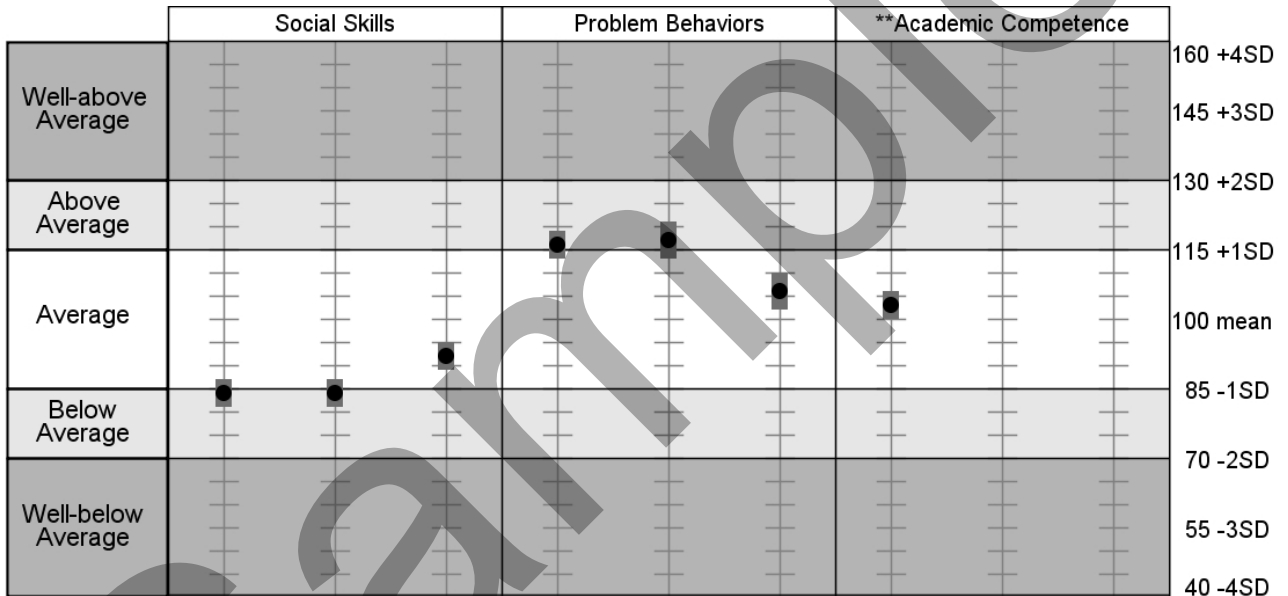


123456	Rater 1 (R1): Ann Teacher
Norm Group: Male	Rater 2 (R2): Jane Parent
Confidence Level: 68%	Rater 3 (R3): Andrew Taylor

Validity Index Summary

	R1	R2	R3
F Index	Acceptable Raw Score: 0	Acceptable Raw Score: 0	Acceptable Raw Score: 0
Response Pattern	Caution Raw Score: 58	Acceptable Raw Score: 51	Caution Raw Score: 57
Response Consistency	Acceptable Raw Score: 15	Acceptable Raw Score: 19	Acceptable Raw Score: 16

Scale Scores



	R1	R2	R3	R1	R2	R3	R1	R2	R3
Standard Score	84	84	92	116	117	106	103		
Confidence Interval	81 - 87	81 - 87	89 - 95	113 - 119	113 - 121	102 - 110	100 - 106		
Percentile Rank	15	13	31	83	87	69	58		
Raw Score	65	77	85	32	32	28	19		

123456	Rater 1 (R1): Ann Teacher
Norm Group: Male	Rater 2 (R2): Jane Parent
Confidence Level: 68%	Rater 3 (R3): Andrew Taylor

Subscale Scores

Subscales	Raw Scores			Behavior Levels		
	Rater 1	Rater 2	Rater 3	Rater 1	Rater 2	Rater 3
Social Skills						
Communication	13	15	16	Average	Average	Average
Cooperation	6	8	15	Below Average	Below Average	Average
Assertion	11	14	11	Average	Average	Average
Responsibility	11	9	14	Average	Below Average	Average
Empathy	6	8	11	Below Average	Below Average	Average
Engagement	11	18	12	Average	Average	Average
Self-Control	7	5	6	Below Average	Below Average	Below Average
Problem Behaviors						
Externalizing	21	19	12	Above Average	Above Average	Average
Bullying	7	5	4	Above Average	Above Average	Average
Hyperactivity/Inattention	16	15	13	Above Average	Above Average	Above Average
Internalizing	1	5	6	Average	Average	Average
Autism Spectrum	9	6		Average	Average	

123456
Norm Group: Male
Confidence Level: 68%

Rater 1 (R1): Ann Teacher
Rater 2 (R2): Jane Parent
Rater 3 (R3): Andrew Taylor

This report is based on Ann Teacher's, Jane Parent's and Andrew Taylor's Teacher, Parent and Student (8 - 12) Forms. The narrative and behavior levels in this report are based on scores obtained using Male norms. Scores for the Social Skills, Problem Behaviors, and Academic Competence scales are reported as standard scores and percentiles. Standard scores are derived from the scores of a large nationally representative sample of individuals having a similar age and the same sex as Andrew. They have a mean of 100 and a standard deviation of 15. A percentile indicates the percent of individuals from this representative sample that scored at or below Andrew's score

Social Skills Scale

The Social Skills scale of the SSIS Rating Scales comprises a broad array of prosocial behaviors. Social skills are defined as socially acceptable learned behaviors used to promote positive interactions while simultaneously discouraging negative interactions. Sharing, helping, initiating relationships, and controlling one's temper are all examples of social skills that are commonly valued in society. While few children exhibit a high level of prosocial skills all the time, low scores on this scale may indicate a need for intervention.

