



Multirater Report

GENERATED BY

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Name: **Sample Client** Client ID: **PAR Sample** Gender: **Female**
Date of birth: **10/31/2005** Report date: **09/20/2023**

	Parent	Teacher
Rater's name:	Ms Client	Mr Jones
Relationship to child:	Mother	(not specified)
Form:	Extended	Standard
Age at testing (Years:Months):	17:10	17:10
Test date:	09/20/2023	09/20/2023
Time between test dates:	0 Days	



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This report is confidential and is intended for use by qualified professionals who have sufficient knowledge of psychometric testing and of the PDDBI. This report should not be released to the respondent or to any individuals who are not qualified to interpret the results.

Multirater Interpretive Guidance

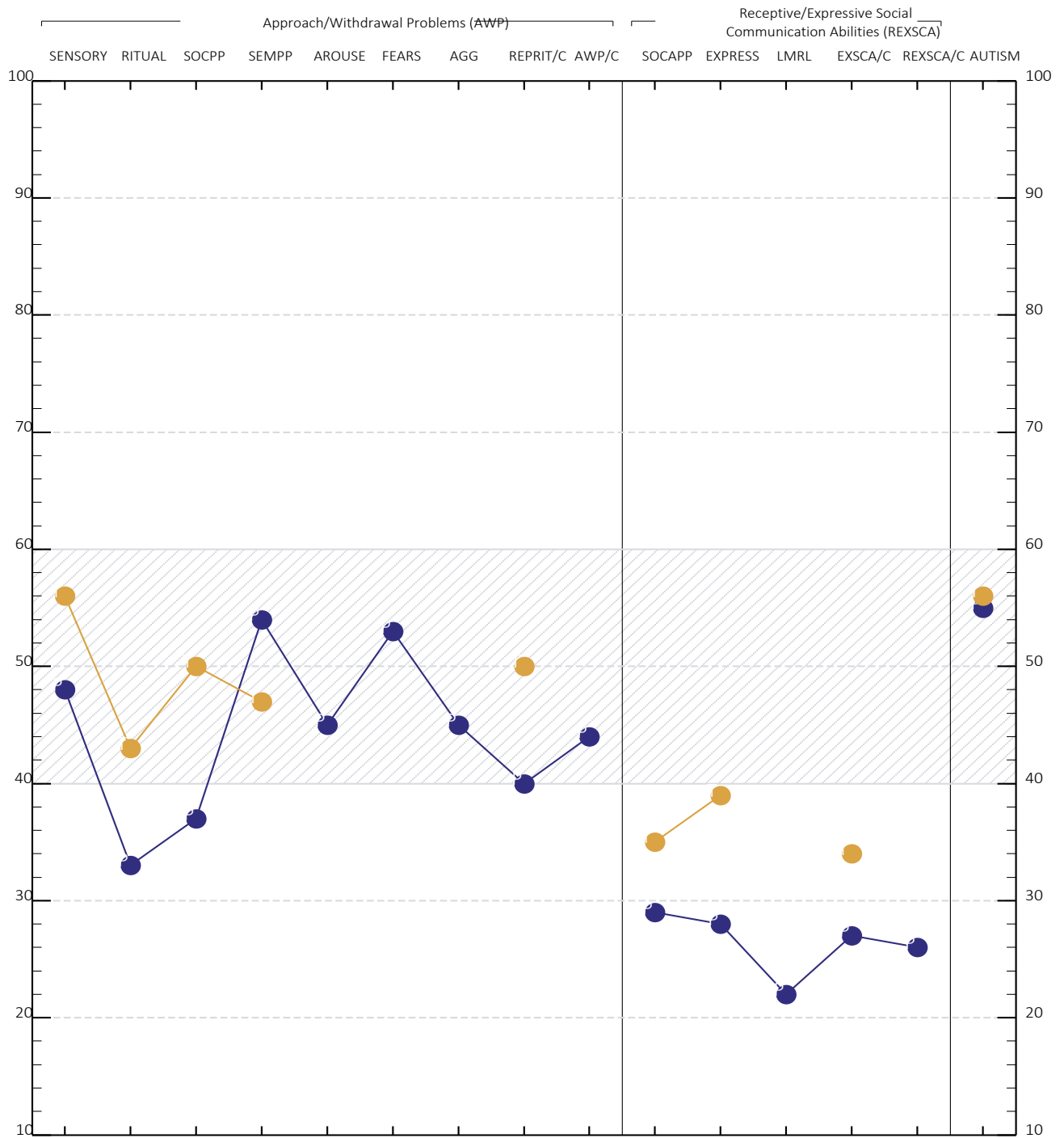
The **PDD Behavior Inventory (PDDBI)**; Cohen & Sudhalter, 2005) is a questionnaire designed to assess responsiveness to intervention in children with autism spectrum disorder (ASD). This **Multirater Report** is intended for the comparison of results from **Parent and Teacher Forms** of the PDDBI (any combination of standard and extended forms) completed about the **same client within about one month of each other**. Development and interpretation guidelines for this report are detailed in the **PDDBI Professional Manual Supplement: Advanced Score, Multirater, and Progress Monitoring Interpretation** (Cohen, 2023). The interpretation steps below correspond with step 2 in the manual supplement.

