires excessive reassurance when changes occur in environment or typical situations
- 37. Prefers to play alone
- 38. Appears "aloof" or distant from others near him/her (i.e., does not recognize others as being present)
- 39. Does not exhibit awareness of social "codes of conduct" or does not learn appropriate behavior from observing such behaviors (e.g., saying, "please/thank you," turn taking, sharing, etc.)

- 40. Does not realize how his/her actions affect others
- 41. Does not use other's emotional responses to guide behavior (i.e., social referencing)
- 42. Does not initiate play with others
- 43. Observes others playing, but does not join others to play
- 44. Does not know how to pretend when playing (e.g., playing house, pretending to be someone he/she is not, etc.)
- 45. Has difficulty assuming role reversals in play (e.g., always is the "chaser" rather than being chased, always plays the "monster," etc.)
- 46. Has difficulty negotiating or accepting others' personal space preferences (e.g., always invading personal space of others (e.g., climbs on others, gets too close to others, bumps others, etc.)

71 Raw Score

STEREOTYPED/REPETITIVE

- 51. Spins toys
- 52. Lines toys up in a systematic order

SAMPLE
School Version Rating Form

- 1** 53. Demonstrates unusual tone of voice (e.g., monotone, high pitch, etc.)
- 1** 54. Uses unusual speech patterns that are overly precise and pedantic (i.e., talks like a "little professor") or speaks in a singsong manner
- 1** 55. Uses personal pronouns inappropriately (e.g., refers to self as he, you, she, etc.)
- 1** 56. Inappropriately uses newly learned communication skills in novel and familiar communicative situations (e.g., overapplies greetings to everyone he/she sees, answers "fine" to all questions directed to him/her, etc.)
- 1** 57. Able to repeat whole commercials or videos, but not able to use language to meet wants or needs
- 1** 58. Develops idiosyncratic meanings for words or phrases in which words or phrases have an associated affective meaning for him/her based on prior experience (e.g., child is hungry and someone says, "Let's go to Wendy's," resulting in child repeating phrase every time he/she hears "Wendy's"; cat is on the roof and someone says, "The cat is on the roof," resulting in child repeating phrase during mealtime; etc.)
- 1** 59. Demonstrates stereotyped patterns of behavior (e.g., twirls, rocks body, flaps hands, sways head, etc.)
- 1** 60. Gets "stuck" in a behavior when asked to imitate others (i.e., begins a behavior and continues to exhibit that behavior without stopping)
- 1** 61. Repeats an activity over and over (e.g., plays with the same object(s) repeatedly, etc.)
- 1** 62. Perseverates on words/sounds/sentences/phrases
- 1** 63. Repeats phrases/words directly after hearing them (i.e., direct echolalic speech)
- 1** 64. Repeats familiar phrases/words from movies, television shows, or commercials after a period of time (i.e., delayed echolalic speech)
- 1** 65. Inappropriately seeks auditory input (e.g., makes unique noises in order to meet sensory needs, etc.)
- 3** 66. Uses objects in inappropriate ways in order to gain auditory input (e.g., bangs toys or dishes together, etc.)
- 1** 67. Hums or uses other vocal stimulations to tune out surrounding noises
- 6** 68. Stares off into space
- 1** 69. Moves body or extremities in such a way as to provide visual stimulation (e.g., hand flapping, spinning, etc.)
- 1** 70. Engages in self-stimulatory activities (e.g., jumping on trampoline, rocking chair, etc.)
- 1** 71. Demonstrates self-stimulatory behaviors in order to gain sensory input (e.g., self-rocking of body, hand flapping, spinning self, etc.)
- 1** 72. Bodily postures are "odd" or extreme with little or no variation (e.g., physically "stims" on hands or objects, holds head at unusual angle to view body part or object, stares fixedly at object, etc.)
- 1** 73. Walks with an unusual gait
- 1** 74. Toe-walks the majority of the time

31 Raw Score

ROUTINES/RITUALS

- 1** 75. Develops predictable routines with toys/materials
- 1** 76. Tends to be a perfectionist (i.e., wants everything "just so" or in a certain place at all times)