R1: Andrew's Social Skills scale standard score based on Ann Teacher's rating is 84, with a 68% confidence interval range of 81 - 87 and a percentile rank of 15. Andrew's standard score on this scale falls in the Below Average behavior level.

R2: Andrew's Social Skills scale standard score based on Jane Parent's rating is 84, with a 68% confidence interval range of 81 - 87 and a percentile rank of 13. Andrew's standard score on this scale falls in the Below Average behavior level.

R3: Andrew's Social Skills scale standard score based on Andrew Taylor's rating is 92, with a 68% confidence interval range of 89 - 95 and a percentile rank of 31. Andrew's standard score on this scale falls in the Average behavior level.

The SSIS Rating Scales organize prosocial behaviors into seven areas or subscales: Communication, Cooperation, Assertion, Responsibility, Empathy, Engagement, and Self-Control. For these Social Skills subscales, the raw score is described using one of three behavior levels: Below Average, Average, and Above Average. A Below Average behavior level on any Social Skills subscale indicates that the individual may need direct instruction to improve her/his skills.

Communication

The Communication subscale includes behaviors such as: making eye contact when talking, and saying "please" and "thank you."

R1: The Communication raw score based on Ann Teacher's rating is 13 and falls in the Average behavior level.

R2: The Communication raw score based on Jane Parent's rating is 15 and falls in the Average behavior level.

R3: The Communication raw score based on Andrew Taylor's rating is 16 and falls in the Average behavior level.

Cooperation

The Cooperation subscale includes behaviors such as: following rules, and completing tasks without bothering others.

123456
Norm Group: Male
Confidence Level: 68%

Rater 1 (R1): Ann Teacher
Rater 2 (R2): Jane Parent
Rater 3 (R3): Andrew Taylor

R1: The Cooperation raw score based on Ann Teacher's rating is 6 and falls in the Below Average behavior level.

R2: The Cooperation raw score based on Jane Parent's rating is 8 and falls in the Below Average behavior level.

R3: The Cooperation raw score based on Andrew Taylor's rating is 15 and falls in the Average behavior level.

Assertion

The Assertion subscale includes behaviors such as: asks for help when needed, and says when there's a problem.

R1: The Assertion raw score based on Ann Teacher's rating is 11 and falls in the Average behavior level.

R2: The Assertion raw score based on Jane Parent's rating is 14 and falls in the Average behavior level.

R3: The Assertion raw score based on Andrew Taylor's rating is 11 and falls in the Average behavior level.

Responsibility

The Responsibility subscale includes behaviors such as: respects the property of others, and is well-behaved when unsupervised.

R1: The Responsibility raw score based on Ann Teacher's rating is 11 and falls in the Average behavior level.

R2: The Responsibility raw score based on Jane Parent's rating is 9 and falls in the Below Average behavior level.

R3: The Responsibility raw score based on Andrew Taylor's rating is 14 and falls in the Average behavior level.

Empathy

The Empathy subscale includes behaviors such as: tries to comfort others, and feels bad when others are sad.

R1: The Empathy raw score based on Ann Teacher's rating is 6 and falls in the Below Average behavior level.

R2: The Empathy raw score based on Jane Parent's rating is 8 and falls in the Below Average behavior level.

R3: The Empathy raw score based on Andrew Taylor's rating is 11 and falls in the Average behavior level.

Engagement

The Engagement subscale includes behaviors such as: invites others to join in activities, makes friends easily, and introduces himself to others.

R1: The Engagement raw score based on Ann Teacher's rating is 11 and falls in the Average behavior level.

123456
Norm Group: Male
Confidence Level: 68%

Rater 1 (R1): Ann Teacher
Rater 2 (R2): Jane Parent
Rater 3 (R3): Andrew Taylor

R2: The Engagement raw score based on Jane Parent's rating is 18 and falls in the Average behavior level.

R3: The Engagement raw score based on Andrew Taylor's rating is 12 and falls in the Average behavior level.

Self-Control

The Self-Control subscale includes behaviors such as: stays calm when teased, and uses appropriate behavior when upset.

R1: The Self-Control raw score based on Ann Teacher's rating is 7 and falls in the Below Average behavior level.

R2: The Self-Control raw score based on Jane Parent's rating is 5 and falls in the Below Average behavior level.

R3: The Self-Control raw score based on Andrew Taylor's rating is 6 and falls in the Below Average behavior level.

Problem Behaviors Scale

The SSIS Rating Scales Problem Behaviors scale comprises a broad array of behaviors, some relatively mild and more commonly exhibited by youth (e.g., acts without thinking, fidgets, has difficulty waiting for a turn) and some infrequently observed and more severe (e.g., bullies others, talks back to adults, withdraws from others, performs non-functional behaviors or rituals). All of these behaviors can interfere with an individual's social skill development. While all children demonstrate some problem behaviors from time to time, a high score on this scale indicates that the child is exhibiting more problems more consistently.