INTERPRETATION STEPS FOR THE PDDBI MULTIRATER REPORT

Step	Interpretive Guidance
a. <u>Significant differences and direction.</u>	<p>Determine the level of statistical significance you want to use (.05 and .10 are commonly used; .20 is also justifiable with clinical samples), and attend to the difference scores that meet the chosen criteria.</p> <p>On Approach/Withdrawal Problems (AWP) scales and the Autism Composite (AUTISM), positive differences indicate the teacher's rating identified more problems and negative differences indicate the parent's rating identified more problems.</p> <p>On Receptive/Expressive Social Communication Abilities (REXSCA) scales, positive differences indicate the teacher's rating identified higher abilities and negative differences indicate the parent's rating identified higher abilities.</p>
b. <u>Cumulative percentages.</u>	<p>The lower the percentage, the more uncommon the difference was in the multirater sample. Cumulative percentages less than 10–20% indicate rare and possibly clinically important differences.</p>
c. <u>Clusters.</u>	<p>Examine the clusters within any domain with significantly different ratings to help identify the behaviors that contributed most to differences in the child's score between raters.</p>
d. <u>ASD-DT classification.</u>	<p>If the ASD-DT Form from both parent and teacher agree on the classification of ASD, regardless of the specific classification node, then it is very likely the child has ASD. The same applies to the ASD Not Likely classifications.</p> <p>If the forms do not agree on the classification, it is recommended the ASD-DT Form generated from the parent response should be relied on, unless there are clinical or other reasons not to do so.</p> <p>(Only available if the child is ages 1:6 to 12:5 years and the rater completed the extended form).</p>
e. <u>Clinical context.</u>	<p>Use other available clinical information to investigate the possible reasons for any discrepancies seen. Significant differences could be due to (a) important differences in how individuals manage the child's behavior across settings, (b) an excessively negative view of the child on the part of the parent or an excessively positive view by the teacher (or vice versa), (c) stress in the parent–child or teacher–child relationship, or (d) the physical/social nature of the setting being rated (e.g., noise level, unexpected changes in routine, bullying).</p>

Adapted from Table 3.1 in the PDDBI Professional Manual Supplement: Advanced Score, Multirater, and Progress Monitoring Interpretation (Cohen, 2023). Modified with permission.

Multirater T-Score Profile



	SENSORY	RITUAL	SOCPP	SEMP	AROUSE	FEARS	AGG	REPRIT/C	AWP/C	SOCAPP	EXPRESS	LMRL	EXSCA/C	REXSCA/C	AUTISM
Parent 09/20/2023	48	33	37	54	45	53	45	40	44	29	28	22	27	26	55
Teacher 09/20/2023	56	43	50	47	n/a	n/a	n/a	50	n/a	35	39	n/a	34	n/a	56

- ! Significant difference at $p < .20$ or $.10$
- !! Significant difference at $p < .05$ or $.01$

AWP & AUTISM

Few to no problems	Average for ASD	Severe problems
High abilities	Average for ASD	Low abilities

REXSCA

Note. "n/a" = scale is not included on form. | "---" = missing data. | *Scale was calculated using prorated score(s).

