

# ASPERGER'S DISORDER ASSESSMENT SCALE (ADAS)

Tamara J. Arthaud, Ph.D.

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The *Asperger's Disorder Assessment Scale* was designed to provide a measure of those characteristics typically associated with Asperger's 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 with documentation and measurement of the characteristics observed in the home setting. The *School Version* allows educators to document observations of the child in the school environment. Combining both versions provides a broader scope of the child's social, emotional, academic, and communication strengths and weaknesses across different environments. Both scales have been developed to contribute valuable information to the identification process of children and youth with Asperger's 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 Asperger's Disorder characteristics as specified by the American Psychiatric Association,
- pinpointing areas of need for behavioral intervention/improvement; identification of goals, objectives, and interventions for the student's IEP; and program implementation with the use of the companion intervention manual, *Asperger's Disorder Intervention Manual*.

The **ADAS School Version** was standardized on a total of 3,413 students including identified students. The **ADAS Home Version** was standardized on a total of 1,998 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 **ADAS 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 .90, indicating substantial reliability for each of the 8 subscales. Coefficients for inter-rater reliability for the 8 subscales ranged from .69 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 **ADAS** uses frequency-referenced quantifiers. Each item on the **ADAS** 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 percentile. Using the subscale standard scores, a profile of the student's level of functioning across the 8 subscales may be constructed.

The **ADAS** 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 **ADAS** complete kit consists of school and home version rating forms and technical manuals, and the *Asperger's 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: \_\_\_\_\_

			Decision
SAMPLE			

Learning or Behavior Concern: \_\_\_\_\_

Interventions Implemented: \_\_\_\_\_

	Intervention Date	S/U	Decision

# SCHOOL VERSION RATING FORM

Tamara J. Arthaud

## 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 10 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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**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

Nonverbal Behaviors

- 6** 1. Avoids looking directly into others' eyes or cannot hold eye contact for appropriate amount of time
- 3** 2. Stares "through" other people
- 2** 3. Does not show change in emotion through facial expressions (e.g., flat or inappropriate facial expressions in varying situations, etc.)
- 2** 4. Exhibits odd facial expressions for no apparent reason
- 6** 5. Needs to be reminded to look at objects or tasks
- 6** 6. Stares off into space
- 1** 7. Uses peripheral vision when looking at something or someone (i.e., looks at things out of the corner of his/her eyes)

26 Raw Score

Peer Relationships

- 5** 8. Plays alongside other children with similar objects, but does not play with others
- 6** 9. Prefers to play with people who do not react
- 4** 10. Is unable to play with others (e.g., unable to wait for a turn to play, unable to take turns in an activity or task, etc.)
- 3** 11. Prefers to play alone
- 3** 12. Does not initiate play with others
- 3** 13. Observes others playing, but does not join others to play
- 3** 14. Has difficulty assuming role reversals in play (e.g., always is the "chaser" rather than being chased, always plays the "monster," etc.)
- 4** 15. Has difficulty identifying personal space preferences of others (e.g., climbs on people, stands too close to others, bumps into others, etc.)
- 4** 16. 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.)

- 6** 17. Is unable to understand others' view points

41 Raw Score

Sharing

- 5** 18. Demonstrates difficulty maintaining topic of conversation
- 6** 19. 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.)
- 7** 20. Does not realize that his/her actions affect others
- 6** 21. Does not understand the purpose of sharing (e.g., joint play)

30 Raw Score

Does not use language and uses it to get needs met, yet is unresponsive to the communicative needs of others

30 Raw Score

Social/Emotional Reciprocity

- 2** 24. Appears not to hear others' social initiations (i.e., does not respond to comments or actions of others)
- 2** 25. Is unable to interpret nonverbal facial cues of others (i.e., emotional state of others)
- 1** 26. Appears "aloof" or distant from others near him/her (i.e., does not recognize others as being present)
- 6** 27. Does not use other's emotional responses to guide behavior (i.e., social referencing)
- 5** 28. Has difficulty producing information required in a specific situation
- 6** 29. Interprets comments literally
- 1** 30. 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** 31. Has difficulty understanding or accepting others' point of view

Figure 4

3 32. Does not socially interact/reciprocate with others

33 Raw Score

Interests

5 33. Remains fixated on personal topics of interest in conversation with others

1 34. Develops predictable routines with toys/materials

1 35. Uses unusual speech patterns that are overly precise and pedantic (i.e., talks like a "little professor") or speaks in a singsong manner

3 36. Has language, but perseverates on one topic of interest the majority of time

6 37. Engages only in activities which focus on personal topics of interest

1 38. Demonstrates unusual tone of voice (e.g., monotone, high pitch, etc.)

