

# PSRA ASSESSOR REPORT

## EXAMINER RATING SCALE

Student ID# \_\_\_\_\_

Assessor Initials \_\_\_\_\_ Date \_\_\_\_\_

Circle a single number indicating child's behavior during testing.

### **A1. Pays attention during instructions and demonstrations**

0	1	2	3
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- 3. Child looks closely at pictures to distinguish between them; child attends to and complies with interviewer
- 2. Child's attention occasionally drifts, particularly at the end of activities, but is responsive to prompt
- 1. Child's attention frequently drifts and examiner provides frequent prompts
- 0. Child spends most of time off-task, inattentive

### **A2. Careful, interested in accuracy; not careless**

0	1	2	3
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- 3. Child takes the time to look and appears to make thoughtful choices, particularly on hard items.
- 2. Child generally careful but interest flags, particularly at end of testing session
- 1. Child is careless at times
- 0. Child is frequently haphazard and unfocused when answering items

### **A3. Sustains concentration; willing to try repetitive tasks**

0	1	2	3
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- 3. Child able to concentrate and persist with task, even toward end of tasks and with distractions
- 2. Child occasionally distracted but generally persistent, but does not require prompt from assessor
- 1. Child frequently distracted, requires multiple prompts from assessor
- 0. Child not able to concentrate or persist on much of the assessment

### **A4. Daydreams, has trouble focusing on assessment**

0	1	2	3
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- 3. Child appears to "space out" during large portions of assessment
- 2. Child occasionally "spaces out" and requires prompts from assessor to look, point, focus
- 1. Child shows brief periods of inattention, but returns to task after brief lapse of attention
- 0. Child does not have problems focusing attention on tasks

### **A5. Distracted by sights and sounds**

0	1	2	3
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- 3. Child is frequently distracted nearby noises or materials, and has trouble focusing even with assessor help
- 2. Child occasionally becomes distracted but returns to task with several prompts
- 1. Child occasionally distracted but refocuses attention with only one prompt
- 0. Child does not become distracted by sounds and sights in room.

### **B1. Is careless or destructive with test materials**

0	1	2	3
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- 3. Child gets too "rowdy" with materials and breaks or damages test materials
- 2. Child is repeatedly careless but does not damage materials, paper. Needs repeated reminder
- 1. Child is careless or slightly destructive one time (can include kicking, dropping object on floor "by mistake")
- 0. Child is not careless and is not destructive

### **B2. Thinks and plans before beginning each task**

0	1	2	3
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- 3. Child appears to consider instructions and task before responding to interviewer.
- 2. Child usually waits for and follows instructions but occasionally leaps into task before instructions completed
- 1. Child needs frequent reminders to "wait until I say..." before beginning task
- 0. Child misses many of the instructions and does not slow down with reminders from assessor

### **B3. Refrains from indiscriminately touching test materials**

0	1	2	3
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- 3. Child shows self-restraint even with interesting toys and does not prolong holding cleanup toys or other items.
- 2. Child generally shows self-control but reaches for attractive objects once or twice during assessment
- 1. Child needs multiple reminders not to touch objects, and/or reminders to put toys up when its time
- 0. Assessment often interrupted by child's difficulty with grabbing, touching materials

### **B4. Lets examiner finish before starting task; does not interrupt**

0	1	2	3
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- 3. Child waits before pointing to materials, reaching for blocks, etc.; is not impulsive
- 2. A few instances of impulsive behavior
- 1. Child is often impulsive across multiple tasks or highly impulsive during one activity
- 0. Child impulsive throughout assessment, needing lots of boundary-setting

**B5. Child has difficulty waiting between tasks**

0	1	2	3
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3. Transitions between tasks made difficult because of child's activity level/impulsivity
2. Child needs multiple prompts to wait while assessor gathers materials for new task
1. Child sometimes shows anticipation for interesting task materials but rarely needs reminder
0. Child waits patiently for new tasks to begin, shows relaxed body posture during transitions

**B6. Remains in seat appropriately during test**

0	1	2	3
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3. Does not climb, open closets, grab objects (occasional adjustment in body position is appropriate)
2. Gets out of seat once (including sliding off chair), returns to seat when prompted.
1. Needs multiple reminders to return to seat, sit up but listens and responds to prompts
0. Out of seat frequently or difficult to manage (e.g. runs around room, climbs on furniture)

**C1. Alert and interactive; is not withdrawn**

0	1	2	3
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3. Child participates in interaction; body posture suggests relaxed engagement with the interviewer
2. Child generally interacts, but at times turns away, lowers head, takes "break" from interaction
1. Child repeatedly withdraws from testing situation and needs encouragement to finish task
0. Child seems "shut down" and difficult to engage in starting task

**C2. Cooperates; complies with examiner's requests**

0	1	2	3
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3. Child attempts to do task as instructed even if task is difficult
2. Child shows minor indications of resistance, boredom (e.g. sighs, frowns) but completes tasks
1. Child shows significant resistance, noncompliance and needs multiple prompts to get through assessment
0. Child does not cooperate with tasks that are easy

**C3. Actively attempts to engage interviewer**

0	1	2	3
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3. Child frequently initiates conversation by asking questions, sharing information
2. Child initiates conversation on occasion and is responsive to interviewer through eye-contact, talking, or smiling
1. Child does not initiate conversation, is slow to warm up
0. Child ignores assessor's conversational remarks (social bids), even during positive tasks.