- 5 77. Has difficulty with changes in routines (i.e., inflexible, does not accept change)
- 2 78. Becomes fixated on changes in routine for hours, days, or even weeks
- 4 79. Becomes aggressive or has a tantrum when a desired task is removed or stopped
- 1 80. Resists changing to seasonal clothing (e.g., has difficulty changing from shorts to pants in winter, wants to continue wearing heavy jackets in spring, etc.)
- 1 81. Demonstrates inappropriate behaviors in order to avoid exposure to various texture experiences (e.g., toe walking on grass or other textured ground covering, avoids touching specific materials, creates routines such as specific path through home to avoid specific textures, etc.)
- 1 82. Has a limited diet (e.g., will only eat certain foods or food textures, avoids certain food textures, etc.)
- 1 83. Explores objects by mouthing or licking
- 1 84. Inappropriately smells different people as a means of exploration
- 1 85. Smells all food items
- 6 86. Refuse to use pencil
- 3 87. Becomes angry, anxious or agitated when items are moved or disturbed, or when routines are changed
- 3 91. Has language, but perseverates on one topic of interest the majority of time
- 1 92. When engaged in activity, focuses solely on a single object or part(s) of object(s) even though a wide variety of objects are available for use (e.g., stares or plays with an object without pausing, etc.)
- 6 93. Engages only in activities which focus on personal topics of interest
- 1 94. Patterns of interest are unusual in level of intensity or focus (e.g., remains engaged in activity well beyond length of time that is typical for others his/her age, etc.)
- 1 95. Focuses on details rather than whole objects
- 1 96. Visual preference for straight lines (e.g., windows, the bottom of walls/

SAMPLE
School Version Rating Form

SENSORY

- 1 88. Demonstrates persistent preoccupation with parts of objects (e.g., wheels on a car, hose of a vacuum cleaner, string of a toy, etc.)
- 2 89. Plays with unusual items compared to those typically played with by other children (e.g., strings, lids, paper, etc.)
- 1 90. Develops attachment to nonessential objects (e.g., cups, cards, etc.) and carries that object with him/her at all times
- 1 97. Is overly sensitive or overly reactive to environmental sounds (e.g., overreacts to vacuum cleaner, blender, bells, buzz of lights, crinkle of paper, etc.)
- 1 98. Covers ears when hearing very distant or barely audible sounds (e.g., a fire truck from a mile away or a train whistle in the distance, etc.)
- 1 99. Does not respond to loud noises very close to him/her

INTERESTS

- 1 100. Is unable 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.)
- 1 101. Uses peripheral vision when looking at something or someone (i.e., looks at things out of the corner of his/her eyes)
- 1 102. Is preoccupied by visual stimuli (e.g., lights, mirrors, shiny objects, spinning objects, letters, numbers, open/closed doors, etc.)

28 Raw Score

2 103. Is unable to focus on a particular activity when specific visual stimulus is present (e.g., becomes agitated when family pet is in the room, focuses on lights or different objects of interest rather than verbalizations of others, etc.)

1 104. Demonstrates fear of certain visual stimuli (e.g., large rooms, small rooms, specific objects, etc.)

2 105. Is overly responsive to being lightly touched (e.g., overreacts to slight bumps with others, feels pain with normal clothing textures or touching, becomes uncomfortable and disrobes, etc.)

1 106. Has difficulty tolerating different textures that are normally found in clothing, fabrics, or food

2 107. Is unresponsive to pain (e.g., is hurt and doesn't seem to notice; does not respond to breaking a leg, falling down, etc.)

1 108. Harms self in order to gain tactile input (i.e. deliberate self-injury or self-abusive behavior such as hitting self, scratching self)

1 109. Eats inedible material (e.g., paper, etc.)

1 110. Craves weight, seeks out pillows or mattresses

1 111. Overly sensitive to different smells (e.g., perfume, etc.)

1 112. Seeks out different smells

1 113. Does not respond to strong smells (e.g., bowel movements, etc.)

1 114. Craves particular food tastes (e.g., extremely sour or extremely spicy, etc.)

1 115. Will only eat very bland foods

1 116. Is unable to accept/tolerate specific movement activities (e.g., refuses for feet to leave ground, to be inverted, to spin or swing, etc.)

3 117. Seeks out unusual risk-taking activities to meet sensory needs (e.g., climbing to high places, walking across high beams, etc.)

3 118. Lacks awareness of safety concerns and shows no fear of hazardous situations (e.g., walks out into bus, walks on balcony rail, etc.)

