

AUTISTIC DISORDER EVALUATION SCALE (ADES)

Tamara J. Arthaud, Ph.D.
&
Kerri Duncan, Ed.S.

Copyright © 2008

The *Autistic Disorder Evaluation Scale* was designed to provide a measure of those characteristics typically associated with Autistic Disorder as described by the medical profession and observed by educators, psychologists, and psychiatrists. The *Home Version* allows parents to provide doctors, therapists, and educators observational documentation and measurement of the characteristics in the home setting. The *School Version* allows educators to document observations of the child in the school environment. Combining both versions then allows a broader scope of the child's social, emotional, academic, and communication strengths and weaknesses across different environments. Both scales have been developed in order to contribute valuable information to the identification process of children and youth with Autistic Disorder.

The following functions are served by the instrument:

- Measurement of behavior by primary observers in the school or residential environment,
- comparison of an individual student to a national standard for screening purposes,
- identification of the child's characteristics of Autistic Disorder as specified by the American Psychiatric Association,
- pinpointing areas of need for behavioral intervention/improvement, and identification of goals, objectives, and interventions for the student's IEP, and program implementation with the use of the companion intervention manual, *Autistic Disorder Intervention Manual*.

The **ADES School Version** was standardized on a total of 3,413 students including identified students. The **ADES 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 **ADES 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 9 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 adaptive skills.

The **ADES** uses frequency-referenced quantifiers. Each item on the **ADES** 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 students), total score quotient, and a total score percentile. Using the subscale standard scores, a profile of the student's level of functioning across the 9 subscales may be constructed.

The **ADES** 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 **ADES** complete kit consists of school and home version rating forms and technical manuals, and the *Autistic Disorder Intervention Manual*. The intervention manual includes goals, objectives, and intervention strategies for the behaviors on the scale and was designed for the convenient development of the student's IEP.

H A W T H O R N E
Phone: (800) 542-1673 FAX: (800) 442-9509

Intervention Strategies Documentation Form

Date: _____

Student name: _____ Birthdate: _____ Age: _____

School: _____ Parents: _____

Team members: _____

I. Student History

A. Are the parents aware of your concern? _____

B. Has the student repeated a grade? _____ If so, when? _____

C. Date and results of any previous individual testing? _____

D. Date and results of last hearing screening: _____

E. Date and results of last vision screening: _____

II. Concerns and Interventions

Learning or Behavior Concern: _____

Interventions Implemented:

Intervention
Date

S/U

Decision

Learning or Behavior Concern: _____

Interventions Implemented:

Intervention
Date

S/U

Decision

SCHOOL VERSION RATING FORM

Tamara J. Arthaud
Kerri Duncan

COVER SHEET

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 12 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

It is your responsibility as a professional or parent to immediately inform the publisher if you are asked to complete any reproduction of this form. The original form is beige with brown print. If you have this form in any other color, it was illegally reproduced. You are not permitted to complete or use any reproduced form. Hawthorne Educational Services, Inc., will pay a reward of \$100.00 for actionable evidence of illegal copying or faxing.

(800) 542-1673

**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	
Reciprocal Social Interaction & Play							
6							22. Is unable to understand others' view points
2							23. Does not realize how his/her actions affect others
3							24. Does not communicate for the purpose of sharing positive affect (e.g., joint attention)
2							25. Does not use other's emotional responses to guide behavior (i.e., social referencing)
2							26. Does not initiate play with others
5							27. Observes others playing, but does not join others to play
6							28. Does not know how to pretend when playing (e.g., playing house, pretending to be someone he/she is not, etc.)
2							29. Has difficulty assuming role reversals in play (e.g., always is the "chaser" rather than being chased, always plays the "monster," etc.)
2							30. Does not imitate others' actions (e.g., clapping, gesturing, waving, etc.)
2							31. Spills toys
2							32. Lines toys up in a systematic order
6							33. Develops predictable routines with toys/materials
4							34. Demonstrates persistent preoccupation with parts of objects (e.g., wheels on a car, hose of a vacuum cleaner, string of a toy, etc.)
3							35. Plays with unusual items compared to those typically played with by other children (e.g., strings, lids, paper, etc.)
5							36. Develops attachment to nonessential objects (e.g., cups, cards, etc.) and carries that object with him/her at all times
2							37. Closes eyes when spoken to, as if the person speaking is not there
3							38. Does not respond to social praise, is not motivated by social praise
5							39. Becomes physically aggressive when he/she doesn't get his/her way
2							40. Tends to be a perfectionist (i.e., wants everything "just so" or in a certain place at all times)
136 Raw Score							
Reciprocal Communication							
1							41. 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							42. Does not respond to others' communication initiations

