



Parent Score Report

GENERATED BY

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by Ira L. Cohen, PhD, and PAR Staff

Name: Sample Client

Client ID: 1234-56789

Gender: Female

Date of birth: 02/03/2020

Test date: 02/14/2023

Rater's name: Example Client

Relationship to child: Mother

Form: Extended

Age at testing: 3 years, 0 months



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

Introduction & Interpretive Guidance

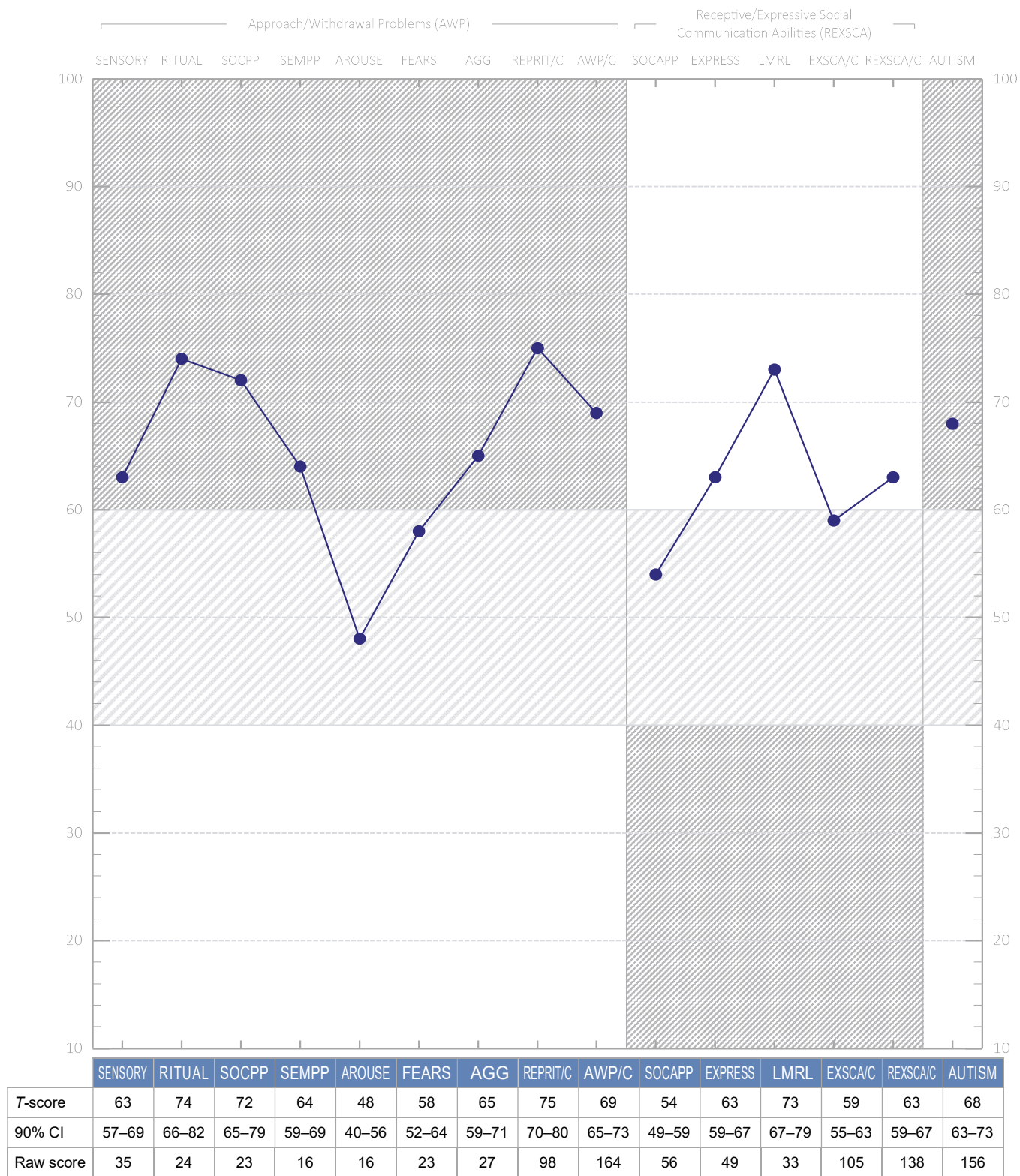
The **PDD Behavior Inventory (PDDBI)** (Cohen & Sudhalter, 2005) is a questionnaire originally designed to assess responsiveness to intervention in children with autism spectrum disorder (ASD); it is also useful for screening and diagnosis. It can be completed by parents and teachers of children and adolescents ages 1 year, 6 months to 18 years, 5 months. A thorough understanding of the PDDBI, including its development and psychometric properties, is a prerequisite to interpretation. As with any clinical method or procedure, appropriate training and clinical supervision are necessary to ensure competent use of the PDDBI.