Multirater Domain/Composite Score Summary

Domain/ Composite	Parent T score 09/20/2023	Teacher T score 09/20/2023	Difference in T scores (T – P)	Significance level	Cumulative % of sample	
Approach/Withdrawal Problems						
SENSORY	⊗ 48	⊗ 56	8	ns	38.2%	
RITUAL	33	⊗ 43	10	ns	40.0%	
SOCPP	37	⊗ 50	13	ns	27.1%	
SEMP	⊗ 54	⊗ 47	-7	ns	38.7%	
AROUSE	⊗ 45	n/a	n/a	n/a	n/a	
FEARS	⊗ 53	n/a	n/a	n/a	n/a	
AGG	⊗ 45	n/a	n/a	n/a	n/a	
REPRIT/C	⊗ 40	⊗ 50	10	ns	30.7%	
AWP/C	⊗ 44	n/a	n/a	n/a	n/a	
Receptive/Expressive Social Communication Abilities						
SOCAPP	● 29	● 35	6	ns	53.8%	
!! EXPRESS	● 28	● 39	Ⓟ 11	.05	8.4%	!!
LMRL	● 22	n/a	n/a	n/a	n/a	
EXSCA/C	● 27	● 34	7	ns	36.4%	
REXSCA/C	● 26	n/a	n/a	n/a	n/a	
AUTISM	⊗ 55	⊗ 56	1	ns	97.3%	

Note. ns = not significant. | "n/a" = scale is not included on form. | "----" = missing data. | *Scale was calculated using prorated score(s).

Ⓟ Ⓡ = better score within a pair of significantly different scores (i.e., fewer problems or higher abilities).

⚠ Significant difference at $p < .20$ or $.10$

⊗ Average for ASD

!! Significant difference at $p < .05$ or $.01$

● Severe problems/low abilities

Multirater Cluster Score Summary

APPROACH/WITHDRAWAL PROBLEMS

Domain/cluster	Parent 09/20/2023	Teacher 09/20/2023
Sensory/Perceptual Approach Behaviors (SENSORY)	T = 48	T = 56
Visual Behaviors	4 (Moderate)	5 (Moderate)
Non-Food Taste (or Smell) Behaviors	1 (Moderate)	8 (High)
Touch Behaviors	0 (Low)	n/a
Noise Making Behaviors	n/a	4 (Moderate)
Proprioceptive/Kinesthetic Behaviors	0 (Low)	1 (Low)
Repetitive Manipulative Behaviors	5 (High)	4 (Moderate)
Gait-Based (Walking) Kinesthetic Behaviors	n/a	3 (Moderate)
Ritualisms/Resistance to Change (RITUAL)	T = 33	T = 43
Resistance to Change in the Environment	0 (Low)	1 (Low)
Resistance to Change in Schedules/Routines	0 (Low)	4 (Moderate)
Rituals	0 (Low)	2 (Moderate)
Social Pragmatic Problems (SOCPP)	T = 37	T = 50
Problems With Social Approach	4 (Moderate)	8 (High)
Social Awareness Problems	3 (Low)	3 (Low)
Inappropriate Reactions to the Approaches of Others	0 (Low)	4 (Moderate)
Semantic/Pragmatic Problems (SEMP)	T = 54	T = 47
Aberrant Vocal Quality When Speaking	3 (Moderate)	1 (Moderate)
Problems With Understanding Words	6 (Moderate)	3 (Moderate)
Verbal Pragmatic Deficits	7 (Moderate)	6 (Moderate)
Arousal Regulation Problems (AROUSE)	T = 45	T = n/a
Kinesthetic Behaviors	8 (Moderate)	n/a
Reduced Responsiveness	2 (Low)	n/a
Sleep Regulation Problems	4 (Moderate)	n/a
Specific Fears (FEARS)	T = 53	T = n/a
Sadness When Away From Caregiver, Other Significant Figure, or in New Situation	6 (High)	n/a
Anxiousness When Away From Caregiver, Other Significant Figure, or in New Situation	6 (High)	n/a
Auditory Withdrawal Behaviors	2 (Low)	n/a
Fears and Anxieties	6 (Moderate)	n/a
Social Withdrawal Behaviors	4 (Moderate)	n/a
Aggressiveness (AGG)	T = 45	T = n/a
Self-Directed Aggressive Behaviors	2 (High)	n/a
Incongruous Negative Affect	2 (Moderate)	n/a
Problems When Caregiver or Other Significant Figure Returns From Work, an Outing, or Vacation	1 (Moderate)	n/a
Aggressiveness Toward Others	3 (Moderate)	n/a
Overall Temperament Problems	1 (Low)	n/a

Note. Cluster scores are presented as raw scores (qualitative ranges). | "n/a" = scale is not included on form. | "-" = missing data. | *Scale was calculated using prorated score(s).