17 Raw Score

Routines/Rituals

1 39. Tends to be a perfectionist (i.e., wants everything "just so" or in a certain place at all times)

1 40. Patterns of interest are unusual in level of intensity or focus (e.g., remains engaged in activity well beyond length of time typical for others his/her age)

5 41. Has difficulty with change; is inflexible; does not like to be interrupted

3 42. Becomes fixated on items and routines are rigid

1 43. Bodily posture is unusual or extreme with little 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 44. Has difficulty tolerating different textures that are normally found in clothing, fabrics, or food

1 45. Has a limited diet (e.g., will only eat certain foods or food textures, avoids certain food textures, etc.)

13 Raw Score

Motor Mannerisms

5 46. Reacts inappropriately (e.g., laughter, hand flapping, apparent excitement) to extreme emotions (e.g., screaming, crying, yelling, or having a tantrum, etc.) of others

6 47. Demonstrates difficulty with fine motor skills (e.g., unable to hold a crayon, pencil, or cut with scissors, etc.)

1 48. Demonstrates difficulty with gross motor skills (e.g., difficulty throwing a ball, catching a ball, running, hopping, etc.)

1 49. Walks with an unusual gait

1 50. Demonstrates repetitive patterns of behavior (e.g., twirls, rocks body, flaps hands, sways head, etc.)

1 51. Moves body or objects in such a way as to provide visual stimulus (e.g., hand flapping, spinning toys/materials, etc.)

1 52. Is overly sensitive or overly reactive to environmental sounds (e.g., overreacts to vacuum cleaner, blender, bells, buzz of lights, crinkle of paper, etc.)

2 53. 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 54. Demonstrates self-stimulatory behaviors in order to gain attention (e.g., self-rocking, head banging, spinning)

1 55. Shows unusual preoccupation with details rather than whole objects

1 56. Demonstrates persistent preoccupation with parts of objects (e.g., wheels on a car, hose of a vacuum cleaner, string of a toy, etc.)

1 57. 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.)

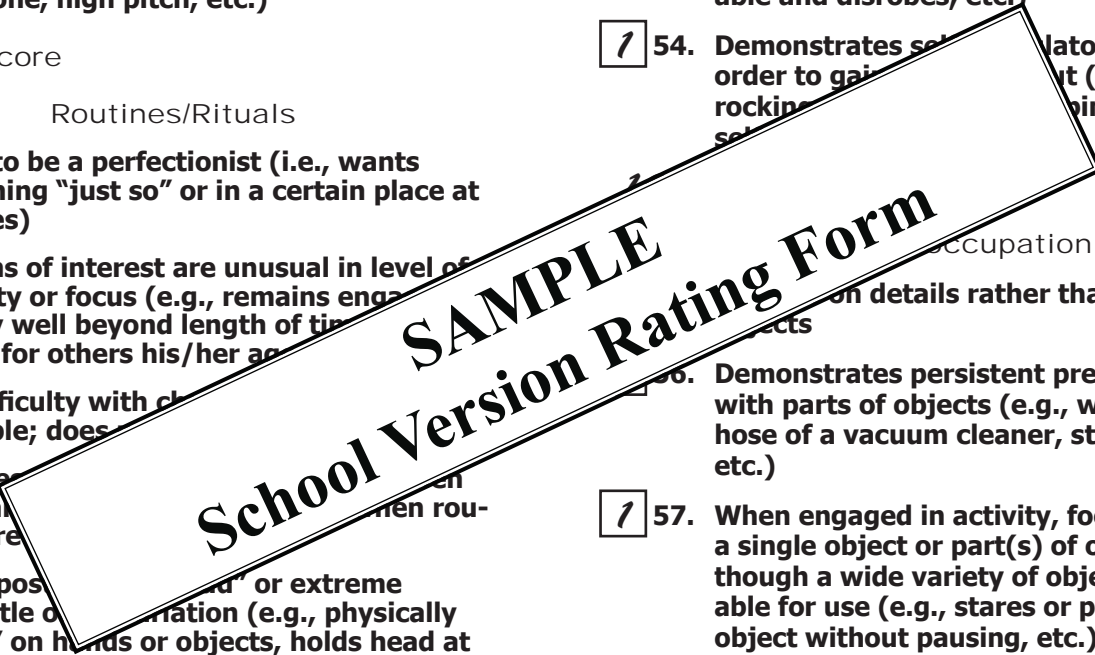
1 58. Visual preoccupation with straight lines (e.g., window blinds, framing at the bottom of walls/floors, etc.)

