

Gilliam Autism Rating Scale Scoring Form

Patient's information

Name: Ethan Smith

Date of assessment: July 15, 2024

Date of birth: August 10, 2015

Age: 8 years old

Gender: Male

Grade: 3

School's information

School: Green Valley Elementary

Rater's name: Sarah Johnson

Rater's title: Special Education Teacher

Examiner's name: Dr. Emily Brown

Examiner's title: Child Psychologist

Subscale scores

Subscales	Raw scores	Percentile ranks	Scaled scores	SEMs
Restricted/repetitive behaviors (RB)	12	50	10	1
Social interaction (SI)	15	55	11	1
Social communication (SC)	14	60	12	1
Emotional responses (ER)	13	53	10	1
Cognitive style (CS)	16	58	11	1
Maladaptive speech (MS)	11	52	10	1

Gilliam Autism Rating Scale Sample Report

Mark Wolraich



Gilliam Autism Rating Scale Sample Report:

Psychoeducational Assessment and Report Writing Stefan C. Dombrowski,2014-11-10 This textbook provides in depth instruction for conducting psychoeducational assessments of children in grades K 12 and conveying results through detailed well written reports It takes readers step by step through the assessment process collecting data writing reports and communicating conclusions for students with conditions spanning the range of IDEA classifications such as autism learning disabilities emotional disturbances and conditions covered by Section 504 The book offers not only a broad understanding of assessment and communication skills but also of the ethical legal cultural and professional considerations that come with psychoeducational evaluation And its sample reports model clear well organized results accessible to parents and caregivers as well as teachers and colleagues Key areas of coverage include Assessment basics the testing environment and protocols interviewing and observation Report writing section by section from reason for referral to summary and recommendations Guidelines for oral reporting with case examples Special issues in psychoeducational assessment and report writing Sample psychoeducational reports using this framework Psychoeducational Assessment and Report Writing is an essential text for graduate students researchers professors and professionals in child and school psychology assessment testing and evaluation social work and psychological methods evaluation

Developmental-behavioral Pediatrics Mark Wolraich,2008-01-01 Based on the Diagnostic and Statistical Manual for Primary Care Child and Adolescent Version DSM PC this state of the art reference expertly guides you through normal and abnormal development and behavior for all pediatric age groups See how neurobiological environmental and human relationship factors all contribute to developmental and behavioral disorders and know how to best diagnose and treat each patient you see Accurately identify developmental and behavioral problems using the Diagnostic and Statistical Manual for Primary Care criteria and evidence based guidelines Gain a clear understanding of the normal boundaries and variations within specific disorders Make informed therapeutic decisions with the integration of basic science and practical information and recommendations from the Society of Developmental and Behavioral Pediatrics and the American Academy of Pediatrics Avoid legal and ethical implications by consulting the Law Policy and Ethics chapter Download the DSM PC criteria from the included CD as well as tables and illustrations for use in electronic presentations

Assessment of Childhood Disorders Eric J. Mash,Russell A. Barkley,2009-12-23 This leading text and clinical guide offers best practice recommendations for assessing a comprehensive array of child and adolescent mental health problems and health risks Prominent authorities present evidence based approaches that can be used in planning implementing and evaluating real world clinical services Coverage encompasses behavior disorders mood disorders anxiety disorders developmental disorders maltreatment and adolescent problems The volume emphasizes the need to evaluate clients strengths as well as their deficits and to take into account the developmental biological familial and cultural contexts of problem behavior This book will be of most value to practitioners researchers and students in child clinical psychology and

related fields as well as serving as a useful core text for advanced undergraduate and graduate level courses in child assessment child psychopathology and child therapy

Assessing and Diagnosing Young Children with Neurodevelopmental Disorders Neil Nicoll, 2025-05-12 Now in its second edition this practical handbook assesses global developmental delay and other neurodevelopmental disorders in young children Explaining diagnostic support and treatment services available for children and their families this volume clarifies psychological and medical terminology and global legislative and societal factors relating to assessment Fully updated this new edition incorporates the transition from DSM 5 to DSM 5 TR and has an increased emphasis on cross cultural and ethnic diversity aspects of assessing and diagnosing neurodevelopmental disorders in young children Designed as a comprehensive compendium for student and practicing psychologists it offers an introduction to historical perspectives around child development and developmental disorders and how these have affected our understanding of neurodevelopmental disorders It explains professional and ethical considerations surrounding the clinical practice of developmental assessments and focuses on the crucial importance of understanding and supporting the parental experience of assessment and diagnosis Key topics covered include definitions and descriptions of genetic and chromosomal disorders and neurodevelopmental disorders eligibility criteria for support and assistance the Griffiths Scales Bayley Scales and other notable assessments for young children autism spectrum disorder the process of assessment and diagnosis diagnostic tools and report writing Including a chapter of illustrative case studies of children with developmental disorders this book is essential reading for educational clinical and developmental psychologists working with children and their families as well as postgraduate students training in the field