1 119. Exhibits unusual fear of harmless events or objects (e.g., fear of hats, fear of doorbell)

1 120. Exhibits unusual fear of specific, unfamiliar environmental stimuli (e.g., unexpected sounds, unusual sounds, strange dogs, new clothing, etc.)

1 121. Exhibits unusual fear of noisy, crowded places

1 122. Exhibits unusual fear of big, open spaces and buildings

35 Raw Score

**SAMPLE
School Version Rating Form**

SCHOOL VERSION RATING FORM

Tamara J. Arthaud

PROFILE SHEET

Name of student: Andrew Thomas Gender: M
 School: Midvale
 Class: Science Grade: 7
 City: Midvale State: PA
 Date of rating: 2006 / 11 / 29
 (year) (month) (day)
 Date of birth: 1994 / 2 / 18
 (year) (month) (day)
 Age at rating: 12 / 9 / 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-Emotional Reciprocity	81	5	1.37
Nonverbal	25	7	2.43
Relationships	71	5	1.39
Stereotyped/Repetitive	31	11	1.16
Routines/Rituals	28	9	1.60
Interests	18	9	1.86
Sensory	35	11	1.01

Dates during which observation of student occurred:
 From 9-4-2006 To 11-29-2006

TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval (Chapter 3)
57	91	29	2.73	99 %

Amount of time spent with student:
 Per day 50 min. Per week 4 hrs, 10 min.

Standard Scores	SUBSCALES							Quotients	Quotient	Percentiles	Percentile Rank
	COMMUNICATION			BEHAVIOR							
	Social-Emotional Reciprocity	Nonverbal	Relationships	Stereotyped/Repetitive	Routines/Rituals	Interests	Sensory				
20	150	.	≥99	.
19	145	.	95	.
18	140	.	90	.
17	135	.	85	.
16	130	.	80	.
15	125	.	75	.
14	120	.	70	.
13	115	.	65	.
12	110	.	60	.
11	105	.	55	.
10	100	.	50	.
9	95	.	45	.
8	90	.	40	.
7	85	.	35	.
6	80	.	30	.
5	75	.	25	.
4	70	.	20	.
3	65	.	15	.
2	60	.	10	.
1	55	.	5	.
	50	.	≤1	.

Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

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HOME VERSION RATING FORM

Tamara J. Arthaud

RATING GUIDELINES

- The child or youth should be rated by a parent, guardian, houseparent, etc., with primary observational opportunities. This person would usually be someone who lives with the child or youth in his/her home or residential setting.
- If the rater does not have first-hand knowledge and is unsure how to rate an item, it is appropriate for the rater to consult with another person to get information about the child's or youth's behavior in order to complete a rating of the child's or youth's typical behavior.
- The rater should rely on his/her observation of the child's or youth's behavior as it occurs naturally in the home/residential environment.
- It is not necessary to complete the rating of the child or youth in one day. Several days may elapse before the rater is able to complete the scale.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 3 as an example, the rater would first read "Have not personally observed or is developmentally inappropriate for age to be unable to take turns," then "Less than once a month is unable to take turns," then "Approximately once a month is unable to take turns," then "Approximately once a week is unable to take turns," then "More than once a week is unable to take turns," then "Daily at various times is unable to take turns," and finally, "Continuously throughout the day is unable to take turns."
- If the rater has not personally observed the child or youth demonstrate the behavior OR if the behavior/skill is developmentally inappropriate for the child's or youth's age group (e.g., a five-year-old maintaining a topic of conversation), the rating should be **1**
NOT PERSONALLY OBSERVED OR IS DEVELOPMENTALLY INAPPROPRIATE FOR AGE.
- If the rater has observed the child or youth for more than one month and has observed the child or youth demonstrate the behavior one time, the rating should be **2**
LESS THAN ONCE A MONTH.
- If the behavior has been demonstrated several times over more than one month with a frequency average of once a month, the rating should be **3**
APPROXIMATELY ONCE A MONTH.
- If the behavior has been demonstrated more than once a month, even several times per month, up to an average of one time a week which means no more than four times per month; the rating should be **4**
APPROXIMATELY ONCE A WEEK.
- If the behavior has been demonstrated more than one time per week, even several times per week, up to one time per day; the rating should be **5**
MORE THAN ONCE A WEEK.
- If the behavior has been demonstrated more than one time a day, up to one time per hour; the rating should be **6**
DAILY AT VARIOUS TIMES.
- If the behavior has been demonstrated more than once an hour and included behavior with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be **7**
CONTINUOUSLY THROUGHOUT THE DAY.