INTERPRETATION STEPS FOR THE PDDBI SCORE REPORT

Step	Interpretive Guidance
a. <u>Domains/composites:</u> T scores	<p>A T score between 40 and 60 is typical of children with autism of a given age.</p> <p>In the Approach/Withdrawal Problems (AWP) dimension, higher domain T scores indicate increasing levels of severity of problem behaviors.</p> <p>In the Receptive-Expressive Social Communication Abilities (REXSCA) dimension, higher domain scores indicate increasing levels of competence.</p>
b. <u>Discrepancy scores:</u> SOCPP-SOCA PP and SEMPP-EXPR ESS absolute values and cumulative percentages	<p>The absolute value of discrepancy scores measures the magnitude of the difference between the child's skills and problems in how those skills are used. In children on the autism spectrum, the T scores in each pair tend to be similar to one another, or the SOCPP-SEMPP score may exceed SOCAPP-EXPRESS. In children without evidence of a (social) communication problem, this discrepancy score is high and the direction is in favor of SOCAPP or EXPRESS.</p> <p>The lower the cumulative percentage, the rarer that magnitude of discrepancy was in the standardization sample.</p>
c. <u>Clusters:</u> percentiles and qualitative ranges	<p>The clusters help identify the behaviors that contribute most to the child's score on a given domain. The average child with autism will score in the moderate range.</p> <p>In the AWP dimension, cluster scores in the low range identify areas of low problems, and high or very high cluster scores indicate need for intervention in that area.</p> <p>In the REXSCA dimension, high or very high cluster scores identify areas of high competency and cluster scores in the low range indicate need for intervention in that area.</p>
d. <u>ASD-DT classification</u> (Extended forms, ages 1:6 to 12:5 years only)	<p>As is the case for all measures, the ASD-DT Form should not be used in isolation as a diagnostic tool. Instead, it should be used in conjunction with other sources of information, including a detailed history, clinical interviews, performance test results, and, when possible, direct observation in a natural setting. See Chapter 3 of the PDDBI Professional Manual Supplement: Autism Spectrum Disorder Decision Tree (Cohen, 2017) for detailed interpretation of each classification node.</p>

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

PDDBI-PX T-Score Profile



Autism Spectrum Disorder Decision Tree

ASD CLASSIFICATION

Verbal ASD
(ASD-DT classification node 2.3)

Sample's parent/teacher ratings on the PDDBI indicate that she may be classified as having Verbal ASD. Children in this group are characterized by relatively good language skills, despite exhibiting social and behavioral issues. As children in this group do not generally present with intellectual deficits, *per se*, Sample may have ASD without "accompanying intellectual or language impairment" and/or a previous diagnosis of Asperger's disorder, depending on her developmental history and current language competence. Evaluations should include behavioral assessments, cognitive and adaptive testing, language assessment (especially semantic and pragmatic language competence), social skills and social cognition evaluations, and assessment for comorbid mood and anxiety problems, in addition to a clinical diagnostic evaluation for ASD.

