

Social-Emotional and Adaptive Behavior Questionnaire



Scales of Infant and Toddler Development™
Fourth Edition



Child's name: _____

Sex: M F

Completed by: _____

Relationship to child: _____

Examiner's name: _____

Reason for referral: _____

Calculation of Child's Age				
	Year	Month	Day	
Test date				
Birth date				
Test age				
Test age in months and days	Years x 12	Months	Total months	Days
		+	=	

Adjustment for Prematurity				
	Year	Month	Day	
Test date				
Expected birth date				
Adjusted test age				
Adjusted test age in months and days	Years x 12	Months	Total months	Days
		+	=	

An important part of your child's evaluation is to learn about how he/she interacts with you (e.g., whether he/she can communicate with you or recognize others' feelings and emotions). It is also important to learn about the daily skills your child has that help him/her to get along both at home and away from home. Because you know your child so well, you are one of the best people to provide this type of information. The Social-Emotional Scale (part 1) asks about your child's social-emotional skills. The Adaptive Behavior Scale (part 2) asks about daily things that people do to communicate, take care of themselves, and get along with others.

The items cover a wide age range, and your child is not expected to show all the skills described. It is important that you accurately give information about what skills your child does and does not have. Please note that the two scales require slightly different responses, so read the directions for each scale carefully and mark your rating for each item.

The Social-Emotional Scale has specific stop points depending on your child's age. The examiner will indicate where you should stop. For the Adaptive Behavior Scale, depending on your responses, you may not need to complete all of the items for each section. The examiner will discuss this with you before completing the questionnaire.



SOCIAL-EMOTIONAL SCALE: PART 1

Read each item and circle the score that best describes how often you observe the behavior in your child.

- Begin with Item 1.
- Circle only **one** number for each item.
- Stop answering items once you have reached the stop point based on your child's age.

Scoring

- | | |
|-----------------------------|---|
| 5 = All of the time | Circle 5 if you observe the behavior in your child <i>All of the time</i> . |
| 4 = Most of the time | Circle 4 if you observe the behavior in your child <i>Most of the time</i> . |
| 3 = Half of the time | Circle 3 if you observe the behavior in your child <i>Half of the time</i> . |
| 2 = Some of the time | Circle 2 if you observe the behavior in your child <i>Some of the time</i> . |
| 1 = None of the time | Circle 1 if you observe the behavior in your child <i>None of the time</i> . |
| 0 = Can't tell | Circle 0 if you are unsure if your child has or has not displayed the behavior or you don't know the child well enough to respond with confidence. |

Sample

	Behavior frequency					
	All of the time	Most of the time	Half of the time	Some of the time	None of the time	Can't tell
1. Takes a calm and enjoyable interest in most sounds.	5	4	3	2	1	0
2. You can easily get your child's attention without having to be very dramatic.	5	4	3	2	1	0
3. Takes a calm and enjoyable interest in most sights, including colorful or bright things.	5	4	3	2	1	0

Social-Emotional

	Behavior frequency					
	All of the time	Most of the time	Half of the time	Some of the time	None of the time	Can't tell
1. Takes a calm and enjoyable interest in most sounds.	5	4	3	2	1	0
2. You can easily get your child's attention without having to be very dramatic.	5	4	3	2	1	0
3. Takes a calm and enjoyable interest in most sights, including colorful or bright things.	5	4	3	2	1	0
4. You can easily get your child to look at things without them being very bright or colorful.	5	4	3	2	1	0
5. Calmly enjoys touching or being touched by different things.	5	4	3	2	1	0
6. You can easily get your child to respond to your touch without having to touch your child firmly to get his/her attention.	5	4	3	2	1	0
7. Likes to be swung around, danced with while in your arms, or quickly lifted up in the air.	5	4	3	2	1	0
8. You can easily get your child's attention by approaching him/her or moving him/her around slowly.	5	4	3	2	1	0

SENSORY PROCESSING (Items 1-8)
Total Raw Score
(max. = 40)