Figure 4

- 4 43. Is unable to participate in conversational turn taking
- 2 44. Says one thing, but means another
- 5 45. Has difficulty producing information required in a specific situation
- 6 46. Interprets comments literally
- 1 47. Demonstrates unusual tone of voice (e.g., monotone, high pitch, etc.)
- 1 48. Uses unusual speech patterns that are overly precise and pedantic (i.e., talks like a "little professor") or speaks in a singsong manner
- 1 49. 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 50. Does not ask for things he/she wants
- 1 51. Uses personal pronouns inappropriately (e.g., refers to self as he, you, she, etc.)
- 1 52. 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.)
- 2 53. Has language and uses it to get needs met, yet is unresponsive to the communicative needs of others
- 3 54. Has language, but perseverates on one topic of interest the majority of time
- 7 55. Has difficulty understanding or accepting others' point of view
- 4 56. Has difficulty identifying personal space preferences of others (e.g., climbs on people, stands too close to others, bumps into others, etc.)
- 4 57. 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.)
- 1 58. Uses others as "tools" for communication (e.g., grabbing someone's hand to reach a particular item, etc.)
- 1 59. Able to repeat whole commercials or videos, but not able to use language to meet wants or needs
- 1 60. 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 using that phrase every time he/she is hungry; family cat is on the roof and someone yells, "The cat is on the roof" with extreme emotion, resulting in the child using that phrase during times of extreme excitement; etc.)
- 1 61. Has difficulty, or is unable to imitate others' verbalizations when asked (e.g., verbal sounds, words, etc.)

50 Raw Score

Restricted Range of Interest & Repetitive Behavior

- 1 62. Demonstrates repetitive patterns of behavior (e.g., twirls, rocks body, flaps hands, sways head, etc.)
- 1 63. Gets "stuck" in a behavior when asked to imitate others (i.e., begins a behavior and continues to exhibit that behavior without stopping)

- 1 64. 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.)
- 1 65. Repeats an activity over and over (e.g., plays with the same object(s) repeatedly, etc.)
- 6 66. Engages only in activities which focus on personal topics of interest
- 1 67. 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.)
- 5 68. Has difficulty with changes in routines (i.e., inflexible; does not accept change)
- 1 69. Perseverates on words/sounds/sentences/phrases
- 1 70. Repeats phrases/words directly after hearing them (i.e., direct echolalic speech)
- 1 71. Repeats familiar phrases/words from movies, television shows, or commercials after a period of time (i.e., delayed echolalic speech)
- 2 72. Becomes fixated on changes in routine for hours, days, or even weeks
- 1 73. 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.)
- 4 74. Becomes aggressive or has a tantrum when a desired task is removed or stopped

26 Raw Score

Auditory Interpretation

- 3 75. 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 76. 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 77. Does not respond to loud noises very close to him/her
- 1 78. Inappropriately seeks auditory input (e.g., makes unique noises in order to meet sensory needs, etc.)
- 3 79. Uses objects in inappropriate ways in order to gain auditory input (e.g., bangs toys or dishes together, etc.)
- 1 80. Hums or uses other vocal stimulations to tune out surrounding noises

10 Raw Score

Visual Interpretation

- 4 81. Is overly sensitive to visual stimulus (e.g., unable to look others in the eyes, etc.)
- 1 82. 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.)