IMPORTANT *** PLEASE NOTE: *** IMPORTANT

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**TO RATER: Rate every item using the quantifiers (1-7) provided.
Every item must be rated. Do not leave any boxes blank.**

NOT PERSONALLY
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1

LESS THAN
ONCE A
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2

APPROXIMATELY
ONCE A
MONTH

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APPROXIMATELY
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WEEK

4

MORE THAN
ONCE A
WEEK

5

DAILY AT
VARIOUS
TIMES

6

CONTINUOUSLY
THROUGHOUT
THE DAY

7

SOCIAL-EMOTIONAL RECIPROCITY

2 1. Appears not to hear others' social initiations (i.e., does not respond to comments or actions of others)

3 2. Does not accept an item presented to him/her by others

1 3. Is unable to take turns (e.g., unable to wait for a turn to do an activity or task, etc.)

1 4. Does not socially interact/reciprocate with others

1 5. Demonstrates difficulty maintaining topic in conversation

1 6. Remains fixated on personal interest in conversation

3 7. Reacts with extreme emotions (e.g., hand flapping, crying, yelling, or having a tantrum) of others

1 8. Is unable to understand others' view points

1 9. Does not communicate for the purpose of sharing positive affect (e.g., joint attention)

1 10. Does not imitate others' actions (e.g., clapping, gesturing, waving, etc.)

1 11. Closes eyes when spoken to, as if the person speaking is not there

2 12. Does not respond to social praise, is not motivated by social praise

3 13. Becomes physically aggressive when he/she doesn't get his/her way

1 14. Demonstrates limited communication skills (e.g., grunts, uses one word to mean several things, uses behavior as a means to verbally communicate something, can't point or use gestures to communicate, etc.)

1 15. Does not respond to others' communication initiations

2 16. Is unable to participate in conversational turn taking

3 17. Seeks information from another person

1 18. Interprets information relevant to a specific situation

1 19. Interprets comments literally

2 20. Does not ask questions when confused, but instead ignores others or changes the subject (e.g., won't say, "I don't know." etc.)

1 21. Does not ask for things he/she wants

2 22. Has language and uses it to get needs met, yet is unresponsive to the communicative needs of others

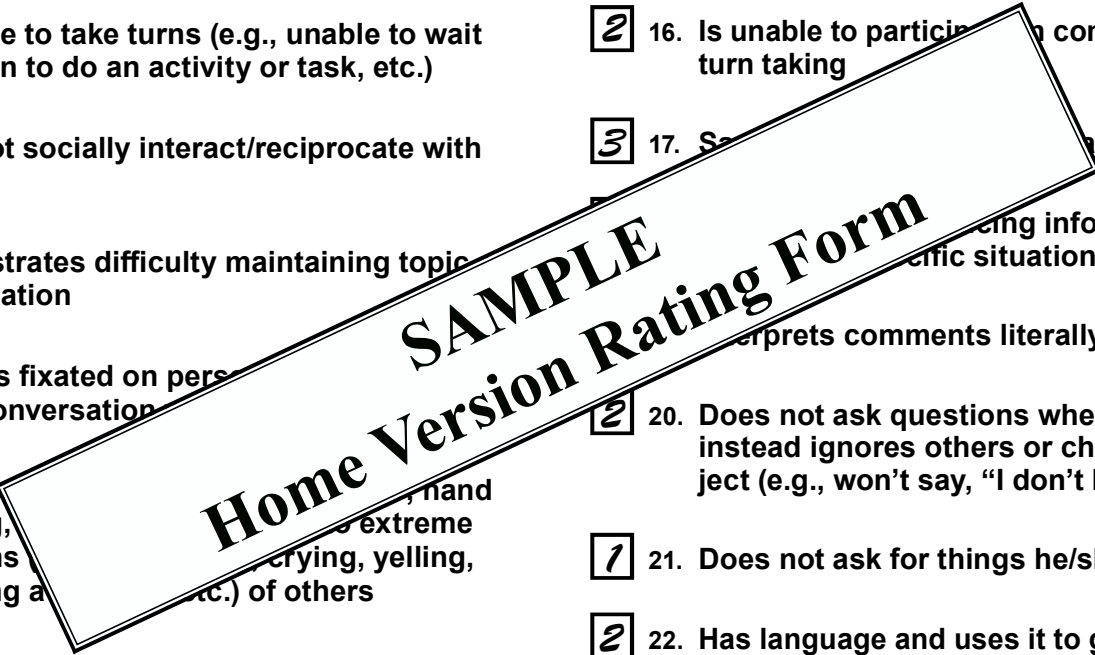
1 23. Has difficulty, or is unable to imitate others' verbalizations when asked (e.g., verbal sounds, words, etc.)