R1: Andrew's Problem Behaviors scale standard score based on Ann Teacher's rating is 116, with a 68% confidence interval range of 113 - 119 and a percentile rank of 83. Andrew's standard score on this scale falls in the Above Average behavior level.

R2: Andrew's Problem Behaviors scale standard score based on Jane Parent's rating is 117, with a 68% confidence interval range of 113 - 121 and a percentile rank of 87. Andrew's standard score on this scale falls in the Above Average behavior level.

R3: Andrew's Problem Behaviors scale standard score based on Andrew Taylor's rating is 106, with a 68% confidence interval range of 102 - 110 and a percentile rank of 69. Andrew's standard score on this scale falls in the Average behavior level.

The SSIS Rating Scales organize problem behaviors into five subscales: Externalizing, Bullying, Hyperactivity/Inattention, Internalizing, and Autism Spectrum. Scores are described using three behavior levels: Below Average, Average, and Above Average. Problem Behavior subscale scores that fall in the Above Average behavior level indicate that the individual exhibits more problem behaviors than his peers and that intervention designed to reduce such behaviors may be warranted.

Externalizing

The Externalizing subscale includes behaviors such as: disobeys rules, fights with others, and has temper tantrums.

R1: The Externalizing raw score based on Ann Teacher's rating is 21 and falls in the Above Average behavior level.

R2: The Externalizing raw score based on Jane Parent's rating is 19 and falls in the Above Average behavior level.

123456
Norm Group: Male
Confidence Level: 68%

Rater 1 (R1): Ann Teacher
Rater 2 (R2): Jane Parent
Rater 3 (R3): Andrew Taylor

R3: The Externalizing raw score based on Andrew Taylor's rating is 12 and falls in the Average behavior level.

Bullying

The Bullying subscale includes behaviors such as: does things to make people scared, and keeps others out of social circles.

R1: The Bullying raw score based on Ann Teacher's rating is 7 and falls in the Above Average behavior level.

R2: The Bullying raw score based on Jane Parent's rating is 5 and falls in the Above Average behavior level.

R3: The Bullying raw score based on Andrew Taylor's rating is 4 and falls in the Average behavior level.

Hyperactivity/Inattention

The Hyperactivity/Inattention subscale includes behaviors such as: acts without thinking, has temper tantrums, and is inattentive.

R1: The Hyperactivity/Inattention raw score based on Ann Teacher's rating is 16 and falls in the Above Average behavior level.

R2: The Hyperactivity/Inattention raw score based on Jane Parent's rating is 15 and falls in the Above Average behavior level.

R3: The Hyperactivity/Inattention raw score based on Andrew Taylor's rating is 13 and falls in the Above Average behavior level.

Internalizing

The Internalizing subscale includes behaviors such as: withdraws from others, acts sad, and has low energy.

R1: The Internalizing raw score based on Ann Teacher's rating is 1 and falls in the Average behavior level.

R2: The Internalizing raw score based on Jane Parent's rating is 5 and falls in the Average behavior level.

R3: The Internalizing raw score based on Andrew Taylor's rating is 6 and falls in the Average behavior level.

Autism Spectrum

The Autism Spectrum subscale includes behaviors such as: is preoccupied with objects, repeats things over and over, and does not make eye contact when talking.

R1: The Autism Spectrum raw score based on Ann Teacher's rating is 9 and falls in the Average behavior level.

R2: The Autism Spectrum raw score based on Jane Parent's rating is 6 and falls in the Average behavior level.

Academic Competence Scale

The Academic Competence scale, based on teacher ratings, describes a student's academic performance in the subject areas of reading and mathematics and her/his overall motivation to succeed academically.

123456

Norm Group: Male

Confidence Level: 68%

Rater 1 (R1): Ann Teacher

Rater 2 (R2): Jane Parent

Rater 3 (R3): Andrew Taylor

R1: Andrew's Academic Competence scale standard score based on Ann Teacher's rating is 103, with a 68% confidence interval range of 100 - 106 and a percentile rank of 58. Andrew's standard score on this scale falls in the Average behavior level.

Sample

123456	Rater 1 (R1): Ann Teacher
Norm Group: Male	Rater 2 (R2): Jane Parent
Confidence Level: 68%	Rater 3 (R3): Andrew Taylor

Social Skills Intervention Planning Guide

This section provides information that is geared toward social skills intervention planning. Results from the Social Skills subscales are reported using the Model of Social Behavioral Strengths and Weaknesses framework shown below. The framework provides guidelines for where and how to intervene. With this framework, intervention is focused on Social Skills subscales representing individual strengths (i.e., above average) and deficits (i.e., below average). A subset of items (behaviors) within these subscales that satisfy the conditions described in the table represent the key focal behaviors for intervention planning. The framework also includes specific problem behaviors deemed "competing problem behaviors" if they have frequency/belief ratings of 3 (Almost Always/Very True).