Figure 5

- 6** 83. Needs to be reminded to look at objects or tasks
- 6** 84. Stares off into space
- 1** 85. Uses peripheral vision when looking at something or someone (i.e., looks at things out of the corner of his/her eyes)
- 1** 86. Is preoccupied by visual stimuli (e.g., lights, mirrors, shiny objects, spinning objects, letters, numbers, open/closed doors, etc.)
- 2** 87. 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** 88. Moves body or objects in such a way as to provide visual stimulus (e.g., hand flapping, spinning toys/materials, etc.)
- 1** 89. Demonstrates fear of certain visual stimuli (e.g., large rooms, small rooms, specific objects, etc.)
- 1** 90. Focuses on details rather than whole objects
- 1** 91. Visual preoccupation with straight lines (e.g., window blinds, framing at the bottom of walls/floors, etc.)
- 1** 92. Unable to scan a variety of items to obtain a desired item (e.g., unable to find a shoe on the bedroom floor, unable to find a spoon within a table setting, etc.)

26 Raw Score

Tactile Interpretation

- 2** 93. 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** 94. Has difficulty tolerating different textures that are normally found in clothing, fabrics, or food
- 1** 95. 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** 96. 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.)
- 2** 97. Is unresponsive to pain (e.g., is hurt and doesn't seem to notice; does not respond to breaking a leg, falling down, etc.)
- 2** 98. Reacts inappropriately to pain (e.g., laughing when injured, etc.)
- 1** 99. Harms self in order to gain tactile input (i.e., deliberate self-injury or self-abusive behavior, such as hitting self, scratching self, etc.)
- 1** 100. Eats inedible materials (e.g., dirt, pebbles, paper)
- 1** 101. Has a limited diet (e.g., will only eat certain foods or food textures, avoids certain food textures, etc.)
- 1** 102. Explores objects by mouthing or licking
- 1** 103. Craves deep pressure (e.g., deep hugs, seeks out weighted objects such as pillows or mattresses, etc.)

14 Raw Score

Olfactory & Gustatory Interpretation

- 1** 104. Overly sensitive to different smells (e.g., perfume, etc.)
- 1** 105. Seeks out different smells
- 1** 106. Inappropriately smells different objects/people as a means of exploring the environment
- 1** 107. Smells all food prior to eating it
- 1** 108. Does not respond to strong smells (e.g., bowel movements, etc.)
- 1** 109. Craves particular food tastes (e.g., extremely sour or extremely spicy)
- 1** 110. Will only eat very bland foods

7 Raw Score

Kinesthetic Interpretation

- 1** 111. Seeks out different movement activities (e.g., swinging, jumping on trampoline, sit-n-spin, rocking chair, etc.)
- 1** 112. Demonstrates self-stimulatory behaviors in order to gain sensory input (e.g., self-rocking of body, hand-flapping, spinning self, etc.)
- 1** 113. Is unable to accept/tolerate specific movement activities (e.g., refuses for feet to leave ground, to be inverted, to spin or swing, etc.)
- 1** 114. 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 fixately at object, etc.)
- 6** 115. Demonstrates difficulty with fine motor skills (e.g., unable to hold a crayon, pencil, or cut with scissors, etc.)
- 6** 116. Refuses to participate in paper/pencil activities
- 1** 117. Demonstrates difficulty with gross motor skills (e.g., difficulty throwing a ball, catching a ball, running, hopping, etc.)
- 1** 118. Walks with an unusual gait
- 1** 119. Toe-walks the majority of the time
- 3** 120. Seeks out unusual risk-taking activities to meet sensory needs (e.g., climbing to high places, walking across high beams, etc.)

22 Raw Score

Fear, Anxiety, & Nervousness

- 3** 121. Lacks awareness of safety concerns and shows no fear of hazardous situations (e.g., walks out into busy street, walks on balcony rail, etc.)
- 1** 122. Exhibits persistent fear of harmless events or objects, even after repeated experience (e.g., fear of family cat, fear of hats, fear of doorbell at home, etc.)
- 1** 123. Exhibits unusual fear of specific, unfamiliar environmental stimuli (e.g., unexpected sounds, unusual sounds, strange dogs, new clothing, etc.)
- 1** 124. Exhibits unusual fear of noisy, crowded places
- 1** 125. Exhibits unusual fear of big, open spaces and buildings
- 3** 126. Becomes overly anxious or agitated when items are moved or disturbed, or when routines are changed

10 Raw Score

Figure 6

SCHOOL VERSION RATING FORM

Tamara J. Arthaud
Kerri Duncan

PROFILE SHEET

Name of student: Andrew Thomas Gender: M

School: Midvale

Class: Science Grade: 4

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

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

Amount of time spent with student:
Per day 50 min. Per week 250 min.