	Behavior frequency					
	All of the time	Most of the time	Half of the time	Some of the time	None of the time	Can't tell
9. You can help your child to calm down.	5	4	3	2	1	0
10. Looks at interesting sights, such as your face or a toy.	5	4	3	2	1	0
11. Looks at or turns toward interesting sounds.	5	4	3	2	1	0
Stop here if your child is 0–3 months old.			Stage 1			
12. Seems happy or pleased when he/she sees a favorite person (e.g., looks or smiles, makes sounds, or moves arms in a way that expresses joy or delight).	5	4	3	2	1	0
13. Responds to people talking or playing with him/her by making sounds or faces (e.g., happy sounds or a curious or annoyed look).	5	4	3	2	1	0
Stop here if your child is 4–5 months old.			Stage 2			
14. Reaches for or points at things or makes distinct sounds to show you what he/she wants (e.g., reaches out to be picked up or points at a toy).	5	4	3	2	1	0
15. Exchanges two or more smiles, other looks, sounds, or actions (e.g., reaching, giving, or taking) with a favorite person.	5	4	3	2	1	0
Stop here if your child is 6–9 months old.			Stage 3			
16. Shows you that he/she understands your actions or gestures by making an appropriate gesture in return (e.g., makes a funny face back at you, looks at something you point to, stops doing something when you shake your head and use a firm voice to say "No!", or smiles and does more of something when you nod with a big smile and say "Yes!").	5	4	3	2	1	0
17. Uses many consecutive actions in a back-and-forth way to show you what he/she wants or to have fun with you (e.g., smiles, reaches out for a hug, and when you hug, takes your hat, puts it on his/her head, and smiles proudly OR takes your hand, leads you to the refrigerator, tugs on the handle, and after you open it, points to something he/she likes, such as food, a bottle of juice, or milk).	5	4	3	2	1	0
Stop here if your child is 10–14 months old.			Stage 4a			
18. Copies or imitates many of your sounds, words, or actions while playing with you (e.g., if you make funny faces and sounds, he/she copies them).	5	4	3	2	1	0
19. Searches for something he/she wants by looking or getting you to look for it.	5	4	3	2	1	0
20. Shows you what he/she wants or needs by using a few actions in a row (e.g., leads you by the hand to open a door and then touches or bangs on the door).	5	4	3	2	1	0
21. Uses words or tries to use words when people talk with or play with him/her.	5	4	3	2	1	0
Stop here if your child is 15–18 months old.			Stage 4b			
22. Copies or imitates familiar make-believe play (e.g., feeds or hugs a doll).	5	4	3	2	1	0
23. Tells you what he/she wants with one or a few words (e.g., "Juice." "Open." "Kiss.").	5	4	3	2	1	0
24. Shows you he/she understands your simple verbal wish (e.g., "Please show me your toy.").	5	4	3	2	1	0
Stop here if your child is 19–24 months old.			Stage 5a			

	Behavior frequency					
	All of the time	Most of the time	Half of the time	Some of the time	None of the time	Can't tell
25. Plays make-believe (e.g., feeds a doll, plays house, or pretends to be a TV or movie character) with you or others.	5	4	3	2	1	0
26. Uses words or pictures to tell you what he/she is interested in (e.g., "See truck!").	5	4	3	2	1	0
27. Uses words with one or more peers.	5	4	3	2	1	0
28. Uses words or pictures to show what he/she likes or dislikes (e.g., "Want that." "No want.").	5	4	3	2	1	0
Stop here if your child is 25–30 months old.						Stage 5b

29. Plays make-believe with one or more peers.	5	4	3	2	1	0
30. Plays make-believe with you or others where the story makes sense (e.g., has the bears go visit grandmother and then have a big lunch).	5	4	3	2	1	0
31. Uses phrases or sentences with you to ask a question about something he/she wants to do (e.g., "Mommy go out?" "What you doing outside?" "Play?").	5	4	3	2	1	0
32. Can explain why he/she wants something or wants to do something (e.g., "Why do you want the juice?" "Because I'm thirsty.").	5	4	3	2	1	0
33. Describes his/her feelings to explain why he/she is doing something or wants something (e.g., "Because I'm happy/sad/excited.").	5	4	3	2	1	0
34. Plays make-believe with peers as well as adults where the story makes sense and has many parts to it (e.g., the children go to school, do work, have lunch, and meet an elephant on the way home).	5	4	3	2	1	0
35. Has conversations with adults and peers that make sense, with four or more back-and-forth exchanges about a variety of topics (e.g., feelings, foods, bedtimes, friends, or school).	5	4	3	2	1	0
Stop here if your child is 31–42 months old.						Stage 6

SOCIAL-EMOTIONAL (Items 1–35)
Total Raw Score
(max. = 175)

Total Can't tell items	A
Total administered items	B
$(A \div B) \times 100 =$	% can't tell



ADAPTIVE BEHAVIOR SCALE: PART 2

The Adaptive Behavior Scale includes five sections: (1) Receptive, (2) Expressive, (3) Personal, (4) Interpersonal Relationships, and (5) Play and Leisure.

Read each item and circle the score that best describes what your child does on his/her own, without needing help or reminders.

- Begin with Item 1 for each section.
- Circle only **one** number for each item.
- Stop answering items for the section after you have circled **0 = Never** for **five** items in a row and proceed to the next section.

Scoring

2 = Usually or often

Circle **2** if your child *usually* or *often* performs the behavior without help or reminders. (Or if he/she has outgrown the behavior.)

1 = Sometimes

Circle **1** if your child *sometimes* performs the behavior without help or reminders.

0 = Never

Circle **0** if your child *never* performs the behavior or never performs it without help or reminders.