Domain/Composite Score Summary

Domain/ <i>composite</i>	Raw score	T score	90% CI
Approach/Withdrawal Problems			
Sensory/Perceptual Approach Behaviors (SENSORY)	35	● 63	57–69
Ritualisms/Resistance to Change (RITUAL)	24	● 74	66–82
Social Pragmatic Problems (SOCPP)	23	● 72	65–79
Semantic/Pragmatic Problems (SEMPP)	16	● 64	59–69
Arousal Regulation Problems (AROUSE)	16	⊗ 48	40–56
Specific Fears (FEARS)	23	⊗ 58	52–64
Aggressiveness (AGG)	27	● 65	59–71
<i>Repetitive, Ritualistic, and Pragmatic Problems Composite (REPRIT/C)</i>	98	● 75	70–80
<i>Approach/Withdrawal Problems Composite (AWP/C)</i>	164	● 69	65–73
Receptive/Expressive Social Communication Abilities			
Social Approach Behaviors (SOCAPP)	56	⊗ 54	49–59
Expressive Language (EXPRESS)	49	63	59–67
Learning, Memory, and Receptive Language (LMRL)	33	73	67–79
<i>Expressive Social Communication Abilities Composite (EXSCA/C)</i>	105	⊗ 59	55–63
<i>Receptive/Expressive Social Communication Abilities Composite (REXSCA/C)</i>	138	63	59–67
Autism Composite (AUTISM)	156	● 68	63–73

Note. "----" = missing data. | *Scale was calculated using prorated score(s).

⊗ Average for ASD ● Severe problems/low abilities

Discrepancy Score Summary

Discrepancy score	Absolute difference	Cumulative percentage
SOCPP-SOCAPP	18	25.4
SEMPP-EXPRESS	1	96.4

Cluster Score Summary

APPROACH/WITHDRAWAL PROBLEMS

Domain/cluster	Raw score	Percentile range	Qualitative range
Sensory/Perceptual Approach Behaviors (SENSORY)			
Visual Behaviors	6	34–74	Moderate
Non-Food Taste Behaviors	7	34–74	Moderate
Touch Behaviors	10	≥ 95	Very high
Proprioceptive/Kinesthetic Behaviors	1	≤ 33	Low
Repetitive Manipulative Behaviors	11	≥ 95	Very high
Ritualisms/Resistance to Change (RITUAL)			
Resistance to Change in the Environment	9	≥ 95	Very high
Resistance to Change in Schedules/Routines	8	75–94	High
Rituals	7	75–94	High
Social Pragmatic Problems (SOCPP)			
Problems With Social Approach	3	75–94	High
Social Awareness Problems	11	≥ 95	Very high
Inappropriate Reactions to the Approaches of Others	9	75–94	High
Semantic/Pragmatic Problems (SEMP)			
Aberrant Vocal Quality When Speaking	7	≥ 95	Very high
Problems With Understanding Words	9	≥ 95	Very high
Verbal Pragmatic Deficits	0	≤ 33	Low
Arousal Regulation Problems (AROUSE)			
Kinesthetic Behaviors	8	34–74	Moderate
Reduced Responsiveness	8	34–74	Moderate
Sleep Regulation Problems	0	≤ 33	Low
Specific Fears (FEARS)			
Sadness When Away From Caregiver, Other Significant Figure, or in New Situation	4	75–94	High
Anxiousness When Away From Caregiver, Other Significant Figure, or in New Situation	1	34–74	Moderate
Auditory Withdrawal Behaviors	6	75–94	High
Fears and Anxieties	3	34–74	Moderate
Social Withdrawal Behaviors	9	75–94	High
Aggressiveness (AGG)			
Self-Directed Aggressive Behaviors	4	75–94	High
Incongruous Negative Affect	4	34–74	Moderate
Problems When Caregiver or Other Significant Figure Returns From Work, an Outing, or Vacation	4	75–94	High
Aggressiveness Toward Others	8	≥ 95	Very high
Overall Temperament Problems	7	34–74	Moderate

Note. "—" = missing data. | *Scale was calculated using prorated score(s).