SUMMARY OF SCORES				
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)	
Reciprocal Social Interaction & Play	136	6	1.01	
Reciprocal Communication	50	8	1.37	
Restricted Range of Interest & Repetitive Behavior	26	9	1.50	
Interpretation of Sensory Experiences:				
Auditory	10	10	2.01	
Visual	26	9	1.73	
Tactile	14	11	1.42	
Olfactory & Gustatory	7	12	1.60	
Kinesthetic	22	9	1.73	
Fear, Anxiety, & Nervousness	10	10	1.68	
TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval
84	93	33	2.73	99%

Standard Scores	SUBSCALES										Quotients	Quotient	Percentiles	Percentile Rank
	Reciprocal Social Interaction & Play	Reciprocal Communication	Restricted Range of Interest & Repetitive Behavior	Interpretation of Sensory Experiences						Fear, Anxiety, & Nervousness				
				Auditory	Visual	Tactile	Olfactory & Gustatory	Kinesthetic						
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.

ADES SV
Copyright © 2008
Hawthorne Educational Services, Inc.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

It is your responsibility as a professional or parent to immediately inform the publisher if you are asked to complete any reproduction of this form. The original form is beige with brown print. If you have this form in any other color, it was illegally reproduced. You are not permitted to complete or use any reproduced form. Hawthorne Educational Services, Inc., will pay a reward of \$100.00 for actionable evidence of illegal copying or faxing.
(800) 542-1673

Figure 7

HOME VERSION RATING FORM

Tamara J. Arthaud

Kerri Duncan

COVER SHEET

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 12 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

It is your responsibility as a professional or parent to immediately inform the publisher if you are asked to complete any reproduction of this form. The original form is beige with brown print. If you have this form in any other color, it was illegally reproduced. You are not permitted to complete or use any reproduced form. Hawthorne Educational Services, Inc., will pay a reward of \$100.00 for actionable evidence of illegal copying or faxing.

(800) 542-1673



**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

1

LESS THAN
ONCE A
MONTH

2

APPROXIMATELY
ONCE A
MONTH

3

APPROXIMATELY
ONCE A
WEEK

4

MORE THAN
ONCE A
WEEK

5

DAILY AT
VARIOUS
TIMES

6

CONTINUOUSLY
THROUGHOUT
THE DAY

7

Reciprocal Social Interaction & Play

- 1 1. Avoids looking directly into others' eyes or cannot hold eye contact for appropriate amount of time
- 1 2. Overly obsessive about looking into others' faces/eyes
- 1 3. Stares "through" other people
- 2 4. Appears not to hear others' social initiations (i.e., does not respond to comments or actions of others)
- 2 5. Does not respond to his/her name spoken by others
- 2 6. Plays alongside others with the same or similar objects, but rarely plays or interacts with others (i.e., parallel play)
- 3 7. Does not accept an item presented to him/her by others
- 3 8. Does not show change in emotion through facial expressions (e.g., flat or inappropriate facial expressions in varying situations, etc.)
- 3 9. Is overly animated in facial expressions
- 3 10. Exhibits odd facial expressions for no apparent reason
- 1 11. Prefers inanimate objects over interaction with people
- 1 12. Is unable to take turns (e.g., unable to wait for a turn to do an activity or task, etc.)
- 1 13. Does not socially interact/reciprocate with others
- 1 14. Requires excessive reassurance when changes occur in environment or typical situations
- 1 15. Prefers to play alone
- 1 16. Demonstrates difficulty maintaining topic of conversation
- 1 17. Remains fixated on personal topics of interest in conversation with others
- 3 18. Is unable to interpret nonverbal facial cues of others (i.e., emotional state of others)
- 3 19. Reacts inappropriately (e.g., laughter, hand flapping, apparent excitement) to extreme emotions (e.g., screaming, crying, yelling, or having a tantrum, etc.) of others
- 3 20. Appears "aloof" or distant from others near him/her (i.e., does not recognize others as being present)
- 2 21. 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.)