! Significant difference at $p < .20$ or $.10$

!! Significant difference at $p < .05$ or $.01$

Multirater Cluster Score Summary *continued*

RECEPTIVE/EXPRESSIVE SOCIAL COMMUNICATION ABILITIES

Domain/cluster	Parent 09/20/2023	Teacher 09/20/2023
Social Approach Behaviors (SOCAPP)	T = 29	T = 35
Visual Social Approach Behaviors	2 (Low)	3 (Low)
Positive Affect Behaviors	3 (Low)	1 (Low)
Gestural Approach Behaviors	6 (Moderate)	2 (Low)
Responsiveness to Social Inhibition Cues	1 (Low)	5 (Low)
Social Play Behaviors	3 (Low)	5 (Low)
Imaginative Play Behaviors	6 (Low)	3 (Moderate)
Empathy Behaviors	3 (Low)	3 (Moderate)
Social Interaction Behaviors	3 (Low)	n/a
Social Imitative Behaviors	5 (Low)	5 (Low)
Expressive Language (EXPRESS)	T = 28	T = 39
(Basic) Vowel Production	6 (Low)	1 (Low)
(Basic) Consonant Production at the Beginning, Middle, and End of Words	3 (Low)	5 (Low)
(Basic) Diphthong Production	2 (Low)	4 (Low)
Expressive Language Competence	4 (Low)	8 (Moderate)
Verbal Affective Tone	2 (Low)	3 (Low)
Pragmatic Conversational Skills	2 (Moderate)	5 (Moderate)
Learning, Memory, and Receptive Language (LMRL)	T = 22	T = n/a
General Memory Skills	4 (Low)	n/a
Receptive Language Competence	2 (Low)	n/a
Associative Learning Skills	n/a	n/a

Note. Cluster scores are presented as raw scores (qualitative ranges). | "n/a" = scale is not included on form. | "---" = missing data. | *Scale was calculated using prorated score(s).

! Significant difference at $p < .20$ or $.10$

!! Significant difference at $p < .05$ or $.01$

Multirater Items and Responses

ITEM RESPONSE KEY

0	1	2	3	---	n/a
Child does not show the behavior (or on certain items, does not say words)	Child rarely shows the behavior	Child sometimes/partially shows the behavior	Child usually/typically shows the behavior	Respondent did not complete the item	Item not included on form

SENSORY/PERCEPTUAL APPROACH BEHAVIORS (SENSORY)

P#	T#	Item	P	T
Visual Behaviors				
1	1	Stares at or looks out of sides of eyes at his/her ... <i>[Redacted for Sample Report]</i>	1	1
2	2	...	1	1
3	3	...	1	1
4	4	...	1	2
Non-Food Taste [or Smell] Behaviors				
5		<i>[Redacted for Sample Report]</i>	1	n/a
6		...	0	n/a
7	5	...	0	1
8	6	...	0	1
	7	...	n/a	3
	8	...	n/a	3
Touch Behaviors				
9		...	0	n/a
10		...	0	n/a
11		...	0	n/a
12		...	0	n/a
Noise Making Behaviors				
	9	...	n/a	1
	10	...	n/a	1
	11	...	n/a	1
	12	...	n/a	1
Proprioceptive/Kinesthetic Behaviors				
13	13	...	0	0
14	14	...	0	0
15		...	0	n/a
	15	...	n/a	0
16	16	...	0	1
Repetitive Manipulative Behaviors				
17	17	...	0	2
18	18	...	2	1
19	19	...	1	1
20	20	...	2	0
Gait-Based (Walking) Kinesthetic Behaviors				
	21	...	n/a	0
	22	...	n/a	0
	23	...	n/a	1
	24	...	n/a	2

Multirater Items and Responses *continued*

RITUALISMS/RESISTANCE TO CHANGE (RITUAL)