Cluster Score Summary *continued*

RECEPTIVE/EXPRESSIVE SOCIAL COMMUNICATION ABILITIES

Domain/cluster	Raw score	Percentile range	Qualitative range
Social Approach Behaviors (SOCAPP)			
Visual Social Approach Behaviors	7	34–74	Moderate
Positive Affect Behaviors	9	≤ 33	Low
Gestural Approach Behaviors	3	34–74	Moderate
Responsiveness to Social Inhibition Cues	8	75–94	High
Social Play Behaviors	1	≤ 33	Low
Imaginative Play Behaviors	7	75–94	High
Empathy Behaviors	6	75–94	High
Social Interaction Behaviors	5	34–74	Moderate
Social Imitative Behaviors	10	34–74	Moderate
Expressive Language (EXPRESS)			
Vowel Production	8	≤ 33	Low
Consonant Production at the Beginning, Middle, and End of Words	8	34–74	Moderate
Diphthong Production	4	≤ 33	Low
Expressive Language Competence	13	75–94	High
Verbal Affective Tone	10	≥ 95	Very high
Pragmatic Conversational Skills	6	≥ 95	Very high
Learning, Memory, and Receptive Language (LMRL)			
General Memory Skills	12	≥ 95	Very high
Receptive Language Competence	21	≥ 95	Very high

Note. “---” = missing data. | *Scale was calculated using prorated score(s).

Items and Responses

ITEM RESPONSE KEY

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

SENSORY/PERCEPTUAL APPROACH BEHAVIORS (SENSORY)

Item #/Item	Response
Visual Behaviors	
1 Stares at or looks out of sides of eyes at his/her own image in mirror	1
2 [Item content removed from sample report]	2
3 [Item content removed from sample report]	1
4 [Item content removed from sample report]	2
Non-Food Taste Behaviors	
5 [Item content removed from sample report]	2
6 [Item content removed from sample report]	1
7 [Item content removed from sample report]	3
8 [Item content removed from sample report]	1
Touch Behaviors	
9 [Item content removed from sample report]	2
10 [Item content removed from sample report]	2
11 [Item content removed from sample report]	3
12 [Item content removed from sample report]	3
Proprioceptive/ Kinesthetic Behaviors	
13 [Item content removed from sample report]	0
14 [Item content removed from sample report]	0
15 [Item content removed from sample report]	0
16 [Item content removed from sample report]	1
Repetitive Manipulative Behaviors	
17 [Item content removed from sample report]	3
18 [Item content removed from sample report]	2
19 [Item content removed from sample report]	3
20 [Item content removed from sample report]	3

Items and Responses *continued*

RITUALISMS/RESISTANCE TO CHANGE (RITUAL)

Item #/Item	Response
Resistance to Change in the Environment	
21 [Item content removed from sample report]	3
22 [Item content removed from sample report]	3
23 [Item content removed from sample report]	1
24 [Item content removed from sample report]	2
Resistance to Change in Schedules/Routines	
25 [Item content removed from sample report]	1
26 [Item content removed from sample report]	1
27 [Item content removed from sample report]	3
28 [Item content removed from sample report]	3
Rituals	
29 [Item content removed from sample report]	1
30 [Item content removed from sample report]	2
31 [Item content removed from sample report]	3
32 [Item content removed from sample report]	1

Items and Responses *continued*

SOCIAL PRAGMATIC PROBLEMS (SOCPP)

Item #/Item	Response
Problems with Social Approach	
33 [Item content removed from sample report]	2
34 [Item content removed from sample report]	0
35 [Item content removed from sample report]	0
36 [Item content removed from sample report]	1
Social Awareness Problems	
37 [Item content removed from sample report]	2
38 [Item content removed from sample report]	3
39 [Item content removed from sample report]	3
40 [Item content removed from sample report]	3
Inappropriate Reactions to the Approaches of Others	
41 [Item content removed from sample report]	3
42 [Item content removed from sample report]	3
43 [Item content removed from sample report]	0
44 [Item content removed from sample report]	3

Items and Responses *continued*

SEMANTIC/PRAGMATIC PROBLEMS (SEMPP)