Model of Social Behavioral Strengths and Weaknesses

	Description	Conditions	Actions & Interventions
Social Skills Strengths	A student knows and uses social skills consistently and appropriately.	∞ Social Skills subscale is above average. ∞ Item within subscale has a frequency/belief rating of 3 and importance rating of 1 or 2.	∞ Reinforce to maintain desired social behavior. ∞ Use student as a model for other students.
Social Skills Performance Deficits	A student can use the skill but does so infrequently.	∞ Social Skills subscale is below average. ∞ Item within subscale has a frequency/belief rating of 1 and importance rating of 2.	∞ Use behavior techniques to increase student practice and performance of desired social behavior.
Social Skills Acquisition Deficits	A student does not sufficiently know the skill or how to use it appropriately.	∞ Social Skills subscale is below average. ∞ Item within subscale has a frequency/belief rating of 0 and importance rating of 1 or 2.	∞ Direct instruction of the desired social behavior using the SSIS Intervention Guide and/or other interventions.
Competing Problem Behaviors	A competing problem behavior interferes with a student's performance of a learned social skill.	∞ Problem Behaviors subscale is above average. ∞ Item within subscale has a frequency/belief rating of 3.	∞ Use behavior techniques to reduce interfering behaviors. ∞ Collect further information (e.g., direct observations, interviews, comprehensive assessment of problem behaviors).

123456	Rater 1 (R1): Ann Teacher
Norm Group: Male	Rater 2 (R2): Jane Parent
Confidence Level: 68%	Rater 3 (R3): Andrew Taylor

Item Rating Summary

This section presents the frequency/belief rating for all items in the Social Skills, Problem Behaviors, and Academic Competence scales.

Teachers indicate a frequency with which the student exhibits each social skill and problem behavior using a 4-point scale of Never (0), Seldom (1), Often (2), and Almost Always (3).

Teachers indicate the importance of each social skill and problem behavior to the student's development or classroom success using a 3-point scale of Not Important (0), Important (1), and Critical (2).

Teachers also indicate the student's level of academic competence in reading and math, and on learning behaviors relative to the entire classroom using a 5-point scale: Lowest 10% (0), Next Lowest 20% (1), Middle 40% (2), Next Highest 20% (3), and Highest 10% (4).

Parents indicate a frequency with which the student exhibits each social skill and problem behavior using a 4-point scale of Never (0), Seldom (1), Often (2), and Almost Always (3).

Parents indicate the importance of each social skill and problem behavior to the student's development or classroom success using a 3-point scale of Not Important (0), Important (1), and Critical (2).

Students indicate how true a statement about each social skill and problem behavior is for them using a 4-point scale of Not True (0), A Little True (1), A Lot True (2), and Very True (3).

Results are organized by subscale. Within the Social Skills subscales, the items are first sorted by Intervention Guide unit and then by item number. Within the Problem Behaviors and Academic Competence subscales, items are sorted by item number. The table also indicates how each item is represented in the Model of Social Behavior Strengths and Weaknesses framework (S-W Framework). S indicates an item is in the Social Skills Strength category, P indicates an item is in the Performance Deficit category, A indicates an item is in the Acquisition Deficit category, C indicates an item is a Competing Problem Behavior, an asterisk (*) indicates an item doesn't meet the conditions of this framework, and a question mark (?) indicates missing rating information. The link to the appropriate SSIS Intervention Guide unit is also indicated for all Social Skills items.

Social Skills

	Frequency/Belief			Importance			S-W Framework			IG Unit
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	
Communication										
Responds well when others start a conversation or activity.	2	--	--	1	--	--	*	--	--	1
Speaks in appropriate tone of voice.	2	--	--	1	--	--	*	--	--	1
Takes turns in conversations.	2	--	--	1	--	--	*	--	--	1
Makes eye contact when talking.	3	--	--	2	--	--	*	--	--	1

123456	Rater 1 (R1): Ann Teacher
Norm Group: Male	Rater 2 (R2): Jane Parent
Confidence Level: 68%	Rater 3 (R3): Andrew Taylor

Communication	Frequency/Belief			Importance			S-W Framework			IG Unit
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	
Takes turns in conversations.	--	2	--	--	2	--	--	*	--	1
Speaks in appropriate tone of voice.	--	2	--	--	1	--	--	*	--	1
Responds well when others start a conversation or activity.	--	2	--	--	1	--	--	*	--	1
Makes eye contact when talking.	--	3	--	--	2	--	--	*	--	1
I take turns when I talk with others.	--	--	3	--	--	--	--	--	--	1
I look at people when I talk to them.	--	--	3	--	--	--	--	--	--	1
I smile or wave at people when I see them.	--	--	3	--	--	--	--	--	--	1
Says "please."	1	--	--	1	--	--	*	--	--	2
Says "thank you."	1	--	--	1	--	--	*	--	--	2
Uses gestures or body appropriately with	2	--	--	1	--	--	*	--	--	2
Says "thank you."	--	1	--	--	1	--	--	*	--	2
Uses gestures or body appropriately with	--	3	--	--	1	--	--	*	--	2
Says "please."	--	2	--	--	2	--	--	*	--	2
I say "please" when I ask for things.	--	--	3	--	--	--	--	--	--	2
I am polite when I speak to others.	--	--	2	--	--	--	--	--	--	2
I say "thank you" when someone helps me.	--	--	2	--	--	--	--	--	--	2

