



PDD Behavior Inventory™

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Teacher Score Report

Name: Sample PDDBI

Client ID: PDDBI

Gender: Male

Age: 6 years, 2 months

Rater's name: Example Instructor

Rater's relationship to student: Classroom teacher

Date of birth: 08/03/1999

Test date: 11/02/2005

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.*

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Domain/Composite Score Summary Table

Domain/Composite	Raw score	T score	90% CI
Approach/Withdrawal Problems			
Sensory/Perceptual Approach Behaviors (<i>SENSORY</i>)	37	65	59 - 71
Ritualisms/Resistance to Change (<i>RITUAL</i>)	16	58	52 - 64
Social Pragmatic Problems (<i>SOCPP</i>)	18	58	51 - 65
Semantic/Pragmatic Problems (<i>SEMPP</i>)	11	50	44 - 56
Arousal Regulation Problems (<i>AROUSE</i>)	15	53	44 - 62
Specific Fears (<i>FEARS</i>)	12	55	49 - 61
Aggressiveness (<i>AGG</i>)	19	56	50 - 62
Repetitive, Ritualistic, and Pragmatic Problems Composite (REPRIT/C)	82	62	56 - 68
Approach/Withdrawal Problems Composite (AWP/C)	128	61	57 - 65
Receptive/Expressive Social Communication Abilities			
Social Approach Behaviors (<i>SOCAPP</i>)	88	70	66 - 74
Expressive Language (<i>EXPRESS</i>)	85	66	63 - 69
Learning, Memory, and Receptive Language (<i>LMRL</i>)	46	59	55 - 63
Expressive Social Communication Abilities Composite (EXSCA/C)	173	70	67 - 73
Receptive/Expressive Social Communication Abilities Composite (REXSCA/C)	219	68	66 - 70
Autism Composite (AUTISM)	95	49	45 - 53

Discrepancy Score Summary Table

Discrepancy score	Absolute difference	Cumulative percentage
<i>SOCPP-SOCAPP</i>	12	46.2
<i>SEMPP-EXPRESS</i>	16	18.1

