



Teacher Score Report

GENERATED BY

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by Ira L. Cohen, PhD, and PAR Staff

Name: Sample Student

Client ID: 12-34567-89

Gender: Male

Date of birth: 08/03/2016

Test date: 02/14/2023

Rater's name: Example Instructor

Relationship to student: Classroom teacher

Form: Extended

Age at testing: 6 years, 6 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

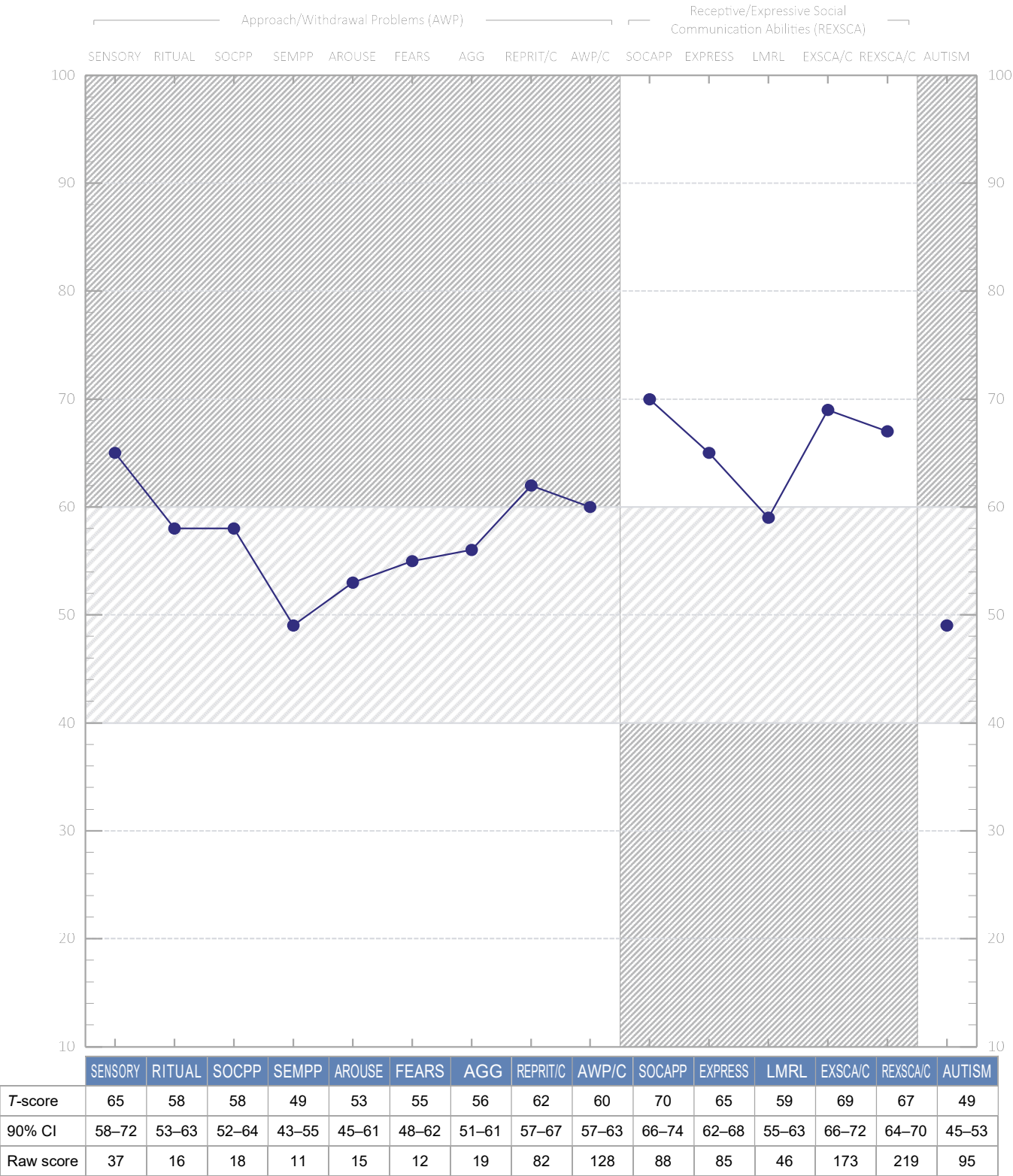
The **PDD Behavior Inventory (PDDBI)** (Cohen & Sudhalter, 2005) is a questionnaire originally designed to assess responsiveness to intervention in children with autism spectrum disorder (ASD); it is also useful for screening and diagnosis. It can be completed by parents and teachers of children and 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-TX T-Score Profile



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

Autism Spectrum Disorder Decision Tree

ASD CLASSIFICATION

Social Pragmatic Behavior Problems
(ASD-DT classification node 3.2)

Sample's parent/teacher ratings on the PDDBI indicate that he may be classified as having Social Pragmatic Behavior problems. Children in this group resemble, to some degree, a newly defined group in the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*—social communication disorder (SCD). Children with SCD have social pragmatic problems without the sensory and ritualistic behaviors characteristic of ASD. Sample may also have attention-deficit/hyperactivity disorder (ADHD), social anxiety disorder, or generalized anxiety disorder. Evaluations should include a clinical diagnostic evaluation for ASD, behavioral assessments, cognitive and adaptive testing, language assessment (especially semantic and pragmatic language competence), social skills and social cognition evaluations, and evaluation for comorbid mood and anxiety problems.