Cooperation	Frequency/Belief			Importance			S-W Framework			IG Unit
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	
Pays attention to your instructions.	1	--	--	2	--	--	P	--	--	3
Pays attention to your instructions.	--	0	--	--	2	--	--	A	--	3
I pay attention when others present their ideas.	--	--	2	--	--	--	--	--	--	3
I pay attention when the teacher talks to the	--	--	3	--	--	--	--	--	--	3
I work well with my classmates.	--	--	2	--	--	--	--	--	--	3
Follows your directions.	1	--	--	2	--	--	P	--	--	4
Participates appropriately in class.	1	--	--	2	--	--	P	--	--	4
Follows classroom rules.	1	--	--	2	--	--	P	--	--	4
Follows household rules.	--	1	--	--	2	--	--	P	--	4
Works well with family members.	--	2	--	--	2	--	--	*	--	4
Follows your directions.	--	1	--	--	2	--	--	P	--	4
Follows rules when playing games with others.	--	2	--	--	2	--	--	*	--	4
I do what the teacher asks me to do.	--	--	2	--	--	--	--	--	--	4
I follow school rules.	--	--	2	--	--	--	--	--	--	4
Completes tasks without bothering others.	1	--	--	2	--	--	P	--	--	5

123456	Rater 1 (R1): Ann Teacher
Norm Group: Male	Rater 2 (R2): Jane Parent
Confidence Level: 68%	Rater 3 (R3): Andrew Taylor

	Frequency/Belief			Importance			S-W Framework			IG Unit
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	
Cooperation										
Ignores classmates when they are distracting.	1	--	--	2	--	--	P	--	--	5
Completes tasks without bothering others.	--	2	--	--	1	--	--	*	--	5
I ignore others who act up in class.	--	--	2	--	--	--	--	--		5
I do my work without bothering others.	--	--	2	--	--	--	--	--		5

	Frequency/Belief			Importance			S-W Framework			IG Unit
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	
Assertion										
Expresses feelings when wronged.	2	--	--	1	--	--	*	--	--	6
Says nice things about herself/himself without bragging.	2	--	--	1	--	--	*	--	--	6
Expresses feelings when wronged.	--	2	--	--	1	--	--	*	--	6
Says nice things about herself/himself without bragging.	--	2	--	--	1	--	--	*	--	6
I show others how I feel.	--	--	1	--	--	--	--	--		6
I say nice things about myself without bragging.	--	--	3	--	--	--	--	--		6
Asks for help from adults.	1	--	--	1	--	--	*	--	--	7
Asks for help from adults.	--	2	--	--	1	--	--	*	--	7
I ask for information when I need it.	--	--	2	--	--	--	--	--		7
I ask for help when I need it.	--	--	2	--	--	--	--	--		7
Questions rules that may be unfair.	2	--	--	1	--	--	*	--	--	8
Stands up for herself/himself when treated	2	--	--	1	--	--	*	--	--	8
Says when there is a problem.	1	--	--	1	--	--	*	--	--	8
Stands up for others who are treated unfairly.	1	--	--	1	--	--	*	--	--	8
Says when there is a problem.	--	2	--	--	2	--	--	*	--	8
Stands up for others who are treated unfairly.	--	2	--	--	1	--	--	*	--	8
Questions rules that may be unfair.	--	2	--	--	0	--	--	*	--	8
Stands up for herself/himself when treated	--	2	--	--	1	--	--	*	--	8
I stand up for others when they are not treated	--	--	1	--	--	--	--	--		8
I let people know when there's a problem.	--	--	1	--	--	--	--	--		8
I tell others when I'm not treated well.	--	--	1	--	--	--	--	--		8

123456	Rater 1 (R1): Ann Teacher
Norm Group: Male	Rater 2 (R2): Jane Parent
Confidence Level: 68%	Rater 3 (R3): Andrew Taylor

Responsibility	Frequency/Belief			Importance			S-W Framework			IG Unit
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	
Takes care when using other people's things.	1	--	--	1	--	--	*	--	--	9
Respects the property of others.	1	--	--	2	--	--	*	--	--	9
Takes care when using other people's things.	--	1	--	--	1	--	--	*	--	9
Respects the property of others.	--	2	--	--	2	--	--	*	--	9
I'm careful when I use things that aren't mine.	--	--	2	--	--	--	--	--	--	9
Is well-behaved when unsupervised.	2	--	--	2	--	--	*	--	--	10
Takes responsibility for her/his own actions.	2	--	--	2	--	--	*	--	--	10
Acts responsibly when with others.	2	--	--	2	--	--	*	--	--	10
Is well-behaved when unsupervised.	--	1	--	--	2	--	--	P	--	10
Takes responsibility for her/his own actions.	--	2	--	--	2	--	--	*	--	10
Does what she/he promised.	--	2	--	--	2	--	--	*	--	10
Takes responsibility for her/his own mistakes.	--	1	--	--	2	--	--	P	--	10
I am well-behaved.	--	--	2	--	--	--	--	--	--	10
I do the right thing without being told.	--	--	2	--	--	--	--	--	--	10
I do my homework on time.	--	--	2	--	--	--	--	--	--	10
I keep my promises.	--	--	2	--	--	--	--	--	--	10
I tell people when I have made a mistake.	--	--	1	--	--	--	--	--	--	10
Takes responsibility for part of a group activity.	3	--	--	1	--	--	*	--	--	11
I do my part in a group.	--	--	3	--	--	--	--	--	--	11

