Child's name _____   Child's age _____ years _____ months   Date of rating _____

Rater's name _____   Relationship to rated individual ☐ Mother ☐ Father ☐ Other custodial adult
☐ Teacher ☐ Other specialist

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	Severity
≥90	≥145	
	142–144	
	140–141	
	137–139	
	135–136	
85	132–134	SEVERE
	129–131	
	127–128	
	124–126	
	122–123	
80	119–121	
	116–118	
	114–115	
	111–113	
	109–110	
75	106–108	
	103–105	
	101–102	
	98–100	MODERATE
	96–97	
70	93–95	
	90–92	
	88–89	
	85–87	
	83–84	
65	80–82	
	77–79	
	75–76	MILD
	72–74	
	70–71	
60	67–69	
	64–66	
	62–63	
	59–61	
	57–58	
55	54–56	
	51–53	
	49–50	
	46–48	
	44–45	
50	41–43	
	38–40	
	36–37	
	33–35	
	31–32	
45	28–30	
	25–27	
	23–24	
	20–22	
	18–19	
40	15–17	
	12–14	
	10–11	
	7–9	
	5–6	
35	2–4	
	0–1	
	·	
	·	
	·	
30	·	

Total raw score	
T-score	

TOTAL SCORE DISCUSSION

59T and below—Within normal limits

Scores in this range are generally not associated with clinically significant autism spectrum disorders.

60T to 65T—Mild range

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.

66T to 75T—Moderate range

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.

76T or higher—Severe range

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	≥22	≥32	≥51 50	≥27	≥25	≥90
		30		25		
85	20		45			85
80		25	40	20	20	80
75			35	20		75
70	15	20	30		15	70
65		15	25	15		65
60	10		20	10	10	60
55		10	15			55
50					5	50
45		5	10	5		45
40	5		5		0	40
35		0	0	0		35
≤30	0					≤30

	Awr	Cog	Com	Mot	RRB
Raw score					
T-score					

DSM-5 COMPATIBLE SCALES

	SCI		RRB	
T-score	**Raw score**	**T-score**	**Raw score**	
≥90	≥123	≥90	≥25	
	121–122		·	
	118–120		24	
	116–117		·	
	114–115		23	
85	112–113	85	·	
	110–111		22	
	108–109		·	
	105–107		21	
	103–104		·	
80	101–102	80	20	
	99–100		·	
	97–98		19	
	95–96		·	
	92–94		18	
75	90–91	75	·	
	88–89		17	
	86–87		·	
	84–85		16	
	82–83		·	
70	79–81	70	15	
	77–78		·	
	75–76		14	
	73–74		·	
	71–72		13	
65	69–70	65	·	
	66–68		12	
	64–65		·	
	62–63		11	
	60–61		·	
60	58–59	60	10	
	56–57		·	
	53–55		9	
	51–52		·	
	49–50		8	
55	47–48	55	·	
	45–46		7	
	43–44		·	
	40–42		6	
	38–39		·	
50	36–37	50	5	
	34–35		·	
	32–33		4	
	30–31		·	
	27–29		3	
45	25–26	45	·	
	23–24		2	
	21–22		·	
	19–20		1	
	16–18		·	
40	14–15	40	0	
	12–13		·	
	10–11		·	
	8–9		·	
	6–7		·	
35	3–5	35	·	
	1–2		·	
	0		·	
	·		·	
	·		·	
30	·	30	·	

Raw score		Raw score	
T-score		**T-score**	

EXAMINER: REMOVE THIS SHEET BEFORE COMPLETING FORM.