Some reasons why you might circle a score of 0 are:

- Your child has not learned the behavior.
- Your child is not physically able to perform the behavior.
- Your child is not expected or allowed to perform the behavior because of his/her age.
- Your child can perform the behavior but chooses not to.

Sample 1

	Usually or often	Sometimes	Never	Estimated
1. Makes sounds or gestures to get your attention.	2	1	0	<input type="checkbox"/>
2. Makes at least three short speech sounds (e.g., mah, bah, ee, oh).	2	1	0	<input type="checkbox"/>

Sample 2

Some items include a scoring tip (A) and/or scoring criteria (B). Use the tips/criteria to help you score those items.

9. Repeats words or phrases.	
10. Says one-word requests (e.g., "Want," "More," "Open,").	A Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.
11. Says the names of at least three actions (e.g., eat or eating).	B Scoring criteria: He/she does not have to say the words perfectly.
12. Says at least five words.	

Estimated Items

If you are not sure how often the child performs a behavior, make your best guess. In addition, place a check mark in the Estimated box to the right of the item score. If the child performed a behavior when he/she was younger but has now outgrown it, score 2 and **do not mark the Estimated box.**

Receptive



	Behavior frequency			
	Usually or often	Sometimes	Never	Estimated
1. Looks at you when he/she hears your voice.	2	1	0	<input type="checkbox"/>
2. Looks at you when you wave to get his/her attention.	2	1	0	<input type="checkbox"/>
3. Looks when someone calls his/her name.	2	1	0	<input type="checkbox"/>
4. Understands the meaning of at least three basic gestures (e.g., head nod for yes, head shake for no, hand out for give me, reaching, waving, clapping).	2	1	0	<input type="checkbox"/>
5. When you look or point at something, looks in that direction.	2	1	0	<input type="checkbox"/>
6. Follows directions to do one simple thing (e.g., "Sit down." "Come here.").	2	1	0	<input type="checkbox"/>
7. Understands yes.	2	1	0	<input type="checkbox"/>
8. Responds to the tone of your words (e.g., he/she responds differently when you say "Come here" with a loving tone than when you say it with an angry tone).	2	1	0	<input type="checkbox"/>
9. Understands no.	2	1	0	<input type="checkbox"/>
10. Points to at least three real objects when you ask (e.g., a dog).	2	1	0	<input type="checkbox"/>
11. Follows directions to do something with one object (e.g., "Bring me the book." "Close the door.").	2	1	0	<input type="checkbox"/>
12. Knows at least three of his/her own body parts (e.g., shows you his/her arm when you ask).	2	1	0	<input type="checkbox"/>
13. Points to at least three objects shown in pictures when you ask (e.g., a car).	2	1	0	<input type="checkbox"/>
14. Points to at least three body parts shown in pictures when you ask (e.g., someone's nose).	2	1	0	<input type="checkbox"/>
15. Answers questions that use <i>what</i> (e.g., You ask "What is this?" He/she says "A ball.").	2	1	0	<input type="checkbox"/>
16. Points to at least three actions shown in pictures when you ask (e.g., someone eating).	2	1	0	<input type="checkbox"/>
17. Answers questions that use <i>who</i> (e.g., You ask "Who is that?" He/she says "Auntie Keshu.").	2	1	0	<input type="checkbox"/>
18. Pays attention to a story for at least 15 minutes. Scoring tip: Score 2 if he/she did this when younger, but has now outgrown listening to stories.	2	1	0	<input type="checkbox"/>
19. Answers questions that use <i>why</i> (e.g., You ask "Why are you crying?" He/she says "My toy broke.").	2	1	0	<input type="checkbox"/>
20. Follows directions to do two things that do not go together (e.g., "Turn off the TV and get my keys."). Scoring criteria: If he/she sometimes does it without reminders but sometimes needs reminders, score 1.	2	1	0	<input type="checkbox"/>
21. Answers questions that use <i>when</i> (e.g., You ask "When do you eat breakfast?" He/she says "In the morning.").	2	1	0	<input type="checkbox"/>
22. Follows three-step directions (e.g., "Get dressed, eat breakfast, and brush your teeth."). Scoring criteria: If he/she sometimes does it without reminders but sometimes needs reminders, score 1.	2	1	0	<input type="checkbox"/>
23. When told to do something a little later, remembers to do it (e.g., "When your show is over, put your dishes in the sink."). Scoring criteria: If he/she sometimes does it without reminders but sometimes needs reminders, score 1.	2	1	0	<input type="checkbox"/>

RECEPTIVE (Items 1-23)
Total Raw Score
(max. = 46)