Item #/Item	Response
Aberrant Vocal Quality When Speaking	
45 [Item content removed from sample report]	3
46 [Item content removed from sample report]	3
47 [Item content removed from sample report]	0
48 [Item content removed from sample report]	1
Problems With Understanding Words	
49 [Item content removed from sample report]	0
50 [Item content removed from sample report]	3
51 [Item content removed from sample report]	3
52 [Item content removed from sample report]	3
Verbal Pragmatic Deficits	
53 [Item content removed from sample report]	0
54 [Item content removed from sample report]	0
55 [Item content removed from sample report]	0
56 [Item content removed from sample report]	0

Items and Responses *continued*

AROUSAL REGULATION PROBLEMS (AROUSE)

Item #/Item	Response
Kinesthetic Behaviors	
57 [Item content removed from sample report]	2
58 [Item content removed from sample report]	3
59 [Item content removed from sample report]	2
60 [Item content removed from sample report]	1
Reduced Responsiveness	
61 [Item content removed from sample report]	3
62 [Item content removed from sample report]	3
63 [Item content removed from sample report]	1
64 [Item content removed from sample report]	1
Sleep Regulation Problems	
65 [Item content removed from sample report]	0
66 [Item content removed from sample report]	0
67 [Item content removed from sample report]	0
68 [Item content removed from sample report]	0

Items and Responses *continued*

SPECIFIC FEARS (FEARS)

Item #/Item	Response
Sadness When Away From Caregiver, Other Significant Figure, or in New Situation	
69 [Item content removed from sample report]	0
70 [Item content removed from sample report]	2
71 [Item content removed from sample report]	0
72 [Item content removed from sample report]	2
Anxiousness When Away From Caregiver, Other Significant Figure, or in New Situation	
73 [Item content removed from sample report]	0
74 [Item content removed from sample report]	0
75 [Item content removed from sample report]	0
76 [Item content removed from sample report]	1
Auditory Withdrawal Behaviors	
77 [Item content removed from sample report]	3
78 [Item content removed from sample report]	0
79 [Item content removed from sample report]	2
80 [Item content removed from sample report]	1
Fears and Anxieties (facial expressions of fear, screaming, protests, etc.)	
81 [Item content removed from sample report]	0
82 [Item content removed from sample report]	0
83 [Item content removed from sample report]	3
84 [Item content removed from sample report]	0
Social Withdrawal Behaviors	
85 [Item content removed from sample report]	2
86 [Item content removed from sample report]	2
87 [Item content removed from sample report]	2
88 [Item content removed from sample report]	3

Items and Responses *continued*

AGGRESSIVENESS (AGG)

Item #/Item	Response
Self-Directed Aggressive Behaviors	
89 [Item content removed from sample report]	1
90 [Item content removed from sample report]	2
91 [Item content removed from sample report]	0
92 [Item content removed from sample report]	1
Incongruous Negative Affect	
93 [Item content removed from sample report]	0
94 [Item content removed from sample report]	2
95 [Item content removed from sample report]	0
96 [Item content removed from sample report]	2
Problems When Caregiver or Other Significant Figure Returns From Work, an Outing, or Vacation	
97 [Item content removed from sample report]	3
98 [Item content removed from sample report]	0
99 [Item content removed from sample report]	0
100 [Item content removed from sample report]	1
Aggressiveness Toward Others	
101 [Item content removed from sample report]	3
102 [Item content removed from sample report]	3
103 [Item content removed from sample report]	0
104 [Item content removed from sample report]	2
Overall Temperament Problems	
105 [Item content removed from sample report]	1
106 [Item content removed from sample report]	1
107 [Item content removed from sample report]	3
108 [Item content removed from sample report]	2

Items and Responses *continued*

SOCIAL APPROACH BEHAVIORS (SOCAPP)