WPS.
Test with Confidence

SRS-2 AutoScore™ Form Preschool ○ 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 _____ years _____ months

Rater's name _____ Date of rating _____

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

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, child seems to go on "autopilot" (for example, 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. Unable to pick up on any of the meaning of conversations of older children or adults. .... ① ② ③ ④
11. Has good self-confidence. .... ① ② ③ ④
12. Is able to communicate his or her feelings to others in words or gestures. .... ① ② ③ ④
13. Is slow or awkward in turn-taking interactions with peers. .... ① ② ③ ④
14. Is not well coordinated in physical activities. .... 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. When on the playground or in a group with other young children, child does not attempt to interact with other children. .... ① ② ③ ④
19. Gets frustrated trying to get ideas across in conversations. .... ① ② ③ ④
20. Has a strange way of playing with a toy. .... 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. Wants to be changed when diaper or underwear is soiled or wet. .... 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

A Profile Sheet is attached to the Preschool **AutoScore™** Form. The Profile Sheet has columns for determining overall *T*-score, *DSM-5*–compatible *T*-scores, and *T*-score for each Treatment subscale. This sheet is used with all raters to determine scores for both genders.

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.

Awr	Cog	Com	Mot	RRB					
					0	1	2	3	**1.**
					0	1	2	3	**2.**
					3	2	1	0	**3.**
					0	1	2	3	**4.**
					0	1	2	3	**5.**
					0	1	2	3	**6.**
					3	2	1	0	**7.**
					0	1	2	3	**8.**
					0	1	2	3	**9.**
					0	1	2	3	**10.**
					3	2	1	0	**11.**
					3	2	1	0	**12.**
					0	1	2	3	**13.**
					0	1	2	3	**14.**
					3	2	1	0	**15.**
					0	1	2	3	**16.**
					3	2	1	0	**17.**
					0	1	2	3	**18.**
					0	1	2	3	**19.**
					0	1	2	3	**20.**
					3	2	1	0	**21.**
					3	2	1	0	**22.**
					0	1	2	3	**23.**
					0	1	2	3	**24.**
					0	1	2	3	**25.**
					3	2	1	0	**26.**
					0	1	2	3	**27.**
					0	1	2	3	**28.**
					0	1	2	3	**29.**
					0	1	2	3	**30.**
					0	1	2	3	**31.**
					3	2	1	**0**	**32.**

Sum of scores for Items 1–32
(copy to Scoring Worksheet page 2)

Awr	Cog	Com	Mot	RRB

Awr	Cog	Com	Mot	RRB	Score scale	Item
		☐			0 1 2 3	33.
			☐		0 1 2 3	34.
		☐			0 1 2 3	35.
			☐		0 1 2 3	36.
			☐		0 1 2 3	37.
		☐			3 2 1 0	38.
			☐		0 1 2 3	39.
	☐				3 2 1 0	40.
	☐				0 1 2 3	41.
	☐				0 1 2 3	42.
			☐		3 2 1 0	43.
	☐				0 1 2 3	44.
☐					3 2 1 0	45.
		☐			0 1 2 3	46.
		☐			0 1 2 3	47.
	☐				3 2 1 0	48.
				☐	0 1 2 3	49.
				☐	0 1 2 3	50.
		☐			0 1 2 3	51.
☐					3 **2** 1 0	52.
		☐			0 1 2 3	53.
☐					0 1 2 3	54.
		☐			3 **2** 1 0	55.
☐					0 **1** 2 3	56.
		☐			0 1 2 3	57.
	☐				0 1 2 3	58.
	☐				0 1 2 3	59.
		☐			0 1 2 3	60.
		☐			0 1 2 3	61.
	☐				0 1 2 3	62.
				☐	0 1 2 3	63.
			☐		0 1 2 3	64.
				☐	0 1 2 3	65.

Sum of scores for Items 33–65

+   +   +   +   +

Sum of scores for Items 1–32

SCI RAW SCORE	=	Awr	+	Cog	+	Com	+	Mot	+	RRB	=	SRS-2 TOTAL RAW SCORE
(sum of Awr, Cog, Com, and Mot)												(sum of all subscales)

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 normal interaction with other children. ...... 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 a restricted (or 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 are related to one another 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. Responds to clear, direct questions in ways that don't seem to make any sense. ...... 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. Other children do not like to play with him or her. ...... ① ② ③ ④

58. Concentrates too much on parts of things rather than seeing the whole picture. For example, spins the wheels of a toy car but doesn't play with it as a car, or plays with doll's hair but not with the whole doll. ...... 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