Total Estimated items

 A

Total administered items

 B

$(A \div B) \times 100 =$

% estimated

Expressive

	Behavior frequency			
	Usually or often	Sometimes	Never	Estimated
1. Makes sounds or gestures to get your attention.	2	1	0	<input type="checkbox"/>
2. Makes at least three short speech sounds (e.g., <i>mah, bah, ee, oh</i>). Scoring tip: Score 2 if he/she did this when younger, but now says words.	2	1	0	<input type="checkbox"/>
3. Babbles in strings of sounds (e.g., <i>ba-ba-ba-ba, ma-ma-ma-ma, da-da-da-da</i>). Scoring tip: Score 2 if he/she did this when younger, but now says words.	2	1	0	<input type="checkbox"/>
4. Makes at least three basic gestures (e.g., nodding head up and down for <i>yes</i> , shaking head for <i>no</i> , reaching for something wanted, waving at people, clapping hands).	2	1	0	<input type="checkbox"/>
5. Says "Dada" or "Mama" or another name for parent.	2	1	0	<input type="checkbox"/>
6. Says the names of at least three objects (e.g., a ball). Scoring criteria: He/she does not have to say the words perfectly.	2	1	0	<input type="checkbox"/>
7. Repeats or tries to repeat words after hearing them (e.g., ball, car, more). Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it. Scoring criteria: He/she does not have to say the words perfectly.	2	1	0	<input type="checkbox"/>
8. Says the names of at least 10 objects. Scoring tip: Score 2 for Yes or 0 for No. Scoring criteria: He/she does not have to say the words perfectly.	2		0	<input type="checkbox"/>
9. Says "No." Must actually mean <i>no</i> , not just repeat the word.	2	1	0	<input type="checkbox"/>
10. Says one-word requests (e.g., "Want." "More." "Open."). Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
11. Says the names of at least three actions (e.g., eat or eating). Scoring criteria: He/she does not have to say the words perfectly.	2	1	0	<input type="checkbox"/>
12. Says at least 50 words. Scoring tip: Score 2 for Yes or 0 for No. Scoring criteria: He/she does not have to say the words perfectly.	2		0	<input type="checkbox"/>
13. Says his/her own first name or nickname. Scoring criteria: He/she does not have to say the name perfectly.	2	1	0	<input type="checkbox"/>
14. Says things using both a noun [a naming word] and a verb [an action word] (e.g., "Mommy stay." "Give ball."). Scoring criteria: He/she does not have to say the words perfectly.	2	1	0	<input type="checkbox"/>
15. Knows how to say more than one of something (e.g., "Two cats." "More crackers." "Those flowers.").	2	1	0	<input type="checkbox"/>
16. Uses the pronouns <i>I, me, and mine</i> to refer to himself/herself. May make mistakes like "Me want" or "Mine toy."	2	1	0	<input type="checkbox"/>
17. Uses words that show who something belongs to (e.g., "This is mine." "Your book." "This is Carol's desk.").	2	1	0	<input type="checkbox"/>
18. Uses adjectives to describe things (e.g., "Pretty picture." "Big doggie."). Scoring criteria: He/she does not have to say the words perfectly.	2	1	0	<input type="checkbox"/>
19. Uses <i>in, on, and under</i> in sentences (e.g., "It's <i>in</i> the box." "Ball go <i>under</i> table."). Scoring criteria: His/her sentences do not have to be perfect.	2	1	0	<input type="checkbox"/>
20. Asks questions that begin with <i>who</i> (e.g., "Who's that?" "Who went to the store?").	2	1	0	<input type="checkbox"/>
21. Says how old he/she is when you ask. Holding up fingers counts.	2	1	0	<input type="checkbox"/>
22. Says both his/her first name and last name when you ask. Scoring criteria: He/she does not have to say the names perfectly.	2	1	0	<input type="checkbox"/>
23. Knows how to say that something happened in the past (e.g., "I <i>walked</i> to the store." "Molly <i>baked</i> a cake.").	2	1	0	<input type="checkbox"/>
24. Uses all pronouns (words that refer to himself/herself and others) correctly (e.g., <i>I, she, us, them, your, our, their</i>).	2	1	0	<input type="checkbox"/>

	Behavior frequency			
	Usually or often	Sometimes	Never	Estimated
25. Tells the basic parts of a well-known story: the characters, what happens, how it ends, etc. Scoring criteria: The story might be from a fairy tale, a book, or a movie.	2	1	0	<input type="checkbox"/>
26. Uses <i>behind</i> , <i>in front of</i> , and <i>between</i> in sentences (e.g., "Terrell is <i>behind</i> you." "I walked <i>in front of</i> her." "The ball went <i>between</i> the cars.").	2	1	0	<input type="checkbox"/>
27. Tells about one-time events in detail (e.g., when someone asks him/her about a trip).	2	1	0	<input type="checkbox"/>
28. Uses two-part sentences joined by <i>and</i> or <i>but</i> (e.g., "She asked me, <i>and</i> I told her no." "Jerome wanted to go, <i>but</i> I didn't.").	2	1	0	<input type="checkbox"/>