- 1 22. Is unable to understand others' view points
- 3 23. Does not realize how his/her actions affect others
- 1 24. Does not communicate for the purpose of sharing positive affect (e.g., joint attention)
- 2 25. Does not use other's emotional responses to guide behavior (i.e., social referencing)
- 2 26. Does not initiate play with others
- 2 27. Observes others playing, but does not join others to play
- 3 28. Does not know how to pretend when playing (e.g., playing house, pretending to be someone he/she is not, etc.)
- 3 29. Has difficulty assuming role reversals in play (e.g., always is the "chaser" rather than being chased, always plays the "monster," etc.)
- 1 30. Does not imitate others' actions (e.g., clapping, gesturing, waving, etc.)
- 1 31. Spins toys
- 2 32. Lines toys up in a systematic order
- 1 33. Develops predictable routines with toys/materials
- 3 34. Demonstrates persistent preoccupation with parts of objects (e.g., wheels on a car, hose of a vacuum cleaner, string of a toy, etc.)
- 1 35. Plays with unusual items compared to those typically played with by other children (e.g., strings, lids, paper, etc.)
- 2 36. Develops attachment to nonessential objects (e.g., cups, cards, etc.) and carries that object with him/her at all times
- 1 37. Closes eyes when spoken to, as if the person speaking is not there
- 2 38. Does not respond to social praise, is not motivated by social praise
- 3 39. Becomes physically aggressive when he/she doesn't get his/her way
- 2 40. Tends to be a perfectionist (i.e., wants everything "just so" or in a certain place at all times)

75 Raw Score

Reciprocal Communication

- 1 41. 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 42. Does not respond to others' communication initiations

Figure 4

- 2** 43. Is unable to participate in conversational turn taking
- 3** 44. Says one thing, but means another
- 2** 45. Has difficulty producing information required in a specific situation
- 2** 46. Interprets comments literally
- 2** 47. Demonstrates unusual tone of voice (e.g., monotone, high pitch, etc.)
- 2** 48. Uses unusual speech patterns that are overly precise and pedantic (i.e., talks like a “little professor”) or speaks in a singsong manner
- 2** 49. 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** 50. Does not ask for things he/she wants
- 1** 51. Uses personal pronouns inappropriately (e.g., refers to self as he, you, she, etc.)
- 1** 52. 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.)
- 2** 53. Has language and uses it to get needs met, yet is unresponsive to the communicative needs of others
- 2** 54. Has language, but perseverates on one topic of interest the majority of time
- 2** 55. Has difficulty understanding or accepting others’ point of view
- 1** 56. Has difficulty identifying personal space preferences of others (e.g., climbs on people, stands too close to others, bumps into others, etc.)
- 1** 57. 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.)
- 2** 58. Uses others as “tools” for communication (e.g., grabbing someone’s hand to reach a particular item, etc.)
- 3** 59. Able to repeat whole commercials or videos, but not able to use language to meet wants or needs
- 1** 60. 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 using that phrase every time he/she is hungry; family cat is on the roof and someone yells, “The cat is on the roof” with extreme emotion, resulting in the child using that phrase during times of extreme excitement; etc.)
- 1** 61. Has difficulty, or is unable to imitate others’ verbalizations when asked (e.g., verbal sounds, words, etc.)

35 Raw Score

Restricted Range of Interest & Repetitive Behavior

- 2** 62. Demonstrates repetitive patterns of behavior (e.g., twirls, rocks body, flaps hands, sways head, etc.)
- 3** 63. Gets “stuck” in a behavior when asked to imitate others (i.e., begins a behavior and continues to exhibit that behavior without stopping)

- 3** 64. 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** 65. Repeats an activity over and over (e.g., plays with the same object(s) repeatedly, etc.)
- 2** 66. Engages only in activities which focus on personal topics of interest
- 3** 67. 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.)
- 3** 68. Has difficulty with changes in routines (i.e., inflexible; does not accept change)
- 2** 69. Perseverates on words/sounds/sentences/phrases
- 2** 70. Repeats phrases/words directly after hearing them (i.e., direct echolalic speech)
- 1** 71. Repeats familiar phrases/words from movies, television shows, or commercials after a period of time (i.e., delayed echolalic speech)
- 1** 72. Becomes fixated on changes in routine for hours, days, or even weeks
- 3** 73. 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.)
- 3** 74. Becomes aggressive or has a tantrum when a desired task is removed or stopped

29 Raw Score

Auditory Interpretation

- 1** 75. 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** 76. 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.)
- 2** 77. Does not respond to loud noises very close to him/her
- 2** 78. Inappropriately seeks auditory input (e.g., makes unique noises in order to meet sensory needs, etc.)
- 3** 79. Uses objects in inappropriate ways in order to gain auditory input (e.g., bangs toys or dishes together, etc.)
- 3** 80. Hums or uses other vocal stimulations to tune out surrounding noises

12 Raw Score

Visual Interpretation

- 2** 81. Is overly sensitive to visual stimulus (e.g., unable to look others in the eyes, etc.)
- 2** 82. 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.)