38 Raw Score

NONVERBAL

1 24. Avoids looking directly into others' eyes or cannot hold eye contact for appropriate amount of time

1 25. Overly obsessive about looking into others' faces/eyes



- 26. Does not show change in emotion through facial expressions (e.g., flat or inappropriate facial expressions in varying situations, etc.)
- 27. Is overly animated in facial expressions
- 28. Exhibits odd facial expressions for no apparent reason
- 29. Is unable to interpret nonverbal facial cues of others (i.e., emotional state of others)
- 30. Is overly sensitive to visual stimulus (e.g., unable to look others in the eyes, etc.)
- 31. Needs to be reminded to look at objects or tasks

18 Raw Score

RELATIONSHIPS

- 32. Stares "through" other people
- 33. Does not respond to his/her name by others
- 34. Plays alongside similar objects with others
- 35. Prefers independent play over interaction with people
- 36. Requires excessive reassurance when changes occur in environment or typical situations
- 37. Prefers to play alone
- 38. Appears "aloof" or distant from others near him/her (i.e., does not recognize others as being present)
- 39. Does not exhibit awareness of social "codes of conduct" or does not learn appropriate behavior from observing such behaviors (e.g., saying, "please/thank you," turn taking, sharing, etc.)

- 40. Does not realize how his/her actions affect others
- 41. Does not use other's emotional responses to guide behavior (i.e., social referencing)
- 42. Does not initiate play with others
- 43. Observes others playing, but does not join others to play
- 44. Does not know how to pretend when playing (e.g., playing house, pretending to be someone he/she is not, etc.)
- 45. Has difficulty assuming role reversals in play (e.g., always is the "chaser" rather than being chased, always plays the "monster," etc.)
- 46. Has difficulty understanding or accepting other's perspective

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- 47. Invades personal space of others (e.g., climbs on others, gets too close to others, bumps others, etc.)
- 48. Has difficulty communicating personal space preferences to others (e.g., unable to effectively communicate to others that they are invading his/her personal space; may hit or push in an attempt to keep others from getting too close, etc.)
- 49. Uses others as "tools" for communication (e.g., grabbing someone's hand to reach a particular item, etc.)
- 50. Inappropriately overgeneralizes a learned skill into a novel situation (e.g., repeats familiar routines in unfamiliar situations such as urinating on the playground instead of bathroom, asks everyone the same question even when socially inappropriate, etc.)