EXPRESSIVE (Items 1–28)
Total Raw Score
(max. = 56)

Total Estimated items	<input type="text"/>	A
Total administered items	<input type="text"/>	B
$(A \div B) \times 100 =$	<input type="text"/>	% estimated

Personal



	Behavior frequency			
	Usually or often	Sometimes	Never	Estimated
1. Eats solid foods (e.g., cooked vegetables, chopped meats).	2	1	0	<input type="checkbox"/>
2. Cooperates when you undress and dress him/her (e.g., raises his/her arms for taking off a top, holds out his/her feet for putting on pants or shoes). Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
3. Sucks or chews on finger foods (e.g., crackers, cookies, toast).	2	1	0	<input type="checkbox"/>
4. Cooperates when you wash his/her hands and face (e.g., holds out his/her hands, turns his/her face toward you). Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
5. Feeds himself/herself with a spoon. May spill. Scoring criteria: If he/she sometimes does it without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
6. Takes off his/her shoes and his/her socks. Scoring criteria: If he/she sometimes does it without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
7. Drinks from a regular cup or glass. May spill. Scoring criteria: If he/she sometimes does it without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
8. Lets someone know when he/she has a wet or dirty diaper or pants. Scoring tip: Score 2 if he/she did this when younger, but now uses the toilet.	2	1	0	<input type="checkbox"/>
9. Feeds himself/herself with a fork. May spill. Scoring criteria: If he/she sometimes does it without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
10. Takes off clothing that opens in the front. Does not have to unbutton or unzip it (e.g., a jacket). Scoring criteria: If he/she sometimes does it without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
11. Pulls up clothing that has elastic around the waist (e.g., underwear, sweatpants). Scoring criteria: If he/she sometimes does it without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
12. Drinks from a regular cup or glass without spilling. Scoring criteria: If he/she sometimes does it without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
13. Feeds himself/herself with a spoon without spilling. Scoring criteria: If he/she sometimes does it without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
14. Washes his/her hands using soap and water and dries them. Does not have to turn the water on and off. Scoring criteria: If he/she sometimes washes and dries without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
15. Takes off pullover clothing (e.g., T-shirt, sweatshirt, dress). Scoring criteria: If he/she sometimes does it without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
16. Urinates (goes pee) in a toilet or potty chair.	2	1	0	<input type="checkbox"/>
17. Puts on his/her shoes. Shoes may be on the wrong feet, and he/she does not have to tie or fasten them. Scoring criteria: If he/she sometimes does it without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
18. Wipes or blows his/her nose using tissue, napkin, etc. Scoring criteria: If he/she sometimes does it without help or reminders but sometimes needs help or reminders, score 1.	2	1	0	<input type="checkbox"/>

	Behavior frequency			
	Usually or often	Sometimes	Never	Estimated
19. Puts on clothing that opens in the front. Does not have to zip or button it (e.g., a jacket). Scoring criteria: If he/she sometimes does it without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
20. Defecates (goes poop) in a toilet or potty chair.	2	1	0	<input type="checkbox"/>
21. Uses the toilet during the day. May need help, but must know when he/she needs to go. Scoring criteria: Score 2 if he/she does not have accidents during the day. Score 1 if he/she has some accidents during the day. Score 0 if he/she has many accidents during the day.	2	1	0	<input type="checkbox"/>
22. Puts on pullover clothing (e.g., T-shirt, sweatshirt, dress). Scoring criteria: If he/she sometimes does it without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
23. Wipes or cleans his/her face and his/her hands when eating something messy. Scoring criteria: If he/she sometimes does it without help or reminders but sometimes needs help or reminders, score 1.	2	1	0	<input type="checkbox"/>
24. Puts clothing on with the right side forward and correct side out. Scoring criteria: If he/she sometimes does it without help or reminders but sometimes needs help or reminders, score 1.	2	1	0	<input type="checkbox"/>
25. Washes and dries his/her face. Does not have to turn the water on and off. Scoring criteria: If he/she sometimes washes and dries without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
26. Uses the toilet at night. May need help, but must know when he/she needs to go. Scoring criteria: Score 2 if he/she does not have accidents at night. Score 1 if he/she has some accidents at night. Score 0 if he/she has many accidents at night.	2	1	0	<input type="checkbox"/>
27. Covers his/her mouth and nose when he/she coughs or sneezes. Scoring criteria: If he/she sometimes does it without reminders but sometimes needs reminders, score 1.	2	1	0	<input type="checkbox"/>
28. Fastens snaps. Scoring criteria: If he/she sometimes does it without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
29. Brushes his/her teeth. Must put toothpaste on toothbrush, brush well, and rinse. Scoring criteria: If he/she sometimes does all of the steps without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>
30. Puts his/her shoes on the correct feet and ties or fastens them. Scoring criteria: If he/she sometimes does it without help but sometimes needs help, score 1.	2	1	0	<input type="checkbox"/>