1 59. Is preoccupied by visual stimuli (e.g., lights, mirrors, shiny objects, spinning objects, letters, numbers, open/closed doors, etc.)

1 60. 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 61. 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.)

8 Raw Score



# 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

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)
<b>Social Interaction:</b>			
Nonverbal Behaviors	26	5	2.61
Peer Relationships	41	4	1.63
Sharing	30	3	1.88
Social/Emotional Reciprocity	33	6	1.96
<b>Behavior:</b>			
Interests	17	7	2.45
Routines/Rituals	13	10	2.22
Motor Mannerisms	19	9	1.65
Preoccupation	8	12	1.99

TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval
56	89	23	4.05	99 %

Standard Scores	Subscales								Quotients	Quotient	Percentiles	Percentile Rank
	Social Interaction				Behavior							
	Nonverbal Behaviors	Peer Relationships	Sharing	Social/Emotional Reciprocity	Interests	Routines/Rituals	Motor Mannerisms	Pre-occupation				
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.

ADAS SV  
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# HOME VERSION RATING FORM

Tamara J. Arthaud

## 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 patterns.
- 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 10 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.**

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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

Nonverbal Behaviors

- 1. Avoids looking directly into others' eyes or cannot hold eye contact for appropriate amount of time
- 2. Stares "through" other people
- 3. Does not show change in emotion through facial expressions (e.g., flat or inappropriate facial expressions in varying situations, etc.)
- 4. Exhibits odd facial expressions for no apparent reason
- 5. Needs to be reminded to look at objects or tasks
- 6. Stares off into space
- 7. Uses peripheral vision when looking at something or someone (i.e., looks at things out of the corner of his/her eyes)

13 Raw Score

Peer Relationships

- 8. Plays alongside other children with similar objects with other children
- 9. Prefers to play with peers
- 10. Is unable to wait for a turn to participate in an activity or task, etc.)
- 11. Prefers to play alone
- 12. Does not initiate play with others
- 13. Observes others playing, but does not join others to play
- 14. Has difficulty assuming role reversals in play (e.g., always is the "chaser" rather than being chased, always plays the "monster," etc.)
- 15. Has difficulty identifying personal space preferences of others (e.g., climbs on people, stands too close to others, bumps into others, etc.)
- 16. 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.)

- 17. Is unable to understand others' view points

15 Raw Score

Sharing

- 18. Demonstrates difficulty maintaining topic of conversation
- 19. 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.)
- 20. Does not realize how his/her actions affect others
- 21. Does not understand the purpose of sharing (e.g., joint play)

7 Raw Score

SAMPLE  
Home Version Rating Form

- 22. Does not participate in conversational sharing

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

11 Raw Score

Social/Emotional Reciprocity

- 24. Appears not to hear others' social initiations (i.e., does not respond to comments or actions of others)
- 25. Is unable to interpret nonverbal facial cues of others (i.e., emotional state of others)
- 26. Appears "aloof" or distant from others near him/her (i.e., does not recognize others as being present)
- 27. Does not use other's emotional responses to guide behavior (i.e., social referencing)
- 28. Has difficulty producing information required in a specific situation
- 29. Interprets comments literally
- 30. Does not ask questions when confused, but instead ignores others or changes the subject (e.g., won't say, "I don't know." etc.)
- 31. Has difficulty understanding or accepting others' point of view



1 32. Does not socially interact/reciprocate with others

19 Raw Score

Interests

1 33. Remains fixated on personal topics of interest in conversation with others

1 34. Develops predictable routines with toys/materials

2 35. Uses unusual speech patterns that are overly precise and pedantic (i.e., talks like a "little professor") or speaks in a singsong manner

2 36. Has language, but perseverates on one topic of interest the majority of time

2 37. Engages only in activities which focus on personal topics of interest

2 38. Demonstrates unusual tone of voice (e.g., monotone, high pitch, etc.)

10 Raw Score

Routines/Rituals

2 39. Tends to be a perfectionist (i.e., wants everything "just so" or in a certain place at all times)

3 40. Patterns of interest are unusual in level of intensity or focus (e.g., remains engaged in activity well beyond length of time typically for others his/her age) or on details rather than whole objects

3 41. Has difficulty with inflexible; demands

1 42. Becomes agitated when items are out of place when routines are

2 43. Bodily posture "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 44. Has difficulty tolerating different textures that are normally found in clothing, fabrics, or food

1 45. Has a limited diet (e.g., will only eat certain foods or food textures, avoids certain food textures, etc.)