Figure 5

- 2** 83. Needs to be reminded to look at objects or tasks
- 2** 84. Stares off into space
- 1** 85. Uses peripheral vision when looking at something or someone (i.e., looks at things out of the corner of his/her eyes)
- 1** 86. Is preoccupied by visual stimuli (e.g., lights, mirrors, shiny objects, spinning objects, letters, numbers, open/closed doors, etc.)
- 1** 87. 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** 88. Moves body or objects in such a way as to provide visual stimulus (e.g., hand flapping, spinning toys/materials, etc.)
- 1** 89. Demonstrates fear of certain visual stimuli (e.g., large rooms, small rooms, specific objects, etc.)
- 2** 90. Focuses on details rather than whole objects
- 2** 91. Visual preoccupation with straight lines (e.g., window blinds, framing at the bottom of walls/floors, etc.)
- 2** 92. Unable to scan a variety of items to obtain a desired item (e.g., unable to find a shoe on the bedroom floor, unable to find a spoon within a table setting, etc.)

19 Raw Score

Tactile Interpretation

- 2** 93. 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** 94. Has difficulty tolerating different textures that are normally found in clothing, fabric, or food
- 1** 95. 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** 96. 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** 97. 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** 98. Reacts inappropriately to pain (e.g., laughing when injured, etc.)
- 1** 99. Harms self in order to gain tactile input (i.e., deliberate self-injury or self-abusive behavior, such as hitting self, scratching self, etc.)
- 1** 100. Eats inedible materials (e.g., dirt, pebbles, paper)
- 1** 101. Has a limited diet (e.g., will only eat certain foods or food textures, avoids certain food textures, etc.)
- 1** 102. Explores objects by mouthing or licking
- 2** 103. Craves deep pressure (e.g., deep hugs, seeks out weighted objects such as pillows or mattresses, etc.)

13 Raw Score

Olfactory & Gustatory Interpretation

- 2** 104. Overly sensitive to different smells (e.g., perfume, etc.)
- 2** 105. Seeks out different smells
- 3** 106. Inappropriately smells different objects/people as a means of exploring the environment
- 1** 107. Smells all food prior to eating it
- 1** 108. Does not respond to strong smells (e.g., bowel movements, etc.)
- 1** 109. Craves particular food tastes (e.g., extremely sour or extremely spicy)
- 1** 110. Will only eat very bland foods

11 Raw Score

Kinesthetic Interpretation

- 3** 111. Seeks out different movement activities (e.g., swinging, jumping on trampoline, sit-n-spin, rocking chair, etc.)
- 3** 112. Demonstrates self-stimulatory behaviors in order to gain sensory input (e.g., self-rocking of body, hand-flapping, spinning self, etc.)
- 3** 113. Is unable to accept/tolerate specific movement activities (e.g., refuses for feet to leave ground, to be inverted, to spin or swing, etc.)
- 2** 114. 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** 115. Demonstrates difficulty with fine motor skills (e.g., unable to hold a crayon, pencil, or cut with scissors, etc.)
- 2** 116. Refuses to participate in paper/pencil activities
- 2** 117. Demonstrates difficulty with gross motor skills (e.g., difficulty throwing a ball, catching a ball, running, hopping, etc.)
- 1** 118. Walks with an unusual gait
- 2** 119. Toe-walks the majority of the time
- 3** 120. Seeks out unusual risk-taking activities to meet sensory needs (e.g., climbing to high places, walking across high beams, etc.)

