





**SRS-2 Profile Sheet**

**School-Age**

**MALE**

Child's name \_\_\_\_\_ Child's age in years \_\_\_\_\_ Date of rating \_\_\_\_\_

Rater's name \_\_\_\_\_ Relationship to rated individual  Mother  Father  Other custodial adult

**PARENT REPORT**

This profile for the SRS-2 is designed to aid in diagnosis and treatment planning. The user should be familiar with the materials presented in the SRS-2 Manual (WPS Product No. W-608M). See Chapter 3 of the manual for additional interpretation of scores. No diagnostic or treatment decisions should be made solely on the basis of this report without confirming information from independent sources.

SRS-2 TOTAL SCORE RESULTS	
T-score	Total raw score
≥90	≥134
	131-133
	129-130
	126-128
	124-125
85	121-123
	119-120
	116-118
	113-115
	111-112
80	108-110
	106-107
	103-105
	101-102
	98-100
75	96-97
	93-95
	91-92
	88-90
	86-87
70	83-85
	81-82
	78-80
	76-77
	73-75
65	71-72
	68-70
	66-67
	63-65
	61-62
60	58-60
	56-57
	53-55
	50-52
	48-49
55	45-47
	43-44
	40-42
	38-39
	35-37
50	33-34
	30-32
	28-29
	25-27
	23-24
45	20-22
	18-19
	15-17
	13-14
	10-12
40	8-9
	5-7
	3-4
	0-2
35	.
	.
	.
	.
30	.

SEVERE

MODERATE

MILD

<b>Total raw score</b>	
<b>T-score</b>	

TOTAL SCORE DISCUSSION	
<b>59T and below—Within normal limits</b>	
Scores in this range are generally not associated with clinically significant autism spectrum disorders.	
<b>60T to 65T—Mild range</b>	
Scores in this range indicate deficiencies in reciprocal social behavior that are clinically significant and may lead to mild to moderate interference with everyday social interactions.	
<b>66T to 75T—Moderate range</b>	
Scores in this range indicate deficiencies in reciprocal social behavior that are clinically significant and lead to substantial interference with everyday social interactions. Such scores are typical for children with autism spectrum disorders of moderate severity.	
<b>76T or higher—Severe range</b>	
Scores in this range indicate deficiencies in reciprocal social behavior that are clinically significant and lead to severe interference with everyday social interactions. Such scores are strongly associated with clinical diagnosis of an autism spectrum disorder.	

TREATMENT SUBSCALES						
T-score	Awr	Cog	Com	Mot	RRB	T-score
≥90	≥19	≥28	≥47	≥25	≥28	≥90
			45			
85		25			25	85
			40			
80	15			20		80
			35			
75		20			20	75
			30			
70				15		70
					15	
65	10	15	25			65
60			20		10	60
		10		10		
55			15			55
50			10		5	50
				5		
45	5	5	10			45
40		0			0	40
			0			
35						35
30	0					30

<b>Raw score</b>	<b>Awr</b>	<b>Cog</b>	<b>Com</b>	<b>Mot</b>	<b>RRB</b>
<b>T-score</b>					

DSM-5 COMPATIBLE SCALES			
SCI		RRB	
T-score	Raw score	T-score	Raw score
≥90	≥109	≥90	≥28
	107-108		27
	105-106		.
	103-104		26
	101-102		.
85	99-100	85	25
	97-98		.
	95-96		24
	93-94		23
	91-92		.
80	89-90	80	22
	87-88		.
	85-86		21
	83-84		.
	81-82		20
75	79-80	75	19
	77-78		.
	75-76		18
	73-74		.
	70-72		17
70	68-69	70	.
	66-67		16
	64-65		15
	62-63		.
	60-61		14
65	58-59	65	.
	56-57		13
	54-55		.
	52-53		12
	50-51		11
60	48-49	60	.
	46-47		10
	44-45		.
	42-43		9
	40-41		.
55	38-39	55	8
	36-37		7
	34-35		.
	32-33		6
	30-31		.
50	28-29	50	5
	26-27		.
	24-25		4
	22-23		.
	20-21		3
45	18-19	45	2
	16-17		.
	14-15		1
	12-13		.
	10-11		0
40	8-9	40	.
	6-7		.
	4-5		.
	2-3		.
	0-1		.
35	.	35	.
	.		.
	.		.
	.		.
30	.	30	.