Domain/Composite Score Summary

Domain/ <i>composite</i>	Raw score	T score	90% CI
Approach/Withdrawal Problems			
Sensory/Perceptual Approach Behaviors (SENSORY)	37	● 65	58–72
Ritualisms/Resistance to Change (RITUAL)	16	⊗ 58	53–63
Social Pragmatic Problems (SOCPP)	18	⊗ 58	52–64
Semantic/Pragmatic Problems (SEMPP)	11	⊗ 49	43–55
Arousal Regulation Problems (AROUSE)	15	⊗ 53	45–61
Specific Fears (FEARS)	12	⊗ 55	48–62
Aggressiveness (AGG)	19	⊗ 56	51–61
<i>Repetitive, Ritualistic, and Pragmatic Problems Composite (REPRIT/C)</i>	82	● 62	57–67
<i>Approach/Withdrawal Problems Composite (AWP/C)</i>	128	⊗ 60	57–63
Receptive/Expressive Social Communication Abilities			
Social Approach Behaviors (SOCAPP)	88	70	66–74
Expressive Language (EXPRESS)	85	65	62–68
Learning, Memory, and Receptive Language (LMRL)	46	⊗ 59	55–63
<i>Expressive Social Communication Abilities Composite (EXSCA/C)</i>	173	69	66–72
<i>Receptive/Expressive Social Communication Abilities Composite (REXSCA/C)</i>	219	67	64–70
Autism Composite (AUTISM)	95	⊗ 49	45–53

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	12	46.2
SEMPP-EXPRESS	16	18.1

Cluster Score Summary

APPROACH/WITHDRAWAL PROBLEMS

Domain/cluster	Raw score	Percentile range	Qualitative range
Sensory/Perceptual Approach Behaviors (SENSORY)			
Visual Behaviors	5	34–74	Moderate
Non-Food Taste or Smell Behaviors	7	75–94	High
Noise Making Behaviors	11	≥ 95	Very high
Proprioceptive/Kinesthetic Behaviors	5	34–74	Moderate
Repetitive Manipulative Behaviors	6	75–94	High
Gait-Based (Walking) Kinesthetic Behaviors	3	34–74	Moderate
Ritualisms/Resistance to Change (RITUAL)			
Resistance to Change in the Environment	5	34–74	Moderate
Resistance to Change in Schedules/Routines	4	34–74	Moderate
Rituals	7	75–94	High
Social Pragmatic Problems (SOCPP)			
Problems With Social Approach	6	75–94	High
Social Awareness Problems	6	34–74	Moderate
Inappropriate Reactions to the Approaches of Others	6	34–74	Moderate
Semantic/Pragmatic Problems (SEMP)			
Aberrant Vocal Quality When Speaking	0	≤ 33	Low
Problems With Understanding Words	3	34–74	Moderate
Verbal Pragmatic Deficits	8	75–94	High
Arousal Regulation Problems (AROUSE)			
Kinesthetic Behaviors	8	34–74	Moderate
Reduced Responsiveness	7	34–74	Moderate
Specific Fears (FEARS)			
Social Withdrawal Behaviors	6	75–94	High
Auditory Withdrawal Behaviors	3	34–74	Moderate
Fears and Anxieties	3	34–74	Moderate
Aggressiveness (AGG)			
Self-Directed Aggressive Behaviors	4	75–94	High
Incongruous Negative Affect	8	75–94	High
Problems When Caregiver or Other Significant Figure Returns From an Outing or Vacation	0	≤ 33	Low
Aggressiveness Toward Others	1	34–74	Moderate
Overall Temperament Problems	6	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	12	≥ 95	Very high
Positive Affect Behaviors	12	75–94	High
Gestural Approach Behaviors	11	≥ 95	Very high
Responsiveness to Social Inhibition Cues	10	75–94	High
Social Play Behaviors	10	75–94	High
Imaginative Play Behaviors	11	≥ 95	Very high
Empathy Behaviors	11	≥ 95	Very high
Social Imitative Behaviors	11	75–94	High
Expressive Language (EXPRESS)			
Basic Vowel Production	12	75–94	High
Basic Consonant Production at the Beginning, Middle, and End of Words	12	≥ 95	Very high
Basic Diphthong Production	11	75–94	High
Expressive Language Competence	31	≥ 95	Very high
Verbal Affective Tone	11	≥ 95	Very high
Pragmatic Conversational Skills	8	≥ 95	Very high
Learning, Memory, and Receptive Language (LMRL)			
General Memory Skills	10	75–94	High
Receptive Language Competence	24	≥ 95	Very high
Associative Learning Skills	12	75–94	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]	0
4 [Item content removed from sample report]	2
Non-Food Taste or Smell Behaviors	
5 [Item content removed from sample report]	3
6 [Item content removed from sample report]	0
7 [Item content removed from sample report]	3
8 [Item content removed from sample report]	1
Noise Making Behaviors	
9 [Item content removed from sample report]	2
10 [Item content removed from sample report]	3
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]	2
15 [Item content removed from sample report]	3
16 [Item content removed from sample report]	0
Repetitive Manipulative Behaviors	
17 [Item content removed from sample report]	3
18 [Item content removed from sample report]	3
19 [Item content removed from sample report]	0
20 [Item content removed from sample report]	0
Gait-Based (Walking) Kinesthetic Behaviors	
21 [Item content removed from sample report]	0
22 [Item content removed from sample report]	0
23 [Item content removed from sample report]	2
24 [Item content removed from sample report]	1