Empathy	Frequency/Belief			Importance			S-W Framework			IG Unit
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	
Tries to comfort others.	1	--	--	1	--	--	*	--	--	12
Forgives others.	1	--	--	1	--	--	*	--	--	12
Feels bad when others are sad.	1	--	--	1	--	--	*	--	--	12
Tries to understand how you feel.	--	1	--	--	1	--	--	*	--	12
Tries to make others feel better.	--	2	--	--	1	--	--	*	--	12
Forgives others.	--	2	--	--	1	--	--	*	--	12
Tries to understand how others feel.	--	1	--	--	1	--	--	*	--	12
I feel bad when others are sad.	--	--	1	--	--	--	--	--	--	12
I try to make others feel better.	--	--	2	--	--	--	--	--	--	12
I try to think about how others feel.	--	--	2	--	--	--	--	--	--	12
Shows kindness to others when they are upset.	1	--	--	2	--	--	P	--	--	13
Is nice to others when they are feeling bad.	1	--	--	1	--	--	*	--	--	13
Shows concern for others.	1	--	--	1	--	--	*	--	--	13

123456	Rater 1 (R1): Ann Teacher
Norm Group: Male	Rater 2 (R2): Jane Parent
Confidence Level: 68%	Rater 3 (R3): Andrew Taylor

	Frequency/Belief			Importance			S-W Framework			IG Unit
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	
Empathy										
Tries to comfort others.	--	1	--	--	1	--	--	*	--	13
Shows concern for others.	--	1	--	--	1	--	--	*	--	13
I try to forgive others when they say "sorry."	--	--	2	--	--	--	--	--		13
I help my friends when they are having a	--	--	2	--	--	--	--	--		13
I am nice to others when they are feeling bad.	--	--	2	--	--	--	--	--		13

	Frequency/Belief			Importance			S-W Framework			IG Unit
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	
Engagement										
Joins activities that have already started.	2	--	--	1	--	--	*	--	--	14
Invites others to join in activities.	2	--	--	2	--	--	*	--	--	14
Joins activities that have already started.	--	3	--	--	1	--	--	*	--	14
Invites others to join in activities.	--	2	--	--	1	--	--	*	--	14
I ask others to do things with me.	--	--	3	--	--	--	--	--		14
I ask to join others when they are doing things I	--	--	1	--	--	--	--	--		14
Makes friends easily.	1	--	--	2	--	--	*	--	--	15
Interacts well with other children.	1	--	--	2	--	--	*	--	--	15
Participates in games or group activities.	2	--	--	2	--	--	*	--	--	15
Makes friends easily.	--	2	--	--	2	--	--	*	--	15
Interacts well with other children.	--	2	--	--	2	--	--	*	--	15
I get along with other children/adolescents.	--	--	1	--	--	--	--	--		15
I make friends easily.	--	--	1	--	--	--	--	--		15
I play games with others.	--	--	3	--	--	--	--	--		15
Starts conversations with peers.	2	--	--	1	--	--	*	--	--	16
Introduces herself/himself to others.	1	--	--	1	--	--	*	--	--	16
Starts conversations with peers.	--	3	--	--	1	--	--	*	--	16
Introduces herself/himself to others.	--	3	--	--	1	--	--	*	--	16
Starts conversations with adults.	--	3	--	--	1	--	--	*	--	16
I meet and greet new people on my own.	--	--	1	--	--	--	--	--		16
I try to make new friends.	--	--	2	--	--	--	--	--		16

123456	Rater 1 (R1): Ann Teacher
Norm Group: Male	Rater 2 (R2): Jane Parent
Confidence Level: 68%	Rater 3 (R3): Andrew Taylor

Self-Control	Frequency/Belief			Importance			S-W Framework			IG Unit
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)	
Makes a compromise during a conflict.	1	--	--	2	--	--	P	--	--	17
Makes a compromise during a conflict.	--	1	--	--	2	--	--	P	--	17
I try to find a good way to end a disagreement.	--	--	1	--	--	--	--	--	--	17
Stays calm when teased.	0	--	--	2	--	--	A	--	--	18
Takes criticism without getting upset.	2	--	--	--	--	--	?	--	--	18
Stays calm when teased.	--	0	--	--	2	--	--	A	--	18
Takes criticism without getting upset.	--	1	--	--	1	--	--	*	--	18
I stay calm when I am teased.	--	--	1	--	--	--	--	--	--	18
Uses appropriate language when upset.	2	--	--	1	--	--	*	--	--	19
Resolves disagreements with you calmly.	1	--	--	2	--	--	P	--	--	19
Stays calm when disagreeing with others.	1	--	--	2	--	--	P	--	--	19
Resolves disagreements with you calmly.	--	1	--	--	2	--	--	P	--	19
Stays calm when disagreeing with others.	--	1	--	--	2	--	--	P	--	19
I stay calm when people point out my mistakes.	--	--	1	--	--	--	--	--	--	19
I stay calm when dealing with problems.	--	--	1	--	--	--	--	--	--	19
I stay calm when I disagree with others.	--	--	1	--	--	--	--	--	--	19
Responds appropriately when pushed or hit.	0	--	--	1	--	--	A	--	--	20
Tolerates peers when they are annoying.	--	1	--	--	2	--	--	P	--	20
Responds appropriately when pushed or hit.	--	0	--	--	2	--	--	A	--	20
I stay calm when others bother me.	--	--	1	--	--	--	--	--	--	20