P#	T#	Item	P	T
Resistance to Change in the Environment				
21	25	<i>[Redacted for Sample Report]</i>	0	1
22	26	...	0	0
23		....	0	n/a
24		...	0	n/a
	27	...	n/a	0
	28	...	n/a	0
Resistance to Change in Schedules/Routines				
25		...	0	n/a
26	30	...	0	1
27		...	0	n/a
	31	...	n/a	2
	32	...	n/a	1
28	29	...	0	0
Rituals				
29	33	...	0	0
30	34	...	0	0
31	35	...	0	0
32	36	...	0	2

Multirater Items and Responses *continued*

SOCIAL PRAGMATIC PROBLEMS (SOCPP)

P#	T#	Item	P	T
Problems with Social Approach				
33		<i>[Redacted for Sample Report]</i>	0	n/a
34	37	...	1	2
35	38	...	2	2
36	39	...	1	2
	40	...	n/a	2
Social Awareness Problems				
	41	...	n/a	1
37	42	...	2	1
38	43	...	1	1
39		...	0	n/a
40	44	...	0	0
Inappropriate Reactions to the Approaches of Others				
41	45	...	0	0
42	46	...	0	0
43	47	...	0	2
44	48	...	0	2

Multirater Items and Responses *continued*

SEMANTIC/PRAGMATIC PROBLEMS (SEMPP)

P#	T#	Item	P	T
Aberrant Vocal Quality When Speaking				
	49	<i>[Redacted for Sample Report]</i>	n/a	1
45	50	...	0	0
46	51	...	0	0
	52	...	n/a	0
47		...	1	n/a
48		...	2	n/a
Problems With Understanding Words				
49	53	...	1	0
50	54	...	2	1
51	55	...	1	1
52	56	...	2	1
Verbal Pragmatic Deficits				
53		...	1	n/a
54		...	2	n/a
55	57	...	1	2
	58	...	n/a	1
56	59	...	3	2
	60	...	n/a	1

Multirater Items and Responses *continued*

AROUSAL REGULATION PROBLEMS (AROUSE)

P#	T#	Item	P	T
Kinesthetic Behaviors				
57	61	<i>[Redacted for Sample Report]</i>	3	---
	62	...	n/a	---
58	63	...	3	---
59		...	1	n/a
60	64	...	1	---
Reduced Responsiveness				
61	65	...	1	---
62	66	...	1	---
63	67	...	0	---
64	68	...	0	---
Sleep Regulation Problems				
65		...	0	n/a
66		...	1	n/a
67		...	2	n/a
68		...	1	n/a

Multirater Items and Responses *continued*

SPECIFIC FEARS (FEARS)

P#	T#	Item	P	T
Sadness When Away From Caregiver, Other Significant Figure, or in New Situation				
69		<i>[Redacted for Sample Report]</i>	2	n/a
70		...	1	n/a
71		...	2	n/a
72		...	1	n/a
Anxiousness When Away From Caregiver, Other Significant Figure, or in New Situation				
73		...	2	n/a
74		...	1	n/a
75		...	2	n/a
76		...	1	n/a
Auditory Withdrawal Behaviors				
77	73	...	0	---
78		...	0	n/a
	74	...	n/a	---
79	75	...	0	---
80	76	...	2	---
Fears and Anxieties (facial expressions of fear, screaming, protests, etc.)				
81		...	1	n/a
82		...	2	n/a
83		...	1	n/a
84		...	2	n/a
	77	...	n/a	---
	78	...	n/a	---
	79	...	n/a	---
	80	...	n/a	---
Social Withdrawal Behaviors				
	69	...	n/a	---
85	70	...	1	---
86	71	...	2	---
87	72	...	1	---
88		...	0	n/a

Multirater Items and Responses *continued*

AGGRESSIVENESS (AGG)

P#	T#	Item	P	T
Self-Directed Aggressive Behaviors				
89	81	<i>[Redacted for Sample Report]</i>	0	---
90	82	...	1	---
	83	...	n/a	---
91		...	0	n/a
92	84	...	1	---
Incongruous Negative Affect				
93	85	...	0	---
94	86	...	1	---
95	87	...	0	---
96	88	...	1	---
Problems When Caregiver or Other Significant Figure [(e.g., Favorite Teacher)] Returns From Work, an Outing, or Vacation				
97	89	...	0	---
98	90	...	1	---
99	91	...	0	---
100	92	...	0	---
Aggressiveness Toward Others				
101	93	...	1	---
102	94	...	1	---
103	95	...	1	---
104	96	...	0	---
Overall Temperament Problems				
105	97	...	0	---
106	98	...	0	---
107	99	...	0	---
108	100	...	1	---

