

Appendix E.17 Social Responsiveness Scale – Child Version

Form Approved
OMB NO. _____
Exp. Date _____

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Social Responsiveness Scale (SRS)

PC Answer Sheet

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Child's Name: _____ Child's ID: _____

Chronological Age: _____ Gender (required): Female Male

Race/Ethnicity: American Indian/Alaska Native Asian Black/African American Hispanic/Latino
 Native Hawaiian/Pacific Islander White Other

Respondent's Name: _____

Relationship to Child (required): Mother Father Other Custodial Adult Teacher Other Specialist

Examiner's Name: _____ Administration Date: _____

DIRECTIONS

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

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 |

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1 2 3 4 5 6 7 8 9

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1 = NOT TRUE

2 = SOMETIMES TRUE

3 = OFTEN TRUE

4 = ALMOST ALWAYS TRUE

	1 = NOT TRUE	2 = SOMETIMES TRUE	3 = OFTEN TRUE	4 = ALMOST ALWAYS TRUE
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
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