Items and Responses *continued*

RITUALISMS/RESISTANCE TO CHANGE (RITUAL)

Item #/Item	Response
Resistance to Change in the Environment	
25 [Item content removed from sample report]	0
26 [Item content removed from sample report]	1
27 [Item content removed from sample report]	2
28 [Item content removed from sample report]	2
Resistance to Change in Schedules/Routines	
29 [Item content removed from sample report]	2
30 [Item content removed from sample report]	0
31 [Item content removed from sample report]	2
32 [Item content removed from sample report]	0
Rituals	
33 [Item content removed from sample report]	3
34 [Item content removed from sample report]	0
35 [Item content removed from sample report]	2
36 [Item content removed from sample report]	2

Items and Responses *continued*

SOCIAL PRAGMATIC PROBLEMS (SOCPP)

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

Items and Responses *continued*

SEMANTIC/PRAGMATIC PROBLEMS (SEMPP)

Item #/Item	Response
Aberrant Vocal Quality When Speaking	
49 [Item content removed from sample report]	0
50 [Item content removed from sample report]	0
51 [Item content removed from sample report]	0
52 [Item content removed from sample report]	0
Problems With Understanding Words	
53 [Item content removed from sample report]	0
54 [Item content removed from sample report]	0
55 [Item content removed from sample report]	1
56 [Item content removed from sample report]	2
Verbal Pragmatic Deficits	
57 [Item content removed from sample report]	2
58 [Item content removed from sample report]	2
59 [Item content removed from sample report]	2
60 [Item content removed from sample report]	2

Items and Responses *continued*

AROUSAL REGULATION PROBLEMS (AROUSE)

Item #/Item		Response
Kinesthetic Behaviors		
61	[Item content removed from sample report]	3
62	[Item content removed from sample report]	0
63	[Item content removed from sample report]	2
64	[Item content removed from sample report]	3
Reduced Responsiveness		
65	[Item content removed from sample report]	3
66	[Item content removed from sample report]	3
67	[Item content removed from sample report]	1
68	[Item content removed from sample report]	0

Items and Responses *continued*

SPECIFIC FEARS (FEARS)

Item #/Item	Response
Social Withdrawal Behaviors	
69 [Item content removed from sample report]	1
70 [Item content removed from sample report]	2
71 [Item content removed from sample report]	1
72 [Item content removed from sample report]	2
Auditory Withdrawal Behaviors	
73 [Item content removed from sample report]	3
74 [Item content removed from sample report]	0
75 [Item content removed from sample report]	0
76 [Item content removed from sample report]	0
Fears and Anxieties (facial expressions of fear, screaming, protests, etc.)	
77 [Item content removed from sample report]	0
78 [Item content removed from sample report]	1
79 [Item content removed from sample report]	1
80 [Item content removed from sample report]	1

Items and Responses *continued*

AGGRESSIVENESS (AGG)

Item #/Item	Response
Self-Directed Aggressive Behaviors	
81 [Item content removed from sample report]	0
82 [Item content removed from sample report]	3
83 [Item content removed from sample report]	1
84 [Item content removed from sample report]	0
Incongruous Negative Affect	
85 [Item content removed from sample report]	3
86 [Item content removed from sample report]	3
87 [Item content removed from sample report]	0
88 [Item content removed from sample report]	2
Problems When Caregiver or Other Significant Figure (e.g., Favorite Teacher) Returns From an Outing or Vacation	
89 [Item content removed from sample report]	0
90 [Item content removed from sample report]	0
91 [Item content removed from sample report]	0
92 [Item content removed from sample report]	0
Aggressiveness Toward Others	
93 [Item content removed from sample report]	0
94 [Item content removed from sample report]	0
95 [Item content removed from sample report]	0
96 [Item content removed from sample report]	1
Overall Temperament Problems	
97 [Item content removed from sample report]	0
98 [Item content removed from sample report]	2
99 [Item content removed from sample report]	2
100 [Item content removed from sample report]	2