23 Raw Score

Fear, Anxiety, & Nervousness

- 3** 121. 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** 122. Exhibits persistent fear of harmless events or objects, even after repeated experience (e.g., fear of family cat, fear of hats, fear of doorbell at home, etc.)
- 1** 123. Exhibits unusual fear of specific, unfamiliar environmental stimuli (e.g., unexpected sounds, unusual sounds, strange dogs, new clothing, etc.)
- 1** 124. Exhibits unusual fear of noisy, crowded places
- 1** 125. Exhibits unusual fear of big, open spaces and buildings
- 1** 126. Becomes overly anxious or agitated when items are moved or disturbed, or when routines are changed

9 Raw Score

Figure 6

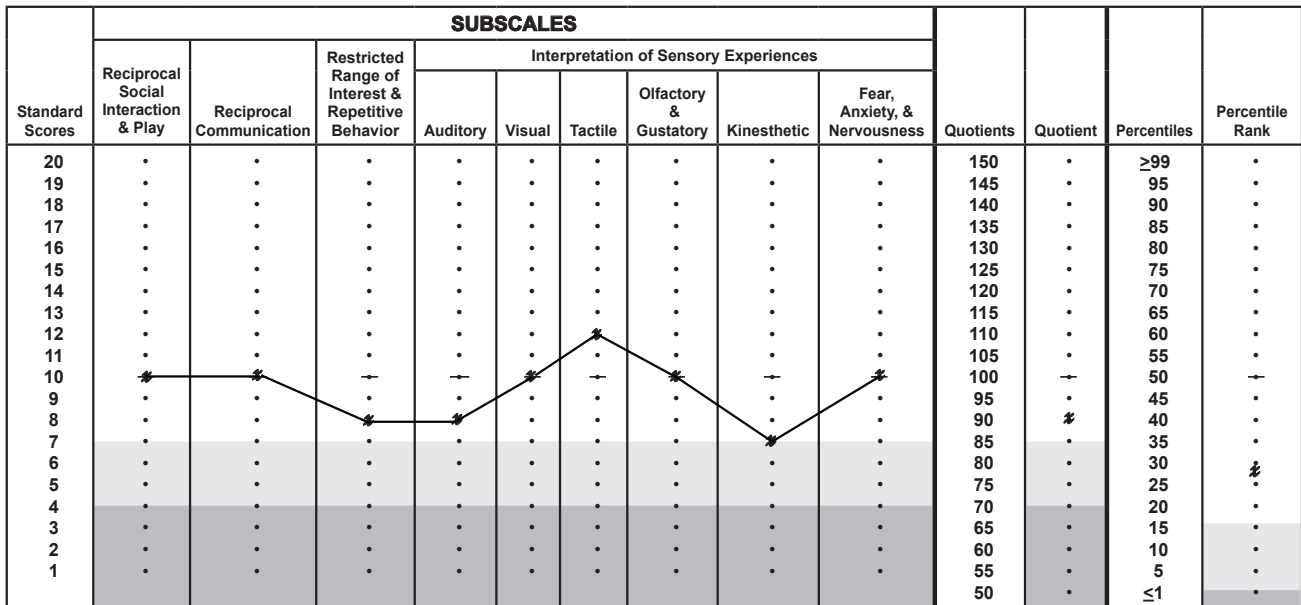
HOME VERSION RATING FORM

Tamara J. Arthaud
Kerri Duncan

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)	
Reciprocal Social Interaction & Play	75	10	1.34	
Reciprocal Communication	35	10	1.55	
Restricted Range of Interest & Repetitive Behavior	29	8	2.04	
Interpretation of Sensory Experiences:				
Auditory	12	8	2.84	
Visual	19	10	2.14	
Tactile	13	12	2.55	
Olfactory & Gustatory	11	10	2.76	
Kinesthetic	23	7	2.79	
Fear, Anxiety, & Nervousness	9	10	2.66	
TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval
85	91	28	4.05	99 %



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

ADES HV
Copyright © 2008
Hawthorne Educational Services, Inc.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

It is your responsibility as a professional or parent to immediately inform the publisher if you are asked to complete any reproduction of this form. The original form is beige with brown print. If you have this form in any other color, it was illegally reproduced. You are not permitted to complete or use any reproduced form. Hawthorne Educational Services, Inc., will pay a reward of \$100.00 for actionable evidence of illegal copying or faxing.
(800) 542-1673

Figure 7