PERSONAL (Items 1-30)
Total Raw Score
(max. = 60)

Total Estimated items	<input type="text"/>	A
Total administered items	<input type="text"/>	B
$(A \div B) \times 100 =$	<input type="text"/>	% estimated

Interpersonal Relationships



	Behavior frequency			
	Usually or often	Sometimes	Never	Estimated
1. Smiles or makes sounds when someone he/she knows comes up to him/her.	2	1	0	<input type="checkbox"/>
2. Looks at your face.	2	1	0	<input type="checkbox"/>
3. Smiles in response to a smile or a friendly voice.	2	1	0	<input type="checkbox"/>
4. Tries to interact with others (e.g., smiles or makes noises at someone, reaches for someone).	2	1	0	<input type="checkbox"/>
5. Reaches for you when you hold out your arms to him/her. Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
6. Gives affection to people he/she knows (e.g., touches, hugs, kisses, cuddles).	2	1	0	<input type="checkbox"/>
7. Looks around from time to time to be sure that someone who he/she knows is nearby. Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
8. Acts interested in children his/her age, apart from brothers or sisters (e.g., watches them, smiles at them).	2	1	0	<input type="checkbox"/>
9. Recognizes himself/herself in a mirror or photo.	2	1	0	<input type="checkbox"/>
10. Imitates (copies) you when you make a happy, sad, or surprised face. Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
11. Realizes when others are happy, sad, surprised, afraid, upset, etc.	2	1	0	<input type="checkbox"/>
12. Imitates (copies) an activity while someone else is doing it (e.g., pretending to shave, put on makeup, vacuum, hammer nails). Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
13. Makes good eye contact when he/she interacts with people.	2	1	0	<input type="checkbox"/>
14. Says how family members are related to him/her (e.g., "That's my mom." "He's my brother.").	2	1	0	<input type="checkbox"/>
15. Imitates (copies) an activity several hours after watching someone else do it (e.g., pretending to shave, put on makeup, vacuum, hammer nails). Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
16. Has a best friend or a few good friends. Scoring tip: Score 2 for Yes or 0 for No.	2		0	<input type="checkbox"/>
17. Does things to try to please others (e.g., makes someone a card or gift, helps without being asked). Scoring criteria: If he/she sometimes does it without being told but sometimes has to be told, score 1.	2	1	0	<input type="checkbox"/>
18. Is a good friend: treats his/her friends fairly and with respect, is supportive, etc. Scoring criteria: If he/she has not had any friends for the past year, score 0.	2	1	0	<input type="checkbox"/>
19. Keeps his/her friends over time (e.g., has had the same good friend for over a year). Scoring criteria: If he/she has not had any friends for the past year, score 0.	2	1	0	<input type="checkbox"/>
20. Starts small talk when he/she meets people he/she knows (e.g., "How are you?" "What's up?").	2	1	0	<input type="checkbox"/>

INTERPERSONAL RELATIONSHIPS (Items 1-20)
Total Raw Score
(max. = 40)

Total Estimated items	<input type="text"/>	A
Total administered items	<input type="text"/>	B
$(A \div B) \times 100 =$	<input type="text"/>	% estimated

Play and Leisure



	Behavior frequency			
	Usually or often	Sometimes	Never	Estimated
1. Shows interest in the things around him/her (e.g., looks or moves around, touches objects or people).	2	1	0	<input type="checkbox"/>
2. Responds when you act playful (e.g., smiles, laughs, claps his/her hands).	2	1	0	<input type="checkbox"/>
3. Plays baby games like peek-a-boo and patty-cake. Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
4. Plays with one or more children for at least 5 minutes with someone older supervising. Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it. Scoring criteria: Playing near other children, but not playing with them, does not count.	2	1	0	<input type="checkbox"/>
5. Copies a child playing nearby, even though they are not playing together (e.g., sees another child stacking blocks and then begins to stack blocks). Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
6. Would rather play with other children than watch them or play alone.	2	1	0	<input type="checkbox"/>
7. Shares his/her toys or other things when he/she is told to.	2	1	0	<input type="checkbox"/>
8. Uses things around the house to play make-believe (e.g., pretends a block is a car, a big box is a house). Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
9. Moves away from children who try to hurt others or destroy things (e.g., children who are biting, hitting, throwing things, smashing things). Scoring criteria: If he/she sometimes does it without being told but sometimes has to be told, score 1.	2	1	0	<input type="checkbox"/>
10. Plays simple make-believe games with other children (e.g., playing "dress-up," pretending to be superheroes). Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
11. Plays with others at simple outdoor group games with no score (e.g., tag, jump rope, catch). Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
12. Takes turns when asked while playing games or sports.	2	1	0	<input type="checkbox"/>
13. Plays make-believe where different children play different roles (e.g., playing "school" or "restaurant," acting out a TV show or movie). Scoring tip: Score 2 if he/she did this when younger, but has now outgrown it.	2	1	0	<input type="checkbox"/>
14. Asks others to play or spend time together. Scoring criteria: If he/she sometimes does it without being told but sometimes has to be told, score 1.	2	1	0	<input type="checkbox"/>
15. Shares his/her toys or other things without having to be told to.	2	1	0	<input type="checkbox"/>
16. Takes turns without having to be asked while playing games or sports.	2	1	0	<input type="checkbox"/>
17. Asks if it is OK before taking something from someone. Does not just grab it. Scoring criteria: If he/she sometimes does it without being told but sometimes has to be told, score 1.	2	1	0	<input type="checkbox"/>
18. Stays out of a group when they let him/her know with words that he/she is not welcome (e.g., "We're almost done." "Big kids only.").	2	1	0	<input type="checkbox"/>
19. Gets together with two or more others his/her age at someone's home. Scoring criteria: Must play with the others to count.	2	1	0	<input type="checkbox"/>