**D1. Shows pleasure in accomplishment and active task mastery**

0	1	2	3
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3. Child appears happy after completing task; may show excited body movements (e.g. "alright!" clapping)
2. Child appears slightly pleased in completing tasks
1. Child is neutral when getting task right
0. Child makes negative comment or negative expression when completing task

**D2. Confident**

0	1	2	3
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3. Child shows confidence by comments such as "I know this one;" child is eager, energetic
2. Child is diligent, straightforward in answering assessor's questions; may seem like "work"
1. Less confident child shows repeated hesitation or asks questions that indicate a lack of confidence
0. If child shows hesitation or reluctance on easy items, gives up easily (e.g. "I can't do this")

**E1. Defiant**

0	1	2	3
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3. Child actively, directly refuses to comply with assessor's request or direction
2. Child tests limits but responds to examiner's prompt or restatement of request
1. Child says "no" but then follows examiner's initial request; assessor does not have to "say it again"
0. Child never exhibits active defiance

**E2. Passively noncompliant**

0	1	2	3
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3. Child appears not to hear instruction, even when assessor repeats request
2. Child ignores examiner but responds to prompt when assessor repeats request/directive
1. Child seems slow to comply. Assessor does not restate request, but wonders if child heard
0. Child hears requests and responds appropriately

**E3. Modulates and regulates arousal level in self—keeps "an even keel"**

0	1	2	3
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3. Child highly regulated. Never becomes sad, frustrated, or silly
2. Child becomes briefly sad, frustrated, OR silly, but quickly calms without help from adult assessor
1. Child becomes sad, frustrated, OR silly and needs prompt from assessor but is able to calm down
0. Child becomes very sad, frustrated OR silly, and has difficulty regaining self-control

**E4. Child shows intense angry/irritable feelings and/or behavior**

0	1	2	3
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3. Intensity of anger is high with tantrum, yelling, angry tone, throwing or banging object
2. Child shows clear signs of frustration, irritation, including whining, pushing away from table, crossing arms
1. Child is sullen, annoyed, includes pouting, sighing, frowning
0. Child shows no frustration, irritation, or annoyance

**E5. Child shows frequent feelings of anger/irritation**

0	1	2	3
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3. Child shows anger, irritation throughout the NRS and CSRP tasks
2. Child shows anger, irritation, even if mild forms, on more than one occasion
1. Child shows anger, irritation only once during testing
0. Child shows no evidence of anger, irritation

**E6. Child shows intense apprehensive, sad, or worried feelings during session**

0	1	2	3
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3. Child is upset, cries, or whimpers during testing. Code if assessment ended due to child distress
2. Child appears close to tears during testing
1. Child sometimes appears sad or worried. Furrowed brows, face in hands, frown
0. Child does not appear apprehensive, sad or worried during assessment

**E7. Child frequently shows of feelings of sadness, worry**

0	1	2	3
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3. Child appears sad or worried throughout assessment
2. Child appears sad or worried during more than one task
1. Child is initially sad or worried but warms up
0. Child does not appear sad or worried

**E8. Child shows intense positive emotions or behaviors**

0	1	2	3
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3. Child is very positive, exhibiting laughter and/or prolonged giggle, broad smiles, or clapping
2. Child gives repeated smiles, positive vocalizations, brief giggle
1. Child maintains positive demeanor, pleasant expression
0. Child does not show positive emotions during assessment

**E9. Child shows frequent positive emotions and behaviors**

0	1	2	3
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3. Child expresses prolonged positive feelings (laughter, smiles) in two or more assessment episodes
2. Child expresses positive feelings in one episode (NOT INCLUDING TREAT/CANDY)
1. Child expresses positive feelings when receiving treat/candy only
0. Child does not express positive emotions, even when receiving gift or candy

**Child does the following at ANY TIME during the NRS or PSRA?**

Yes	No
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**Aggress towards objects**

(this includes throwing, tear up paper, break things, banging, spitting)

Yes	No
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**Verbal aggression**

(curse even if in story telling, use curse words or gestures, threaten)

Yes	No
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**Physical aggression**

(hit, scratch, throw, spit, using object as weapon to shoot at assessor, grab, shove)

**ADDITIONAL COMMENTS**

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