37 Raw Score

STEREOTYPED/REPETITIVE

- 51. Spins toys
- 52. Lines toys up in a systematic order

- 2** 53. Demonstrates unusual tone of voice (e.g., monotone, high pitch, etc.)
- 2** 54. Uses unusual speech patterns that are overly precise and pedantic (i.e., talks like a “little professor”) or speaks in a singsong manner
- 1** 55. Uses personal pronouns inappropriately (e.g., refers to self as he, you, she, etc.)
- 1** 56. Inappropriately uses newly learned communication skills in novel and familiar communicative situations (e.g., overapplies greetings to everyone he/she sees, answers “fine” to all questions directed to him/her, etc.)
- 3** 57. Able to repeat whole commercials or videos, but not able to use language to meet wants or needs
- 1** 58. Develops idiosyncratic meanings for words or phrases in which words or phrases have an associated affective meaning for him/her based on prior experience (e.g., child is hungry and someone says, “Let’s go to Wendy’s,” resulting in child saying “Let’s go to Wendy’s” every time he/she goes to Wendy’s; phrase “The cat is on the roof” is used every time a cat is on the roof and “The cat is on the roof” is used every time a cat is on the roof, resulting in child saying “The cat is on the roof” every time a cat is on the roof, etc.)
- 2** 59. Demonstrates stereotyped patterns of behavior (e.g., twirling, rocking body, flaps hands, sways head, etc.)
- 3** 60. Gets “stuck” in a behavior when asked to imitate others (i.e., begins a behavior and continues to exhibit that behavior without stopping)
- 2** 61. Repeats an activity over and over (e.g., plays with the same object(s) repeatedly, etc.)
- 2** 62. Perseverates on words/sounds/sentences/phrases
- 2** 63. Repeats phrases/words directly after hearing them (i.e., direct echolalic speech)
- 1** 64. Repeats familiar phrases/words from movies, television shows, or commercials after a period of time (i.e., delayed echolalic speech)
- 2** 65. Inappropriately seeks auditory input (e.g., makes unique noises in order to meet sensory needs, etc.)
- 3** 66. Uses objects in inappropriate ways in order to gain auditory input (e.g., bangs toys or dishes together, etc.)
- 3** 67. Hums or uses other vocal stimulations to tune out surrounding noises
- 2** 68. Stares off into space
- 1** 69. Moves body or objects in such a way as to provide visual stimulation (e.g., hand flapping, spinning, etc.)
- 3** 70. Engages in self-stimulatory activities (e.g., swinging on trampoline, sitting on a chair, etc.)
- 2** 71. Demonstrates self-stimulatory behaviors in order to gain sensory input (e.g., self-rocking of body, hand flapping, spinning self, etc.)
- 2** 72. Bodily postures are “odd” or extreme with little or no variation (e.g., physically “stims” on hands or objects, holds head at unusual angle to view body part or object, stares fixedly at object, etc.)
- 1** 73. Walks with an unusual gait
- 2** 74. Toe-walks the majority of the time

47 Raw Score

ROUTINES/RITUALS

- 1** 75. Develops predictable routines with toys/materials
- 2** 76. Tends to be a perfectionist (i.e., wants everything “just so” or in a certain place at all times)

- 3** 77. Has difficulty with changes in routines (i.e., inflexible, does not accept change)
- 1** 78. Becomes fixated on changes in routine for hours, days, or even weeks
- 2** 79. Becomes aggressive or has a tantrum when a desired task is removed or stopped
- 1** 80. Resists changing to seasonal clothing (e.g., has difficulty changing from shorts to pants in winter, wants to continue wearing heavy jackets in spring, etc.)
- 1** 81. Demonstrates inappropriate behaviors in order to avoid exposure to various texture experiences (e.g., toe walking on grass or other textured ground covering, avoids touching specific materials, creates routines such as specific path through home to avoid specific textures, etc.)
- 1** 82. Has a limited diet (e.g., will only eat certain foods or food textures, avoids certain food textures, etc.)
- 1** 83. Explores objects by mouthing or licking
- 3** 84. Inappropriately smells different people as a means of exploring
- 1** 85. Smells all food
- 3** 86. Refuses to participate in social activities
- 1** 87. Becomes overly anxious or agitated when items are moved or disturbed, or when routines are changed
- 2** 91. Has language, but perseverates on one topic of interest the majority of time
- 3** 92. When engaged in activity, focuses solely on a single object or part(s) of object(s) even though a wide variety of objects are available for use (e.g., stares or plays with an object without pausing, etc.)
- 2** 93. Engages only in activities which focus on personal topics of interest
- 3** 94. Patterns of interest are unusual in level of intensity or focus (e.g., remains engaged in activity well beyond length of time that is typical for others his/her age, etc.)
- 2** 95. Focuses on details rather than whole objects
- 2** 96. Visual preference for straight lines (e.g., windows, bottom of walls/

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SENSORY

- 3** 88. Demonstrates persistent preoccupation with parts of objects (e.g., wheels on a car, hose of a vacuum cleaner, string of a toy, etc.)
- 1** 89. Plays with unusual items compared to those typically played with by other children (e.g., strings, lids, paper, etc.)
- 2** 90. Develops attachment to nonessential objects (e.g., cups, cards, etc.) and carries that object with him/her at all times
- 3** 97. Is overly sensitive or overly reactive to environmental sounds (e.g., overreacts to vacuum cleaner, blender, bells, buzz of lights, crinkle of paper, etc.)
- 1** 98. Covers ears when hearing very distant or barely audible sounds (e.g., a fire truck from a mile away or a train whistle in the distance, etc.)