Multirater Items and Responses *continued*

SOCIAL APPROACH BEHAVIORS (SOCAPP)

P#	T#	Item	P	T
Visual Social Approach Behaviors				
109	101	<i>[Redacted for Sample Report]</i>	1	2
110	102	...	0	1
	103	...	n/a	0
111	104	...	1	0
112		...	0	n/a
Positive Affect Behaviors				
113	105	...	1	0
114		...	0	n/a
	106	...	n/a	0
115	107	...	0	1
116	108	...	2	0
Gestural Approach Behaviors				
	109	...	n/a	1
117	110	...	1	0
118		...	2	n/a
119	111	...	1	1
120	112	...	2	0
Responsiveness to Social Inhibition Cues				
121		...	1	n/a
	113	...	n/a	1
	114	...	n/a	0
122	115	...	0	1
123	116	...	0	0
124		...	0	n/a

Multirater Items and Responses *continued*

SOCIAL APPROACH BEHAVIORS (SOCAPP) *continued*

P#	T#	Item	P	T
Social Play Behaviors				
125	117	<i>[Redacted for Sample Report]</i>	0	1
126		...	1	n/a
127	118	...	1	3
	119	...	n/a	1
128	120	...	1	0
Imaginative Play Behaviors				
129		...	2	n/a
	121	...	n/a	0
130	122	...	1	0
131	123	...	2	1
132	124	...	1	2
Empathy Behaviors				
	125	...	n/a	1
133	126	...	2	2
134	127	...	1	0
135	128	...	0	0
136		...	0	n/a
Social Interaction Behaviors				
137		...	0	n/a
138		...	0	n/a
139		...	1	n/a
140		...	2	n/a
Social Imitative Behaviors				
141	129	...	1	0
142	130	...	2	1
143	131	...	1	2
144	132	...	1	2

Multirater Items and Responses *continued*

EXPRESSIVE LANGUAGE (EXPRESS)

P#	T#	Item	P	T
[Basic] Vowel Production				
145		<i>[Redacted for Sample Report]</i>	2	n/a
	133	...	n/a	1
146	134	...	1	0
	135	...	n/a	0
147		...	2	n/a
148	136	...	1	0
[Basic] Consonant Production at the Beginning, Middle, and End of Words				
149	137	...	0	0
	138	...	n/a	2
150	139	...	1	1
151		...	2	n/a
152	140	...	0	2
[Basic] Diphthong Production				
153	141	...	0	1
154	142	...	1	2
155	143	...	0	1
156	144	...	1	0
Expressive Language Competence				
	145	...	n/a	0
157	146	...	0	1
	147	...	n/a	1
158	148	...	0	1
159		...	0	n/a
160		...	0	n/a
161	149	...	0	0
162	150	...	0	0
163	151	...	0	0
164	152	...	1	0
165	153	...	1	0
166	154	...	1	2
167	155	...	1	2
168	156	...	0	1

Multirater Items and Responses *continued*

EXPRESSIVE LANGUAGE (EXPRESS) *continued*

P#	T#	Item	P	T
Verbal Affective Tone				
169	157	<i>[Redacted for Sample Report]</i>	1	2
170	158	...	0	1
	159	...	n/a	0
171	160	...	1	0
172	...	...	0	n/a
Pragmatic Conversational Skills				
173	...	...	1	n/a
	161	...	n/a	0
174	162	...	0	1
175	163	...	1	2
176	164	...	0	2

Multirater Items and Responses *continued*

LEARNING, MEMORY, AND RECEPTIVE LANGUAGE (LMRL)

P#	T#	Item	P	T
General Memory Skills				
177		<i>[Redacted for Sample Report]</i>	1	n/a
	165	...	n/a	---
178	166	...	1	---
179	167	...	1	---
180	168	...	1	---
Receptive Language Competence				
181		...	0	n/a
	169	...	n/a	---
182	170	...	0	---
183	171	...	0	---
184	172	...	1	---
185	173	...	0	---
186	174	...	1	---
187	175	...	0	---
188	176	...	0	---
Associative Learning Skills				
	177	...	n/a	---
	178	...	n/a	---
	179	...	n/a	---
	180	...	n/a	---

END OF REPORT