

Child's Name: _____ Chronological Age: _____

Ethnicity: _____ Respondent's Name: _____

Administration Date: _____ Relationship to Child: ☐ Mother ☐ Father ☐ Other _____

This profile for the SRS is designed to aid in diagnosis and treatment planning. The user should be familiar with the materials presented in the SRS Manual (WPS Product No. W-399B). No diagnostic or treatment decisions should be made solely on the basis of this report without confirming information from independent sources.

SRS TOTAL SCORE RESULTS

T-Score	Total Raw Score
≥90	≥117
	115-116
	113-114
	110-112
	108-109
85	106-107
	104-105
	102-103
	100-101
	98-99
80	96-97
	94-95
	92-93
	90-91
	87-89
75	85-86
	83-84
	81-82
	79-80
	77-78
70	75-76
	73-74
	71-72
	69-70
	67-68
65	65-66
	62-64
	60-61
	58-59
	56-57
60	54-55
	52-53
	50-51
	48-49
	46-47
55	44-45
	42-43
	39-41
	37-38
	35-36
50	33-34
	31-32
	29-30
	27-28
	25-26
45	23-24
	21-22
	19-20
	16-18
	14-15
40	12-13
	10-11
	8-9
	6-7
	4-5
35	2-3
	0-1
	.
	.
30	.

Total Raw Score _____

T-Score _____

TOTAL SCORE DISCUSSION

Total T-score of 767 or higher. The result is in the severe range. Scores in this range are strongly associated with a clinical diagnosis of Autistic Disorder, Asperger's Disorder, or more severe cases of PDD-NOS. They suggest a severe interference in everyday social interactions. In most clinical and educational settings, SRS scores at or above 767 from two separate informants provides very strong evidence of the presence of a clinically diagnosable autism spectrum condition.

T-score of 607 through 757. The result is in the mild to moderate range. Scores in this range indicate deficiencies in reciprocal social behavior that are clinically significant and are resulting in mild to moderate interference in everyday social interactions. These scores are typical for children with mild or "high functioning" autism spectrum conditions, such as PDD-NOS, and higher functioning children with Asperger's Disorder.

T-score of 597 or less. The result is in the normal range. Children in the general population and not affected by autism spectrum conditions typically obtain scores in this range. When obtained on ratings in clinical settings, scores in this range usually suggest the absence of an autism spectrum condition, and any psychosocial dysfunction noted at referral is more likely to be due to a non-autism-related condition. Rarely, children with very mild, "high functioning" autism spectrum conditions may be rated in the upper end of this range (557 to 597).

TREATMENT SUBSCALE RESULTS

T-Score	Social Awareness	Social Cognition	Social Communication	Social Motivation	Autistic Mannerisms
≥90	≥19	≥24	≥43	≥22	≥22
			40	20	20
80	15	20	35		
			30	15	15
70		15	25		
	10	10	20	10	10
60			15		
	5	5	10	5	5
50			5		
		0	0	0	0
40					
30	0				
T-Score	Social Awareness	Social Cognition	Social Communication	Social Motivation	Autistic Mannerisms
Raw Score	_____	_____	_____	_____	_____
T-Score	_____	_____	_____	_____	_____

EXAMINER: REMOVE THIS SHEET BEFORE COMPLETING FORM.

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SRS TOTAL SCORE RESULTS

T-Score	Total Raw Score
≥90	≥100
	98-99
	96-97
	94-95
	92-93
85	91
	89-90
	87-88
	85-86
	83-84
80	81-82
	80
	78-79
	76-77
	74-75
75	72-73
	71
	69-70
	67-68
	65-66
70	63-64
	62
	60-61
	58-59
	56-57
65	54-55
	53
	51-52
	49-50
	47-48
60	45-46
	43-44
	42
	40-41
	38-39
55	36-37
	34-35
	33
	31-32
	29-30
50	27-28
	25-26
	24
	22-23
	20-21
45	18-19
	16-17
	15
	13-14
	11-12
40	9-10
	7-8
	5-6
	4
	2-3
35	0-1
	.
	.
	.
30	.

Total Raw Score _____

T-Score _____

TOTAL SCORE DISCUSSION

Total T-score of 767 or higher. The result is in the severe range. Scores in this range are strongly associated with a clinical diagnosis of Autistic Disorder, Asperger's Disorder, or more severe cases of PDD-NOS. They suggest a severe interference in everyday social interactions. In most clinical and educational settings, SRS scores at or above 767 from two separate informants provides very strong evidence of the presence of a clinically diagnosable autism spectrum condition.

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T-score of 597 or less. The result is in the normal range. Children in the general population and not affected by autism spectrum conditions typically obtain scores in this range. When obtained on ratings in clinical settings, scores in this range usually suggest the absence of an autism spectrum condition, and any psychosocial dysfunction noted at referral is more likely to be due to a non-autism-related condition. Rarely, children with very mild, "high functioning" autism spectrum conditions may be rated in the upper end of this range (557 to 597).

TREATMENT SUBSCALE RESULTS

T-Score	Social Awareness	Social Cognition	Social Communication	Social Motivation	Autistic Mannerisms
≥90	≥17	≥22	≥36	≥22	≥17
			35	20	15
	15	20	30		
80			25	15	
		15			10
70	10		20		
		10	15	10	
60			10		
		5	5		
50	5		5		
		0	0	0	0
40					
30	0				
T-Score	Social Awareness	Social Cognition	Social Communication	Social Motivation	Autistic Mannerisms
Raw Score	_____	_____	_____	_____	_____
T-Score	_____	_____	_____	_____	_____

DIRECTIONS

For each question, circle the number that best describes the child's behavior over the past 6 months.