Item #/Item	Response
Visual Social Approach Behaviors	
109 [Item content removed from sample report]	2
110 [Item content removed from sample report]	1
111 [Item content removed from sample report]	3
112 [Item content removed from sample report]	1
Positive Affect Behaviors	
113 [Item content removed from sample report]	3
114 [Item content removed from sample report]	3
115 [Item content removed from sample report]	2
116 [Item content removed from sample report]	1
Gestural Approach Behaviors	
117 [Item content removed from sample report]	0
118 [Item content removed from sample report]	3
119 [Item content removed from sample report]	0
120 [Item content removed from sample report]	0
Responsiveness to Social Inhibition Cues	
121 [Item content removed from sample report]	3
122 [Item content removed from sample report]	2
123 [Item content removed from sample report]	2
124 [Item content removed from sample report]	1
Social Play Behaviors	
125 [Item content removed from sample report]	1
126 [Item content removed from sample report]	0
127 [Item content removed from sample report]	0
128 [Item content removed from sample report]	0

Items and Responses *continued*

SOCIAL APPROACH BEHAVIORS (SOCAPP) *continued*

Item #/Item	Response
Imaginative Play Behaviors	
129 [Item content removed from sample report]	3
130 [Item content removed from sample report]	2
131 [Item content removed from sample report]	0
132 [Item content removed from sample report]	2
Empathy Behaviors	
133 [Item content removed from sample report]	2
134 [Item content removed from sample report]	1
135 [Item content removed from sample report]	2
136 [Item content removed from sample report]	1
Social Interaction Behaviors	
137 [Item content removed from sample report]	2
138 [Item content removed from sample report]	2
139 [Item content removed from sample report]	1
140 [Item content removed from sample report]	0
Social Imitative Behaviors	
141 [Item content removed from sample report]	3
142 [Item content removed from sample report]	1
143 [Item content removed from sample report]	3
144 [Item content removed from sample report]	3

Items and Responses *continued*

EXPRESSIVE LANGUAGE (EXPRESS)

Item #/Item	Response
Vowel Production	
145 [Item content removed from sample report]	2
146 [Item content removed from sample report]	2
147 [Item content removed from sample report]	2
148 [Item content removed from sample report]	2
Consonant Production at the Beginning, Middle, and End of Words	
149 [Item content removed from sample report]	2
150 [Item content removed from sample report]	2
151 [Item content removed from sample report]	2
152 [Item content removed from sample report]	2
Diphthong Production	
153 [Item content removed from sample report]	1
154 [Item content removed from sample report]	1
155 [Item content removed from sample report]	1
156 [Item content removed from sample report]	1
Expressive Language Competence	
157 [Item content removed from sample report]	1
158 [Item content removed from sample report]	1
159 [Item content removed from sample report]	2
160 [Item content removed from sample report]	1
161 [Item content removed from sample report]	0
162 [Item content removed from sample report]	1
163 [Item content removed from sample report]	1
164 [Item content removed from sample report]	1
165 [Item content removed from sample report]	1
166 [Item content removed from sample report]	1
167 [Item content removed from sample report]	2
168 [Item content removed from sample report]	1

Items and Responses *continued*

EXPRESSIVE LANGUAGE (EXPRESS) *continued*

Item #/Item	Response
Verbal Affective Tone	
169 [Item content removed from sample report]	2
170 [Item content removed from sample report]	2
171 [Item content removed from sample report]	3
172 [Item content removed from sample report]	3
Pragmatic Conversational Skills	
173 [Item content removed from sample report]	2
174 [Item content removed from sample report]	1
175 [Item content removed from sample report]	1
176 [Item content removed from sample report]	2

Items and Responses *continued*

LEARNING, MEMORY, AND RECEPTIVE LANGUAGE (LMRL)

Item #/Item	Response
General Memory Skills	
177 [Item content removed from sample report]	3
178 [Item content removed from sample report]	3
179 [Item content removed from sample report]	3
180 [Item content removed from sample report]	3
Receptive Language Competence	
181 [Item content removed from sample report]	3
182 [Item content removed from sample report]	3
183 [Item content removed from sample report]	2
184 [Item content removed from sample report]	2
185 [Item content removed from sample report]	3
186 [Item content removed from sample report]	2
187 [Item content removed from sample report]	3
188 [Item content removed from sample report]	3

END OF REPORT