Items and Responses *continued*

SOCIAL APPROACH BEHAVIORS (SOCAPP)

Item #/Item	Response
Visual Social Approach Behaviors	
101 [Item content removed from sample report]	3
102 [Item content removed from sample report]	3
103 [Item content removed from sample report]	3
104 [Item content removed from sample report]	3
Positive Affect Behaviors	
105 [Item content removed from sample report]	3
106 [Item content removed from sample report]	3
107 [Item content removed from sample report]	3
108 [Item content removed from sample report]	3
Gestural Approach Behaviors	
109 [Item content removed from sample report]	3
110 [Item content removed from sample report]	2
111 [Item content removed from sample report]	3
112 [Item content removed from sample report]	3
Responsiveness to Social Inhibition Cues	
113 [Item content removed from sample report]	3
114 [Item content removed from sample report]	2
115 [Item content removed from sample report]	3
116 [Item content removed from sample report]	2
Social Play Behaviors	
117 [Item content removed from sample report]	3
118 [Item content removed from sample report]	2
119 [Item content removed from sample report]	3
120 [Item content removed from sample report]	2

Items and Responses *continued*

SOCIAL APPROACH BEHAVIORS (SOCAPP) *continued*

Item #/Item	Response
Imaginative Play Behaviors	
121 [Item content removed from sample report]	2
122 [Item content removed from sample report]	3
123 [Item content removed from sample report]	3
124 [Item content removed from sample report]	3
Empathy Behaviors	
125 [Item content removed from sample report]	3
126 [Item content removed from sample report]	3
127 [Item content removed from sample report]	3
128 [Item content removed from sample report]	2
Social Imitative Behaviors	
129 [Item content removed from sample report]	3
130 [Item content removed from sample report]	2
131 [Item content removed from sample report]	3
132 [Item content removed from sample report]	3

Items and Responses *continued*

EXPRESSIVE LANGUAGE (EXPRESS)

Item #/Item	Response
Basic Vowel Production	
133 [Item content removed from sample report]	3
134 [Item content removed from sample report]	3
135 [Item content removed from sample report]	3
136 [Item content removed from sample report]	3
Basic Consonant Production at the Beginning, Middle, and End of Words	
137 [Item content removed from sample report]	3
138 [Item content removed from sample report]	3
139 [Item content removed from sample report]	3
140 [Item content removed from sample report]	3
Basic Diphthong Production	
141 [Item content removed from sample report]	3
142 [Item content removed from sample report]	3
143 [Item content removed from sample report]	3
144 [Item content removed from sample report]	2
Expressive Language Competence	
145 [Item content removed from sample report]	3
146 [Item content removed from sample report]	3
147 [Item content removed from sample report]	2
148 [Item content removed from sample report]	2
149 [Item content removed from sample report]	2
150 [Item content removed from sample report]	3
151 [Item content removed from sample report]	3
152 [Item content removed from sample report]	2
153 [Item content removed from sample report]	3
154 [Item content removed from sample report]	3
155 [Item content removed from sample report]	3
156 [Item content removed from sample report]	2

Items and Responses *continued*

EXPRESSIVE LANGUAGE (EXPRESS) *continued*

Item #/Item	Response
Verbal Affective Tone	
157 [Item content removed from sample report]	3
158 [Item content removed from sample report]	3
159 [Item content removed from sample report]	2
160 [Item content removed from sample report]	3
Pragmatic Conversational Skills	
161 [Item content removed from sample report]	2
162 [Item content removed from sample report]	2
163 [Item content removed from sample report]	2
164 [Item content removed from sample report]	2

Items and Responses *continued*

LEARNING, MEMORY, AND RECEPTIVE LANGUAGE (LMRL)

Item #/Item	Response
General Memory Skills	
165 [Item content removed from sample report]	3
166 [Item content removed from sample report]	2
167 [Item content removed from sample report]	2
168 [Item content removed from sample report]	3
Receptive Language Competence	
169 [Item content removed from sample report]	3
170 [Item content removed from sample report]	3
171 [Item content removed from sample report]	3
172 [Item content removed from sample report]	3
173 [Item content removed from sample report]	3
174 [Item content removed from sample report]	3
175 [Item content removed from sample report]	3
176 [Item content removed from sample report]	3
Associative Learning 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

END OF REPORT