PLAY AND LEISURE (Items 1-19)
Total Raw Score
(max. = 38)

Total Estimated items	<input type="text"/>	A
Total administered items	<input type="text"/>	B
(A + B) x 100 =	<input type="text"/>	% estimated



SOCIAL-EMOTIONAL SCALE

For examiner use only

Child's name: _____ Sex: M F

Test date: _____ Test age: _____

Completed by: _____ Relationship to child: _____

Examiner's name: _____

Summary

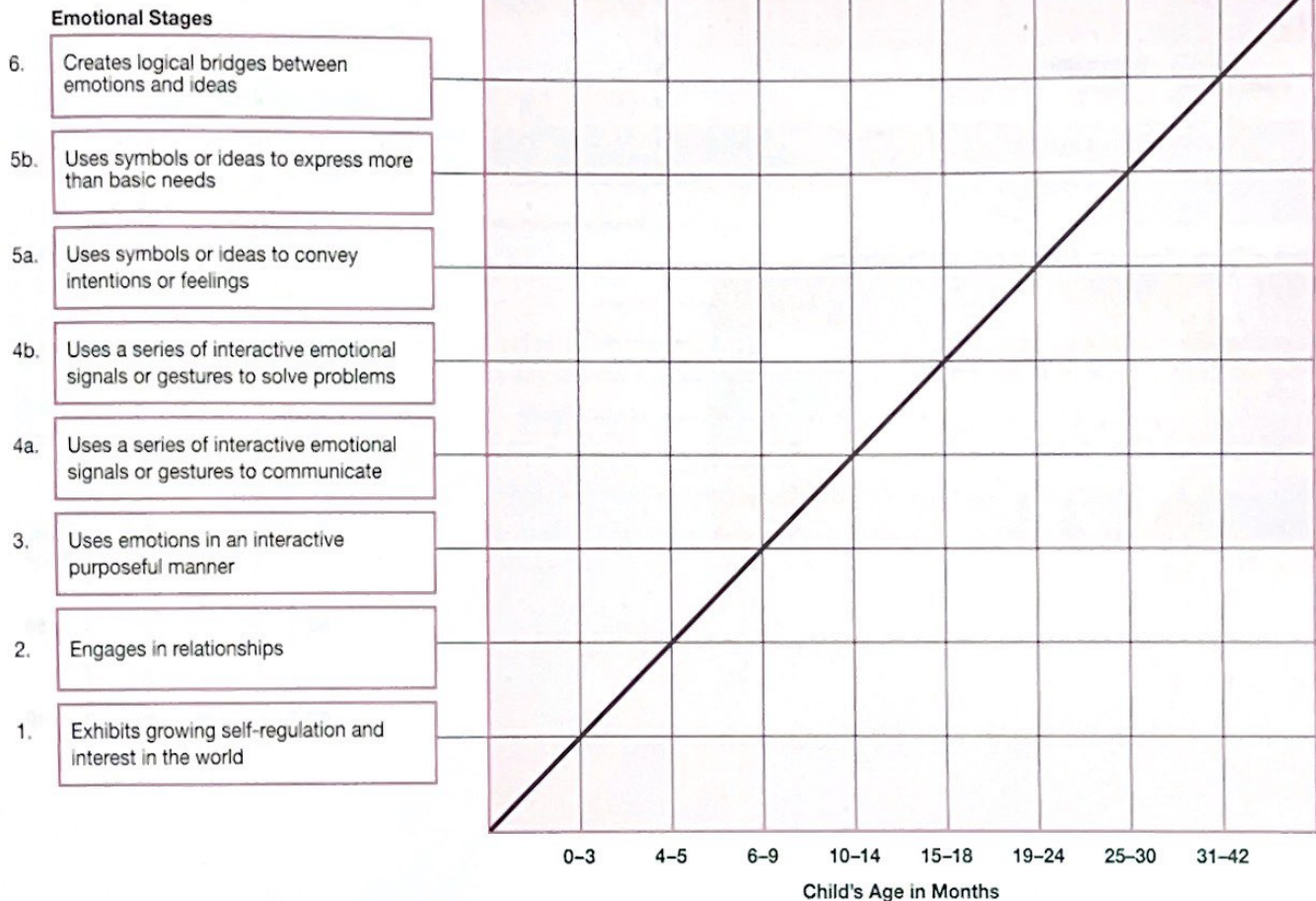
Total Raw Score to Scaled/Standard Score Conversion