13 Raw Score

Motor Mannerisms

3 46. Reacts inappropriately (e.g., laughter, hand flapping, apparent excitement) to extreme emotions (e.g., screaming, crying, yelling, or having a tantrum, etc.) of others

1 47. Demonstrates difficulty with fine motor skills (e.g., unable to hold a crayon, pencil, or cut with scissors, etc.)

2 48. Demonstrates difficulty with gross motor skills (e.g., difficulty throwing a ball, catching a ball, running, hopping, etc.)

1 49. Walks with an unusual gait

2 50. Demonstrates repetitive patterns of behavior (e.g., twirls, rocks body, flaps hands, sways head, etc.)

1 51. Moves body or objects in such a way as to provide visual stimulus (e.g., hand flapping, spinning toys/materials, etc.)

1 52. Is overly sensitive or overly reactive to environmental sounds (e.g., overreacts to vacuum cleaner, blender, bells, buzz of lights, crinkle of paper, etc.)

2 53. 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.)

3 54. Demonstrates stereotyped or ritualistic behaviors in order to... (e.g., self-rocking, spinning)

SAMPLE Home Version Rating Form

3 55. Shows signs of preoccupation with details rather than whole objects

2 56. Demonstrates persistent preoccupation with parts of objects (e.g., wheels on a car, hose of a vacuum cleaner, string of a toy, etc.)

3 57. 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 58. Visual preoccupation with straight lines (e.g., window blinds, framing at the bottom of walls/floors, etc.)

1 59. Is preoccupied by visual stimuli (e.g., lights, mirrors, shiny objects, spinning objects, letters, numbers, open/closed doors, etc.)

2 60. 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 61. 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.)

14 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 <small>(Appendix A)</small>	Standard Score SEM <small>(Appendix C)</small>
<b>Social Interaction:</b>			
Nonverbal Behaviors	13	10	2.61
Peer Relationships	15	11	2.12
Sharing	11	10	2.61
Social/Emotional Reciprocity	19	9	2.27
<b>Behavior:</b>			
Interests	10	11	2.58
Routines/Rituals	13	10	2.79
Motor Mannerisms	16	10	2.19
Preoccupation	14	9	2.50

TOTAL SCORE				
Sum of Subscale SS	Quotient <small>(Appendix B)</small>	Percentile <small>(Appendix B)</small>	Quotient SEM <small>(Appendix C)</small>	Confidence Interval
80	96	41	4.75	99 %

Standard Scores	Subscales								Quotients	Quotient	Percentiles	Percentile Rank
	Social Interaction				Behavior							
	Nonverbal Behaviors	Peer Relationships	Sharing	Social/Emotional Reciprocity	Interests	Routines/Rituals	Motor Mannerisms	Pre-occupation				
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.

ADAS HV  
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## II. Goals, Objectives, and Interventions

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

#### Goals:

1. The student will improve his/her ability to look directly into others' eyes.
2. The student will improve his/her ability to hold eye contact for an appropriate amount of time.

#### Objectives:

1. The student will be able to make direct eye contact \_\_\_\_\_% of the time.
2. The student will maintain eye contact, when information is being communicated, \_\_\_\_\_% of the time.
3. The student will make eye contact with a peer when interacting on \_\_\_\_\_ out of \_\_\_\_\_ trials.
4. The student will make eye contact with a teacher when interacting on \_\_\_\_\_ out of \_\_\_\_\_ trials.

#### Interventions:

1. Focus on remediating one concern at a time. If focusing on eye contact, avoid working on other areas such as asking for conversation or expecting social interaction, etc.

2. Attempt to provide input at a time. All else elsewhere. Less student looking.

3. Reduce distractors (e.g., visual, auditory, tactile, smell and movement).

4. Use a verbal cue (e.g., "I need your eyes.").

5. Consult with other professionals regarding additional visual difficulties (e.g., Irlen Syndrome, need for glasses with polarized lenses, etc.).

6. Practice making eye contact without the need for performing other tasks, such as listening or interacting.

7. Explain the importance of eye contact in social interaction when appropriate. Include how it makes people feel when eye contact is not given.

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11. Establish rules for listening (e.g., looking at the person who is talking, responding verbally when the other person is done, repeating what is said, asking questions when the message is not understood, etc.). These rules should be followed by everyone in the classroom.

12. Have the student practice appropriate eye contact with the teacher(s).

13. Evaluate the visual and auditory stimuli in the classroom. Determine the amount of stimuli the student can tolerate. Remove the extraneous stimuli from the environment.

14. Ask the student to be the leader of a small group activity if he/she possesses mastery of skills or an interest in that area.

15. Teach and practice effective communication skills. These skills include listening, maintaining eye contact, and positive body language.