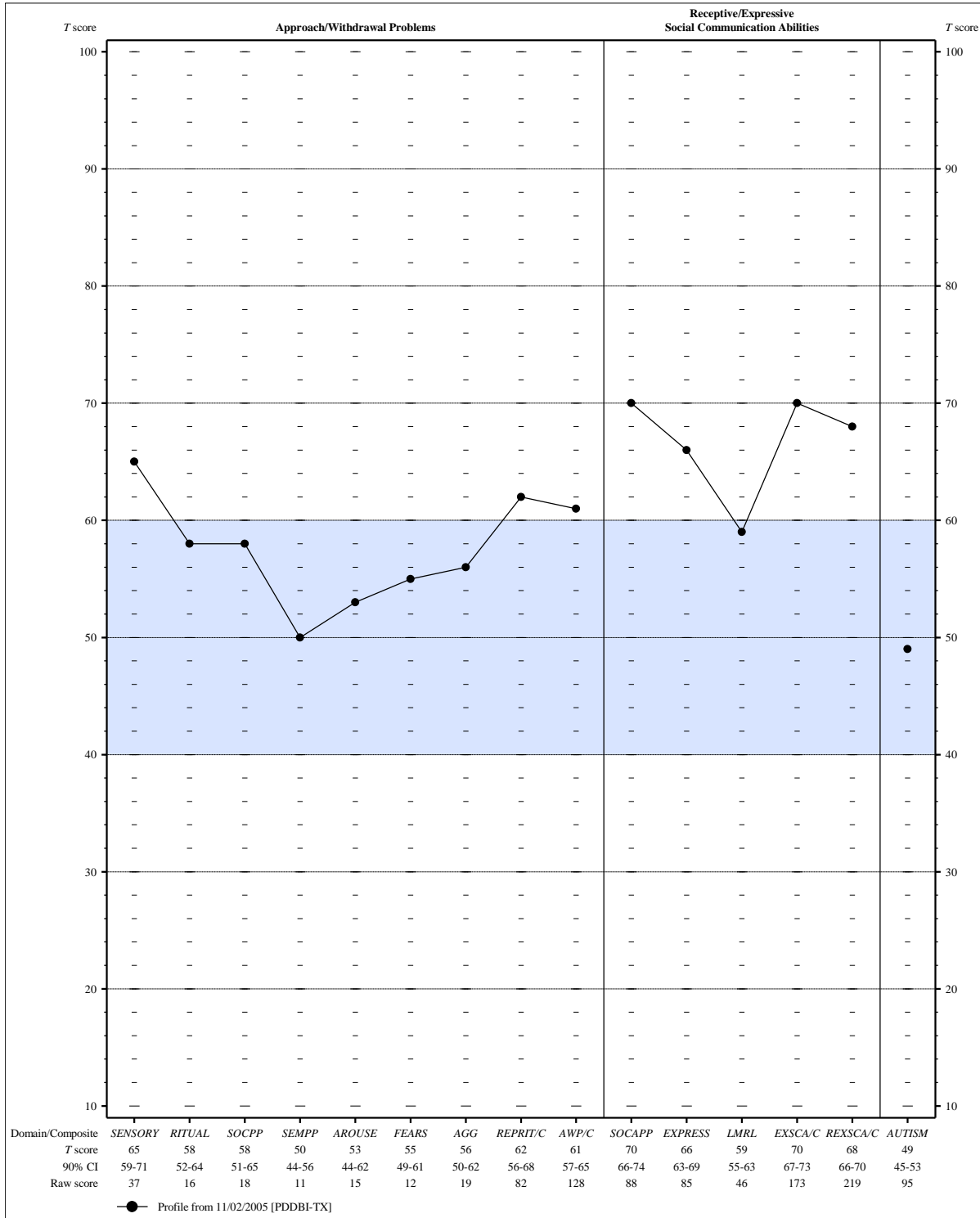
Cluster Score Summary Table

Cluster	Raw score	Percentile range	Qualitative range
Approach/Withdrawal Problems			
Sensory/Perceptual Approach Behaviors (<i>SENSORY</i>)			
Visual Behaviors	5	34 - 74	Moderate
Non-Food Taste or Smell Behaviors	7	75 - 94	High
Noise Making Behaviors	11	≥ 95	Very high
Proprioceptive/Kinesthetic Behaviors	5	34 - 74	Moderate
Repetitive Manipulative Behaviors	6	75 - 94	High
Gait-Based (Walking) Kinesthetic Behaviors	3	34 - 74	Moderate
Ritualisms/Resistance to Change (<i>RITUAL</i>)			
Resistance to Change in the Environment	5	75 - 94	High
Resistance to Change in Schedules/Routines	4	34 - 74	Moderate
Rituals	7	75 - 94	High
Social Pragmatic Problems (<i>SOCPP</i>)			
Problems With Social Approach	6	75 - 94	High
Social Awareness Problems	6	34 - 74	Moderate
Inappropriate Reactions to the Approaches of Others	6	34 - 74	Moderate
Semantic/Pragmatic Problems (<i>SEMPP</i>)			
Aberrant Vocal Quality When Speaking	0	≤ 33	Low
Problems With Understanding Words	3	34 - 74	Moderate
Verbal Pragmatic Deficits	8	75 - 94	High
Arousal Regulation Problems (<i>AROUSE</i>)			
Kinesthetic Behaviors	8	34 - 74	Moderate
Reduced Responsiveness	7	34 - 74	Moderate
Specific Fears (<i>FEARS</i>)			
Social Withdrawal Behaviors	6	75 - 94	High
Auditory Withdrawal Behaviors	3	34 - 74	Moderate
Fears and Anxieties	3	34 - 74	Moderate

Cluster Score Summary Table (continued)