<b>Raw score</b>		<b>Raw score</b>	
<b>T-score</b>		<b>T-score</b>	

EXAMINER: REMOVE THIS SHEET BEFORE COMPLETING FORM.



SRS-2 AutoScore™ Form

School-Age

MALE

FEMALE

INSTRUCTIONS

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

Child's name \_\_\_\_\_ Child's age in years \_\_\_\_\_

Rater's name \_\_\_\_\_ Date of rating \_\_\_\_\_

Relationship to rated individual  Mother  Father  Other custodial adult  Teacher  Other specialist

Grade \_\_\_\_\_ School or clinic \_\_\_\_\_

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 (for example, 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 (for example, 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)

Continue on back page





USING THE SCORING WORKSHEET TO CALCULATE RAW SCORES

On the Scoring Worksheet, enter the darkened response value for each item in the box in the same row as that item. If a response is missing (no response has been darkened), enter the median value (the number in bold print). Treatment subscale raw scores are obtained first and then used to calculate all other raw scores. Calculating each subscale score requires reference to responses on both page 1 (Items 1-32) and page 2 (Items 33-65) of this worksheet. To calculate the raw score for each Treatment subscale, locate the subscale's column on page 1 and add the item response values you entered in the boxes in that column. Transfer that sum to the box in row Sum of scores for Items 1-32 in the same column on page 2. Add the responses in the column on page 2 for that subscale and enter that sum in the box in row Sum of scores for Items 33-65, above the sum transferred from page 1. Add these two sums to obtain the raw score for the subscale. Repeat this process for the other four Treatment subscales, adding the response values from the columns on both pages of the worksheet. Add the raw scores for the Awr, Cog, Com, and Mot subscales and enter the resulting sum in the space at the left labeled SCI RAW SCORE. Add the raw scores for all five subscales and enter the resulting sum in the space at the right labeled SRS-2 TOTAL RAW SCORE.

USING THE PROFILE SHEET TO DETERMINE T-SCORES

Two Profile Sheets, one for male children (blue form) and another for female children (pink form), are attached to the School-Age AutoScore™ Form. One side of each Profile Sheet is used to determine Parent Report scores, and the other side is used to determine Teacher Report scores. Each side has columns for determining overall T-score, DSM-5-compatible T-scores, and T-score for each Treatment subscale.

Select Profile Sheet: Select the appropriate Profile Sheet (Male or Female) and side to use (Parent Report or Teacher Report).

Transfer raw scores: Transfer the raw scores from the Scoring Worksheet to the spaces at the bottom of the columns on the Profile Sheet.

- Under SRS-2 Total Score Results, in the space labeled Total raw score, enter the SRS-2 Total raw score from the Scoring Worksheet.
Under DSM-5 Compatible Scales, in the SCI column, in the space labeled Raw score, enter the SCI raw score from the Scoring Worksheet.
Under DSM-5 Compatible Scales, in the RRB column, in the space labeled Raw score, enter the RRB raw score from the Scoring Worksheet.
Under Treatment Subscales, enter the raw score of each subscale (Awr, Cog, Com, Mot, and RRB) in the space labeled Raw score in the corresponding column.

Determine T-score: On the Profile Sheet, under SRS-2 Total Score Results, find the raw score value under Total Raw Score. Mark where that value appears. Find the corresponding T-score in the scale to the left of that mark. Enter that value in the space labeled T-score below.

Determine T-scores for DSM-5-compatible scales (SCI and RRB): On the Profile Sheet, under DSM-5 Compatible Scales, find the raw score value under Raw Score for both SCI and RRB. Mark where each value appears. Find the corresponding T-score in the scale to the left of each mark. Enter each value in the space labeled T-score below.

Determine T-scores for Treatment subscales (Awr, Cog, Com, Mot, and RRB): On the Profile Sheet, under Treatment Subscales, find the raw score value in each column. Mark where that value appears. Find the corresponding T-score in the scale to the left or right of each mark. Enter each value in the space labeled T-score below.

Table with 5 columns (Awr, Cog, Com, Mot, RRB) and 32 rows of response options (0-3) and T-score scales (1-32). Includes a summary row for 'Sum of scores for Items 1-32' and a final row for 'SCI RAW SCORE' and 'SRS-2 TOTAL RAW SCORE'.





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 (for example, 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 (for example, 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 (for example, 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)