[Assessment and Diagnosis of Neurodevelopmental Disorders in Young Children](#) Neil Nicoll, 2021-09-16 This essential guide is a research based practical handbook for assessing global developmental delay and other neurodevelopmental disorders in young children It explains diagnostic support and treatment services available for children and their families clarifying psychological and medical terminology and global legislative and societal factors relating to assessment Designed as a comprehensive compendium for student and practicing psychologists it offers an introduction to historical perspectives around child development and developmental disorders and how these have affected our understanding of neurodevelopmental disorders It explains professional and ethical considerations surrounding the clinical practice of developmental assessments and focuses on the crucial importance of understanding and supporting the parental experience of assessment and diagnosis Key topics covered include definitions and descriptions of genetic and chromosomal disorders and neurodevelopmental disorders eligibility criteria for support and assistance the Griffiths Scales Bayley Scales and other notable assessments for young children autism spectrum disorder the process of assessment and diagnosis diagnostic tools and report writing Including a chapter of illustrative case studies of children with developmental disorders this book will be essential reading for educational clinical and developmental psychologists working with children and their families as well as post graduate students training in the

field **Comprehensive Clinical Psychology** A.S. Bellack, Michel Hersen, 1998-08-20 **Annual Review of Psychology**
Review Annual, 2005 Twenty three articles synthesize a year's worth of psychological research and provide portraits of the
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articles cover such research topics as decision making models of brain function in neuroimaging music perc **School**
Psychology Review ,1999 **Assessment of Exceptional Students** Ronald L. Taylor, 2000 Assessment of Exceptional
Students Fifth Edition offers a pragmatic approach that emphasizes how both informal and formal procedures fit into the
overall assessment process Retaining the major features of previous editions this book details historical legal and
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severe disabilities For anyone interested in assessing special education students **Capute & Accardo's**
Neurodevelopmental Disabilities in Infancy and Childhood: The spectrum of neurodevelopmental disabilities
Pasquale J. Accardo, Arnold J. Capute, 2008 The second of two volumes comprising the third edition of the core text for
certification in neurodevelopmental disabilities in pediatrics this definitive resource prepares future clinicians to skillfully
assess and treat a range of neurodevelopmental di Dissertation Abstracts International ,1998 Encyclopedia of Special
Education Cecil R. Reynolds, Elaine Fletcher-Janzen, 2007-01-09 The Third Edition of the highly acclaimed Encyclopedia of
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addition this comprehensive resource features new biographies of important figures in special education school psychology
and neuropsychology and reviews of new tests and curricula that have been developed since publication of the second edition
in 1999 Unique in focus the Encyclopedia of Special Education Third Edition addresses issues of importance ranging from
theory to practice and is a critical reference for researchers as well as those working in the special education field **The**
Educator's Guide to Teaching Students With Autism Spectrum Disorders Josefa Ben-Arieh, Helen J. Miller, 2009-03-18
An excellent practitioner friendly resource for identifying applying and evaluating maximally effective interventions and
treatments for students with autism related disorders Richard L Simpson Professor of Special Education University of Kansas
I highly recommend this book This is a valuable comprehensive and user friendly resource with realistic case studies that
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proven strategies for successfully teaching students with Autism Spectrum Disorders This guide brings the most recent
advancements in evidence based interventions to both novice and experienced educators who are looking for practical and

meaningful strategies for teaching students with Autism Spectrum Disorders ASD The authors provide step by step field tested guidelines that connect with Individualized Education Program goals illustrate how to write a behavior intervention plan and demonstrate methods for delivering effective interventions including applied behavior analysis functional behavior assessment and positive behavioral supports This concise handbook features sidebars highlighting major points vignettes and summaries and includes many sample materials tools and reproducible forms Teachers get the nuts and bolts on Identifying and including students with ASD in the general education classroom Organizing the classroom environment creating space and managing time Promoting independence communication and socially appropriate behaviors Selecting visual strategies tools and curriculum resources This user friendly resource presents educators with a solid framework for delivering first rate services to foster confidence and success for every student with ASD [Current Index to Journals in Education](#) ,2000

[Acronyms, Initialisms & Abbreviations Dictionary](#) ,2000-10 Each volume separately titled v 1 Acronyms initialisms v 2 New acronyms initialisms v 3 Reverse acronyms initialisms abbreviations dictionary formerly issued independently as Reverse acronyms and initialisms dictionary *Gilliam Autism Rating Scale* James E. Gilliam,Pro-Ed (Firm),1995 GARS is used for the assessment of individuals ages 3 through 22 having behavioral problems and is designed to help professionals diagnose autism **Exploratory Factor Analysis of the Gilliam Autism Rating Scale - Second Edition with a Sample of Students with Autism Spectrum Disorders** Elissa H. Dua,2014 The Gilliam Autism Rating Scale Second Edition GARS 2 Gilliam 2006 is a widely used screening tool that assists in the identification and diagnosis of autism spectrum disorders ASDs Although this assessment measure is commonly used during autism assessments there has been little research on its psychometric properties The purpose of this study was to examine the factor structure internal consistency and screening sensitivity of GARS 2 ratings completed by special education teaching staff for a sample of students N 216 with autism spectrum disorders The exploratory factor analysis supported the retention of three factors labeled Stereotyped and Repetitive Behaviors Social Avoidance and Withdrawal and Atypical Language and Communication These three factors were very similar to those found in prior research by Lecavalier 2005 on the original GARS and Volker et al under review using the GARS 2 with a more mixed developmental disabilities sample In the present study internal consistency estimates met or exceeded standards for screening and were generally higher than those in previous studies Using an Autism Index cut score of 85 yielded a screening sensitivity of 5879 while a cut score of 90 yielded a sensitivity of 4537 These sensitivity results were generally similar to those of prior studies involving the GARS or GARS 2 It is noteworthy that the three factor solution retained in the present study matches very closely with those from two prior studies with different samples i e Lecavalier 2005 Volker et al under review suggesting the presence of a robust three factor structure However this factor structure was different from the four factor structure found by Pandolfi Magyar and Dill 2010 using the GARS 2 standardization sample Although this study provides some psychometric support for the use of the GARS 2 as a screening tool the sensitivity