Cluster	Raw score	Percentile range	Qualitative range
Aggressiveness (AGG)			
Self-Directed Aggressive Behaviors	4	75 - 94	High
Incongruous Negative Affect	8	75 - 94	High
Problems When Caregiver or Other Significant Figure Returns From an Outing or Vacation	0	≤ 33	Low
Aggressiveness Toward Others	1	34 - 74	Moderate
Overall Temperament Problems	6	34 - 74	Moderate
Receptive/Expressive Social Communication Abilities			
Social Approach Behaviors (SOCAPP)			
Visual Social Approach Behaviors	12	≥ 95	Very high
Positive Affect Behaviors	12	75 - 94	High
Gestural Approach Behaviors	11	≥ 95	Very high
Responsiveness to Social Inhibition Cues	10	75 - 94	High
Social Play Behaviors	10	≥ 95	Very high
Imaginative Play Behaviors	11	≥ 95	Very high
Empathy Behaviors	11	≥ 95	Very high
Social Imitative Behaviors	11	75 - 94	High
Expressive Language (EXPRESS)			
Basic Vowel Production	12	75 - 94	High
Basic Consonant Production at the Beginning, Middle, and End of Words	12	≥ 95	Very high
Basic Diphthong Production	11	75 - 94	High
Expressive Language Competence	31	≥ 95	Very high
Verbal Affective Tone	11	≥ 95	Very high
Pragmatic Conversational Skills	8	≥ 95	Very high
Learning, Memory, and Receptive Language (LMRL)			
General Memory Skills	10	75 - 94	High
Receptive Language Competence	24	≥ 95	Very high
Associative Learning Skills	12	≥ 95	Very high

PDDBI-TX T-Score Profile



Item Responses

Item	Rsp.	Item	Rsp.	Item	Rsp.	Item	Rsp.	Item	Rsp.	Item	Rsp.
1.	1	31.	2	61.	3	91.	0	121.	2	151.	3
2.	2	32.	0	62.	0	92.	0	122.	3	152.	2
3.	0	33.	3	63.	2	93.	0	123.	3	153.	3
4.	2	34.	0	64.	3	94.	0	124.	3	154.	3
5.	3	35.	2	65.	3	95.	0	125.	3	155.	3
6.	0	36.	2	66.	3	96.	1	126.	3	156.	2
7.	3	37.	3	67.	1	97.	0	127.	3	157.	3
8.	1	38.	0	68.	0	98.	2	128.	2	158.	3
9.	2	39.	0	69.	1	99.	2	129.	3	159.	2
10.	3	40.	3	70.	2	100.	2	130.	2	160.	3
11.	3	41.	3	71.	1	101.	3	131.	3	161.	2
12.	3	42.	0	72.	2	102.	3	132.	3	162.	2
13.	0	43.	1	73.	3	103.	3	133.	3	163.	2
14.	2	44.	2	74.	0	104.	3	134.	3	164.	2
15.	3	45.	2	75.	0	105.	3	135.	3	165.	3
16.	0	46.	1	76.	0	106.	3	136.	3	166.	2
17.	3	47.	3	77.	0	107.	3	137.	3	167.	2
18.	3	48.	0	78.	1	108.	3	138.	3	168.	3
19.	0	49.	0	79.	1	109.	3	139.	3	169.	3
20.	0	50.	0	80.	1	110.	2	140.	3	170.	3
21.	0	51.	0	81.	0	111.	3	141.	3	171.	3
22.	0	52.	0	82.	3	112.	3	142.	3	172.	3
23.	2	53.	0	83.	1	113.	3	143.	3	173.	3
24.	1	54.	0	84.	0	114.	2	144.	2	174.	3
25.	0	55.	1	85.	3	115.	3	145.	3	175.	3
26.	1	56.	2	86.	3	116.	2	146.	3	176.	3
27.	2	57.	2	87.	0	117.	3	147.	2	177.	3
28.	2	58.	2	88.	2	118.	2	148.	2	178.	3
29.	2	59.	2	89.	0	119.	3	149.	2	179.	3
30.	0	60.	2	90.	0	120.	2	150.	3	180.	3

*** End of Report ***