21 Raw Score

INTERESTS

- 2** 99. Does not respond to loud noises very close to him/her
- 2** 100. Is unable 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.)
- 1** 101. Uses peripheral vision when looking at something or someone (i.e., looks at things out of the corner of his/her eyes)
- 1** 102. Is preoccupied by visual stimuli (e.g., lights, mirrors, shiny objects, spinning objects, letters, numbers, open/closed doors, etc.)

- 1** 103. Is unable to focus on a particular activity when specific visual stimulus is present (e.g., becomes agitated when family pet is in the room, focuses on lights or different objects of interest rather than verbalizations of others, etc.)
- 1** 104. Demonstrates fear of certain visual stimuli (e.g., large rooms, small rooms, specific objects, etc.)
- 2** 105. Is overly responsive to being lightly touched (e.g., overreacts to slight bumps with others, feels pain with normal clothing textures or touching, becomes uncomfortable and disrobes, etc.)
- 1** 106. Has difficulty tolerating different textures that are normally found in clothing, fabrics, or food
- 1** 107. Is unresponsive to pain (e.g., is hurt and doesn't seem to notice; does not respond to breaking a leg, falling down, etc.)
- 1** 108. Harms self in order to gain tactile input (i.e., deliberate self-injury or self-abusive behavior, such as hitting self, scratching)
- 1** 109. Eats inedible materials (e.g., paper, etc.)
- 2** 110. Craves objects (e.g., seeks out weights, tires, pillows, or mattresses, etc.)
- 2** 111. Overly sensitive to different smells (e.g., perfume, etc.)
- 2** 112. Seeks out different smells
- 1** 113. Does not respond to strong smells (e.g., bowel movements, etc.)
- 1** 114. Craves particular food tastes (e.g., extremely sour or extremely spicy, etc.)
- 1** 115. Will only eat very bland foods
- 3** 116. Is unable to accept/tolerate specific movement activities (e.g., refuses for feet to leave ground, to be inverted, to spin or swing, etc.)
- 3** 117. Seeks out unusual risk-taking activities to meet sensory needs (e.g., climbing to high places, walking across high beams, etc.)
- 3** 118. Lacks awareness of safety concerns and shows no fear of hazardous situations (e.g., walks out into busy street, walks on balcony rail, etc.)
- 2** 119. Exhibits unusual fear of specific, unfamiliar environmental stimuli (e.g., unexpected sounds, unusual sounds, strange dogs, new clothing, etc.)
- 1** 120. Exhibits unusual fear of specific, unfamiliar environmental stimuli (e.g., unexpected sounds, unusual sounds, strange dogs, new clothing, etc.)
- 1** 121. Exhibits unusual fear of noisy, crowded places
- 1** 122. Exhibits unusual fear of big, open spaces and buildings

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39 Raw Score

HOME VERSION RATING FORM

Tamara J. Arthaud

PROFILE SHEET

Name: Andrew Thomas Gender: M

School: Midvale Elementary Grade: 3

City: Midvale State: PA

Date of rating: 2007 1 23
(year) (month) (day)

Date of birth: 1998 9 7
(year) (month) (day)

Age at rating: 8 4 16
(years) (months) (days)

Rated by: M. Jackson

Relationship to child: mother

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
Social-Emotional Reciprocity	38	10	1.28
Nonverbal	18	9	2.20
Relationships	37	9	1.36
Stereotyped/Repetitive	47	9	1.34
Routines/Rituals	21	10	1.78
Interests	20	8	2.06
Sensory	39	10	1.30

TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval (Chapter 3)
65	92	31	3.14	95%

Standard Scores	SUBSCALES							Quotients	Quotient	Percentiles	Percentile Rank
	COMMUNICATION			BEHAVIOR							
	Social-Emotional Reciprocity	Nonverbal	Relationships	Stereotyped/Repetitive	Routines/Rituals	Interests	Sensory				
20	150	.	≥99	.
19	145	.	95	.
18	140	.	90	.
17	135	.	85	.
16	130	.	80	.
15	125	.	75	.
14	120	.	70	.
13	115	.	65	.
12	110	.	60	.
11	105	.	55	.
10	*	-	-	-	*	-	*	100	-	50	-
9	.	*	*	*	.	*	.	95	*	45	.
8	90	.	40	.
7	85	.	35	.
6	80	.	30	*
5	75	.	25	.
4	70	.	20	.
3	65	.	15	.
2	60	.	10	.
1	55	.	5	.
								50	.	≤1	.

Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

ASDES HV
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