Problem Behaviors

Externalizing	Frequency/Belief			S-W Framework		
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)
Acts without thinking.	3	--	--	C	--	--
Bullies others.	2	--	--	*	--	--
Has difficulty waiting for turn.	2	--	--	*	--	--
Fidgets or moves around too much.	3	--	--	C	--	--
Forces others to act against their will.	1	--	--	*	--	--
Has temper tantrums.	0	--	--	*	--	--
Is aggressive toward people or objects.	2	--	--	*	--	--
Cheats in games or activities.	1	--	--	*	--	--
Fights with others.	2	--	--	*	--	--
Disobeys rules or requests.	2	--	--	*	--	--

123456
 Norm Group: Male
 Confidence Level: 68%

Rater 1 (R1): Ann Teacher
 Rater 2 (R2): Jane Parent
 Rater 3 (R3): Andrew Taylor

Externalizing	Frequency/Belief			S-W Framework		
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)
Talks back to adults.	2	--	--	*	--	--
Lies or does not tell the truth.	1	--	--	*	--	--
Has difficulty waiting for turn.	--	1	--	--	*	--
Forces others to act against their will.	--	1	--	--	*	--
Fidgets or moves around too much.	--	3	--	--	C	--
Acts without thinking.	--	3	--	--	C	--
Is aggressive toward people or objects.	--	1	--	--	*	--
Has temper tantrums.	--	1	--	--	*	--
Bullies others.	--	2	--	--	*	--
Talks back to adults.	--	1	--	--	*	--
Disobeys rules or requests.	--	2	--	--	*	--
Lies or does not tell the truth.	--	1	--	--	*	--
Cheats in games or activities.	--	1	--	--	*	--
Fights with others.	--	2	--	--	*	--
I make people do what I want them to do.	--	--	1	--	--	*
I often do things without thinking.	--	--	2	--	--	*
I swear or use bad words.	--	--	1	--	--	*
I hurt people when I am angry.	--	--	1	--	--	*
I have temper tantrums.	--	--	0	--	--	*
I lie to others.	--	--	0	--	--	*
I find it hard to sit still.	--	--	3	--	--	*
I cheat when playing games.	--	--	0	--	--	*
I break things when I'm angry.	--	--	0	--	--	*
I talk back to adults.	--	--	1	--	--	*
I fight with others.	--	--	2	--	--	*
I break the rules.	--	--	1	--	--	*

Bullying	Frequency/Belief			S-W Framework		
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)
Bullies others.	2	--	--	*	--	--
Does things to make others feel scared.	2	--	--	*	--	--
Forces others to act against their will.	1	--	--	*	--	--
Keeps others out of social circles.	0	--	--	*	--	--
Is aggressive toward people or objects.	2	--	--	*	--	--
Forces others to act against their will.	--	1	--	--	*	--

123456
 Norm Group: Male
 Confidence Level: 68%

Rater 1 (R1): Ann Teacher
 Rater 2 (R2): Jane Parent
 Rater 3 (R3): Andrew Taylor

	Frequency/Belief			S-W Framework		
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)
Bullying						
Keeps others out of social circles.	--	0	--	--	*	--
Is aggressive toward people or objects.	--	1	--	--	*	--
Does things to make others feel scared.	--	1	--	--	*	--
Bullies others.	--	2	--	--	*	--
I make people do what I want them to do.	--	--	1	--	--	*
I hurt people when I am angry.	--	--	1	--	--	*
I do not let others join my group of friends.	--	--	0	--	--	*
I try to make others afraid of me.	--	--	1	--	--	*
I say things to hurt people's feelings.	--	--	1	--	--	*

	Frequency/Belief			S-W Framework		
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)
Hyperactivity/Inattention						
Acts without thinking.	3	--	--	C	--	--
Has difficulty waiting for turn.	2	--	--	*	--	--
Fidgets or moves around too much.	3	--	--	C	--	--
Has temper tantrums.	0	--	--	*	--	--
Breaks into or stops group activities.	2	--	--	*	--	--
Is inattentive.	3	--	--	C	--	--
Gets distracted easily.	3	--	--	C	--	--
Has difficulty waiting for turn.	--	1	--	--	*	--
Fidgets or moves around too much.	--	3	--	--	C	--
Is inattentive.	--	3	--	--	C	--
Acts without thinking.	--	3	--	--	C	--
Has temper tantrums.	--	1	--	--	*	--
Breaks into or stops group activities.	--	1	--	--	*	--
Gets distracted easily.	--	3	--	--	C	--
I often do things without thinking.	--	--	2	--	--	*
I find it's hard to focus on what I am doing.	--	--	2	--	--	*
I have temper tantrums.	--	--	0	--	--	*
I often get distracted.	--	--	3	--	--	C
I find it hard to sit still.	--	--	3	--	--	C
I make careless mistakes in schoolwork.	--	--	2	--	--	*
I waste a lot of time.	--	--	1	--	--	*