Child's Name: _____ Chronological Age: _____

 Gender (required): ☐ Female ☐ Male

Ethnicity: _____

Respondent's Name: _____ Administration Date: _____

 Relationship to Child: ☐ Mother ☐ Father ☐ Other _____

PLEASE PRESS HARD WHEN MARKING YOUR RESPONSES.

	1 - NOT TRUE	2 - SOMETIMES TRUE	3 - OFTEN TRUE	4 - ALMOST ALWAYS TRUE
1. Seems much more fidgety in social situations than when alone.	1	2	3	4
2. Expressions on his or her face don't match what he or she is saying.	1	2	3	4
3. Seems self-confident when interacting with others.	1	2	3	4
4. When under stress, he or she shows rigid or inflexible patterns of behavior that seem odd.	1	2	3	4
5. Doesn't recognize when others are trying to take advantage of him or her.	1	2	3	4
6. Would rather be alone than with others.	1	2	3	4
7. Is aware of what others are thinking or feeling.	1	2	3	4
8. Behaves in ways that seem strange or bizarre.	1	2	3	4
9. Clings to adults, seems too dependent on them.	1	2	3	4
10. Takes things too literally and doesn't get the real meaning of a conversation.	1	2	3	4
11. Has good self-confidence.	1	2	3	4
12. Is able to communicate his or her feelings to others.	1	2	3	4
13. Is awkward in turn-taking interactions with peers (e.g., doesn't seem to understand the give-and-take of conversations).	1	2	3	4
14. Is not well coordinated.	1	2	3	4
15. Is able to understand the meaning of other people's tone of voice and facial expressions.	1	2	3	4
16. Avoids eye contact or has unusual eye contact.	1	2	3	4
17. Recognizes when something is unfair.	1	2	3	4
18. Has difficulty making friends, even when trying his or her best.	1	2	3	4
19. Gets frustrated trying to get ideas across in conversations.	1	2	3	4
20. Shows unusual sensory interests (e.g., mouthing or spinning objects) or strange ways of playing with toys.	1	2	3	4
21. Is able to imitate others' actions.	1	2	3	4
22. Plays appropriately with children his or her age.	1	2	3	4
23. Does not join group activities unless told to do so.	1	2	3	4
24. Has more difficulty than other children with changes in his or her routine.	1	2	3	4
25. Doesn't seem to mind being out of step with or "not on the same wavelength" as others.	1	2	3	4
26. Offers comfort to others when they are sad.	1	2	3	4
27. Avoids starting social interactions with peers or adults.	1	2	3	4
28. Thinks or talks about the same thing over and over.	1	2	3	4
29. Is regarded by other children as odd or weird.	1	2	3	4
30. Becomes upset in a situation with lots of things going on.	1	2	3	4
31. Can't get his or her mind off something once he or she starts thinking about it.	1	2	3	4
32. Has good personal hygiene.	1	2	3	4

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PLEASE PRESS HARD WHEN MARKING YOUR RESPONSES.

	1 - NOT TRUE	2 - SOMETIMES TRUE	3 - OFTEN TRUE	4 - ALMOST ALWAYS TRUE
33. Is socially awkward, even when he or she is trying to be polite.	1	2	3	4
34. Avoids people who want to be emotionally close to him or her.	1	2	3	4
35. Has trouble keeping up with the flow of a normal conversation.	1	2	3	4
36. Has difficulty relating to adults.	1	2	3	4
37. Has difficulty relating to peers.	1	2	3	4
38. Responds appropriately to mood changes in others (e.g., when a friend's or playmate's mood changes from happy to sad).	1	2	3	4
39. Has an unusually narrow range of interests.	1	2	3	4
40. Is imaginative, good at pretending (without losing touch with reality).	1	2	3	4
41. Wanders aimlessly from one activity to another.	1	2	3	4
42. Seems overly sensitive to sounds, textures, or smells.	1	2	3	4
43. Separates easily from caregivers.	1	2	3	4
44. Doesn't understand how events relate to one another (cause and effect) the way other children his or her age do.	1	2	3	4
45. Focuses his or her attention to where others are looking or listening.	1	2	3	4
46. Has overly serious facial expressions.	1	2	3	4
47. Is too silly or laughs inappropriately.	1	2	3	4
48. Has a sense of humor, understands jokes.	1	2	3	4
49. Does extremely well at a few tasks, but does not do as well at most other tasks.	1	2	3	4
50. Has repetitive, odd behaviors such as hand flapping or rocking.	1	2	3	4
51. Has difficulty answering questions directly and ends up talking around the subject.	1	2	3	4
52. Knows when he or she is talking too loud or making too much noise.	1	2	3	4
53. Talks to people with an unusual tone of voice (e.g., talks like a robot or like he or she is giving a lecture).	1	2	3	4
54. Seems to react to people as if they are objects.	1	2	3	4
55. Knows when he or she is too close to someone or is invading someone's space.	1	2	3	4
56. Walks in between two people who are talking.	1	2	3	4
57. Gets teased a lot.	1	2	3	4
58. Concentrates too much on parts of things rather than seeing the whole picture. For example, if asked to describe what happened in a story, he or she may talk only about the kind of clothes the characters were wearing.	1	2	3	4
59. Is overly suspicious.	1	2	3	4
60. Is emotionally distant, doesn't show his or her feelings.	1	2	3	4
61. Is inflexible, has a hard time changing his or her mind.	1	2	3	4
62. Gives unusual or illogical reasons for doing things.	1	2	3	4
63. Touches others in an unusual way (e.g., he or she may touch someone just to make contact and then walk away without saying anything).	1	2	3	4
64. Is too tense in social settings.	1	2	3	4
65. Stares or gazes off into space.	1	2	3	4