estimates for the Autism Index suggest that the instrument results in a high percentage of false negative results for ASD. This significantly limits the GARS 2's utility and along with the factor analytic results suggests the need to substantially revise the instrument. Implications for instrument revision and future research are provided.

Factor Analyses and Clinical Discriminant Validity of the Gilliam Autism Rating Scale - 3rd Edition (gars-3) Using Special Education Staff Ratings in Samples with Autism Spectrum Disorder and Other Developmental Disabilities Nicole Bergamo Isbell, 2022

Based on Center for Disease Control and Prevention CDC surveillance reports the prevalence of autism spectrum disorder ASD continues to increase (Maenner et al 2021). As such assessment tools that are efficient, cost-effective, and psychometrically sound are key to effective screening, accurate diagnosis, and clarification of intervention needs (Kuriakose, Zwaigenbaum, Gilliam 2013). A substantial revision from earlier editions is a rating scale used to gather information from parents, caregivers, or teachers for screening or as part of a more comprehensive ASD assessment. Across editions the GARS is considered a popular assessment tool among school psychologists (e.g., Aiello et al 2017, Benson et al 2019). However, despite the strong psychometric characteristics reported in the test manuals with standardization samples, prior editions were criticized for their screening performance in independent research samples and factor analyses suggested problems with the test author's proposed subscales (e.g., Lecavalier 2005, Pandolfi et al 2010, South et al 2002, Volker et al 2016, Volker et al 2022). To date, there has been little to no research focused on the psychometric properties of the current version of the GARS beyond what is reported in the test manual. Of critical importance, there have been no published independent factor analyses conducted in ASD or broader developmental disability samples and no independent estimates of screening effectiveness or clinical discriminant validity of the GARS 3. Therefore, the present project seeks to add to the limited research regarding the GARS 3 using program evaluation data from a large special education agency in Western New York state. The project consisted of three different studies that addressed aspects of GARS 3 internal structure validity and clinical discriminant validity. Study one involved an exploratory factor analysis (EFA) of the GARS 3 items with an ASD sample (n = 204) rated by special education teaching staff. Study two, confirmatory factor analyses (CFA) using a second ASD and non-ASD developmental disabilities (DDs) sample (n = 200) were used to examine the model fit of the published GARS 3 model and the factor model derived from the study one EFA and assess which of the two models better fit the sample covariance matrix. Finally, aspects of the GARS 3's clinical discriminant validity were assessed using unique ASD cases from studies one and two (ASD sample n = 226) and an additional non-ASD developmental disabilities sample (non-ASD DDs sample n = 64) from the same special education agency. Clinical discriminant validity was examined via between-group comparisons, classification accuracy of a predetermined cut score, and exploration of other possible cut scores using receiver operator characteristic (ROC) curve analyses. The EFA resulted in a six-factor solution that was very similar in structure to the GARS 3 published six-factor model, differing only in the placement of one item. The CFAs indicated that the GARS 3 published model and the EFA-derived model both fit the data well and did not

substantively differ. However, when cross loadings were added based on EFA results, CFA model fit significantly improved. ROC curve analyses indicated that when using the suggested cut score of 70, sensitivity and specificity were lower than predicted. Lower cut scores yielded good sensitivity but poorer specificity, while higher cut scores showed the opposite pattern. Discussion and recommendations pertained to examining items and subscales based on cross loadings and inter-factor correlations, in addition to clinical implications of sensitivity and specificity findings.

Gilliam Autism Rating Scale
James E. Gilliam, 1996* *The Gilliam Autism Rating Scale* James E. Gilliam, 1995. Cet instrument de mesure est utilisé auprès de personnes autistes âgées entre 3 et 22 ans et qui rencontrent des problèmes de comportements importants. Le but de cet instrument est d'aider les professionnels à poser un diagnostic d'autisme et il peut être compilé par quiconque a des contacts directs et continus avec un individu enseignant, parents intervenants ou personnes significatives. Il se base sur la définition de l'autisme donnée par l'Autism Society of America que l'on retrouve dans le Diagnostic and Statistical Manual of Mental Disorders Fourth Edition (DSM-IV) de l'American Psychiatric Association et donne des informations sur l'autisme et les critères de diagnostic.

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