Subtest	Raw score	Scaled score (Table A.2)	Standard score (Table A.4)	Percentile rank	Confidence interval (_____ %)
Social-Emotional					-

Supplemental Analysis

Score	Raw score	Possible challenges (Table B.6)	Emerging mastery (Table B.6)	Full mastery (Table B.6)	Highest stage mastered (Scores of Most or All of the time)
Sensory Processing		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Social-Emotional Growth Chart





ADAPTIVE BEHAVIOR SCALE

For examiner use only

Child's name: _____ Sex: M F

Test date: _____ Test age: _____

Completed by: _____ Relationship to child: _____

Examiner's name: _____

Summary

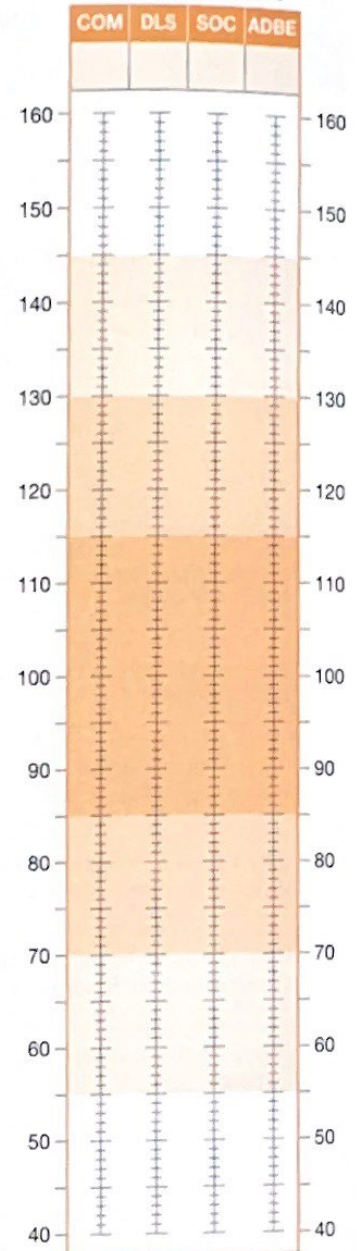
Total Raw Score to Scaled Score Conversion

Subdomain	Raw score	Scaled score (Table A.5)	Age equivalent (Table B.7)	Growth scale value (Table B.8)
Receptive (REC)				
Expressive (EXP)				
Sum of scaled scores	Communication (COM)	1		
Personal (PER)		2		
Interpersonal Relationships (IPR)				
Play and Leisure (PLA)				
Sum of scaled scores	Socialization (SOC)	3		
Sum of scaled scores	Adaptive Behavior (ADBE)	4		

Subdomain Score Profile

	REC	EXP	PER	IPR	PLA	
19	19
18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1

Standard Score Profile



Sum of Scaled Scores to Standard Score Conversion

Domain/scale	Sum of scaled scores	Standard score (Table A.5)	Percentile rank	Confidence interval (_____ %)
COM	1			-
DLS	2			-
SOC	3			-
ADBE	4			-



ADAPTIVE BEHAVIOR SCALE

Supplemental Analysis

Discrepancy Comparison

Scaled score	Score 1	Score 2	Difference	Critical value (Table B.9)	Significance level		Base rate (Table B.9)
					<input type="checkbox"/> .05 Significant?	<input type="checkbox"/> .10	
Receptive - Expressive	REC	EXP			Y	N	
Interpersonal Relationships - Play and Leisure	IPR	PLA			Y	N	

Standard score	Score 1	Score 2	Difference	Critical value (Table B.10)	Significance level		Base rate (Table B.10)
					<input type="checkbox"/> .05 Significant?	<input type="checkbox"/> .10	
Communication - Daily Living Skills	COM	DLS			Y	N	
Communication - Socialization	COM	SOC			Y	N	
Daily Living Skills - Socialization	DLS	SOC			Y	N	

Growth Scale Value Analysis

Administration date	Raw score	Scaled score	Growth scale value	Difference	Significant? (Table B.11)
REC 1					
REC 2					Y N
EXP 1					
EXP 2					Y N
PER 1					
PER 2					Y N
IPR 1					
IPR 2					Y N
PLA 1					
PLA 2					Y N

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