123456
 Norm Group: Male
 Confidence Level: 68%

Rater 1 (R1): Ann Teacher
 Rater 2 (R2): Jane Parent
 Rater 3 (R3): Andrew Taylor

Internalizing	Frequency/Belief			S-W Framework		
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)
Withdraws from others.	0	--	--	*	--	--
Gets embarrassed easily.	0	--	--	*	--	--
Acts lonely.	0	--	--	*	--	--
Says bad things about self.	1	--	--	*	--	--
Has low energy or is lethargic.	0	--	--	*	--	--
Acts sad or depressed.	0	--	--	*	--	--
Acts anxious with others.	0	--	--	*	--	--
Withdraws from others.	--	0	--	--	*	--
Has low energy or is lethargic.	--	0	--	--	*	--
Acts anxious with others.	--	0	--	--	*	--
Says nobody likes her/him.	--	1	--	--	*	--
Acts sad or depressed.	--	1	--	--	*	--
Has sleeping problems.	--	1	--	--	*	--
Gets embarrassed easily.	--	1	--	--	*	--
Says bad things about self.	--	0	--	--	*	--
Acts lonely.	--	1	--	--	*	--
Has eating problems.	--	0	--	--	*	--
I'm afraid of a lot of things.	--	--	1	--	--	*
I often feel sick.	--	--	0	--	--	*
I get embarrassed easily.	--	--	1	--	--	*
I think bad things will happen to me.	--	--	1	--	--	*
I can't sleep well at night.	--	--	0	--	--	*
I feel lonely.	--	--	1	--	--	*
I think no one cares about me.	--	--	1	--	--	*
I often get tired.	--	--	1	--	--	*
I feel nervous with my classmates.	--	--	0	--	--	*
I feel sad.	--	--	0	--	--	*

Autism Spectrum	Frequency/Belief			S-W Framework		
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)
Is preoccupied with object parts.	0	--	--	*	--	--
Becomes upset when routines change.	0	--	--	*	--	--
Has stereotyped motor behaviors.	0	--	--	*	--	--
Withdraws from others.	0	--	--	*	--	--
Repeats the same thing over and over.	0	--	--	*	--	--

123456
 Norm Group: Male
 Confidence Level: 68%

Rater 1 (R1): Ann Teacher
 Rater 2 (R2): Jane Parent
 Rater 3 (R3): Andrew Taylor

Autism Spectrum	Frequency/Belief			S-W Framework		
	R1(T)	R2(P)	R3(S)	R1(T)	R2(P)	R3(S)
Has nonfunctional routines or rituals.	0	--	--	*	--	--
Uses odd physical gestures in interactions.	0	--	--	*	--	--
Repeats the same thing over and over.	--	0	--	--	*	--
Has stereotyped motor behaviors.	--	0	--	--	*	--
Becomes upset when routines change.	--	0	--	--	*	--
Withdraws from others.	--	0	--	--	*	--
Uses odd physical gestures in interactions.	--	0	--	--	*	--
Is preoccupied with object parts.	--	0	--	--	*	--
Has nonfunctional routines or rituals.	--	0	--	--	*	--
*Responds well when others start a conversation or activity.	2	--	--	*	--	--
*Takes turns in conversations.	2	--	--	*	--	--
*Makes eye contact when talking.	3	--	--	*	--	--
*Takes turns in conversations.	--	2	--	--	*	--
*Responds well when others start a conversation or activity.	--	2	--	--	*	--
*Makes eye contact when talking.	--	3	--	--	*	--
*Uses gestures or body appropriately with	2	--	--	*	--	--
*Uses gestures or body appropriately with	--	3	--	--	*	--
*Shows concern for others.	1	--	--	*	--	--
*Shows concern for others.	--	1	--	--	*	--
*Invites others to join in activities.	2	--	--	*	--	--
*Invites others to join in activities.	--	2	--	--	*	--
*Interacts well with other children.	1	--	--	*	--	--
*Interacts well with other children.	--	2	--	--	*	--
*Starts conversations with peers.	2	--	--	*	--	--
*Starts conversations with peers.	--	3	--	--	*	--

* Social Skills item ratings that are reverse coded (i.e., reverse the score as if the item were negatively worded, [Does not make eye contact when talking.]) to obtain a single score for the Autism Spectrum subscale.

123456	Rater 1 (R1): Ann Teacher
Norm Group: Male	Rater 2 (R2): Jane Parent
Confidence Level: 68%	Rater 3 (R3): Andrew Taylor

Academic Competence

Academic Competence	Level		
	R1(T)	R2(P)	R3(S)
Compared with the other Students in my classroom, the overall academic performance of	3	--	--
In reading, how does this student compare with other students?	2	--	--
In mathematics, how does this student compare with other students?	3	--	--
In terms of grade-level expectations, this student's skills in reading are:	3	--	--
In terms of grade-level expectations, this student's skills in mathematics are:	3	--	--
This student's overall motivation to succeed academically is:	2	--	--
Compared with other students in my classroom, this student's intellectual functioning is:	3	--	--

Sample