

# GARS-2

Gilliam Autism Rating Scale-Second Edition

## Summary/Response Booklet



### Section I. Identifying Information

Individual's Name \_\_\_\_\_

Year                      Month                      Day

Date of Rating    \_\_\_\_\_

Date of Birth      \_\_\_\_\_

Age                      \_\_\_\_\_

Male       Female       Grade \_\_\_\_\_

School \_\_\_\_\_

Rater's Name \_\_\_\_\_

Examiner's Name \_\_\_\_\_

Examiner's Title \_\_\_\_\_

### Section II. Score Summary

Subscales	Raw Score	Standard Score	%ile	SEM
Stereotyped Behaviors	_____	_____	_____	1
Communication	_____	_____	_____	1
Social Interaction	_____	_____	_____	1
Sum of Standard Scores	_____			
Autism Index	<input type="text"/>	<input type="text"/>		4

### Section III. Interpretation Guide

Subscale Standard Score	Autism Index	Probability of Autism
7 or Higher	85 or Higher	Very Likely
4 to 6	70 to 84	Possibly
1 to 3	69 or Less	Unlikely

### Section IV. Profile of Scores

Standard Score	Subscales			Autism Index
	Stereotyped Behaviors	Communication	Social Interaction	
20	•	•	•	150
19	•	•	•	145
18	•	•	•	140
17	•	•	•	135
16	•	•	•	130
15	•	•	•	125
14	•	•	•	120
13	•	•	•	115
12	•	•	•	110
11	•	•	•	105
10	•	•	•	100
9	•	•	•	95
8	•	•	•	90
7	•	•	•	85
6	•	•	•	80
5	•	•	•	75
4	•	•	•	70
3	•	•	•	65
2	•	•	•	60
1	•	•	•	55

## Section V. Individual Item Responses

### Subscale 1: Stereotyped Behaviors

**Directions:** Rate the following items according to the frequency of occurrence. Use the following guidelines for your ratings:

- 0 Never Observed—You have never seen the individual behave in this manner.
- 1 Seldom Observed—Individual behaves in this manner 1-2 times per 6-hour period.
- 2 Sometimes Observed—Individual behaves in this manner 3-4 times per 6-hour period.
- 3 Frequently Observed—Individual behaves in this manner at least 5-6 times per 6-hour period.

Circle the number that best describes your observations of the individual's typical behavior under ordinary circumstances (i.e., in most places, with familiar people, and in usual daily activities). Remember to rate every item. If you are uncertain about how to rate an item, delay the rating and observe the individual for a 6-hour period to determine your rating. REMEMBER, EVERY ITEM SHOULD RECEIVE A SCORE.

	Never Observed	Seldom Observed	Sometimes Observed	Frequently Observed				
1. Avoids establishing eye contact; looks away when eye contact is made.	0	1	2	3				
2. Stares at hands, objects, or items in the environment for at least 5 seconds.	0	1	2	3				
3. Flicks fingers rapidly in front of eyes for periods of 5 seconds or more.	0	1	2	3				
4. Eats specific foods and refuses to eat what most people usually will eat.	0	1	2	3				
5. Licks, tastes, or attempts to eat inedible objects (e.g., person's hand, toys, books).	0	1	2	3				
6. Smells or sniffs objects (e.g., toys, person's hand, hair).	0	1	2	3				
7. Whirls, turns in circles.	0	1	2	3				
8. Spins objects not designed for spinning (e.g., saucers, cups, glasses).	0	1	2	3				
9. Rocks back and forth while seated or standing.	0	1	2	3				
10. Makes rapid lunging, darting movements when moving from place to place.	0	1	2	3				
11. Prances (i.e., walks on tiptoes).	0	1	2	3				
12. Flaps hands or fingers in front of face or at sides.	0	1	2	3				
13. Makes high-pitched sounds (e.g., eee-eee-eee-eee) or other vocalizations for self-stimulation.	0	1	2	3				
14. Slaps, hits, or bites self or attempts to injure self in other ways.	0	1	2	3				
Subtotals	___	+	___	+	___	+	___	=
<b>Stereotyped Behaviors Total Raw Score</b>								<input style="width: 50px; height: 20px;" type="text"/>

Section V. Continued.

Subscale 2: Communication

**Directions:** Rate the following items according to the frequency of occurrence. Use the following guidelines for your ratings:

- 0 Never Observed—You have never seen the individual behave in this manner.
- 1 Seldom Observed—Individual behaves in this manner 1–2 times per 6-hour period.
- 2 Sometimes Observed—Individual behaves in this manner 3–4 times per 6-hour period.
- 3 Frequently Observed—Individual behaves in this manner at least 5–6 times per 6-hour period.

Circle the number that best describes your observations of the individual's typical behavior under ordinary circumstances (i.e., in most places, with familiar people, and in usual daily activities). Remember to rate every item. If you are uncertain about how to rate an item, delay the rating and observe the individual for a 6-hour period to determine your rating. REMEMBER, EVERY ITEM SHOULD RECEIVE A SCORE.

	Never Observed	Seldom Observed	Sometimes Observed	Frequently Observed
How does this individual communicate? Talks ____ Signs ____ Does not Talk or Sign ____				
If the individual does not talk, sign, or use any other form of communication, omit this subscale.				
15. Repeats (echoes) words verbally or with signs.	0	1	2	3
16. Repeats words out of context (i.e., repeats words heard at an earlier time; e.g., repeats words heard more than 1 minute earlier).	0	1	2	3
17. Repeats words or phrases over and over.	0	1	2	3
18. Speaks or signs with flat tone, affect, or dysrhythmic patterns.	0	1	2	3
19. Responds inappropriately to simple commands (e.g., "sit down," "stand up").	0	1	2	3
20. Looks away or avoids looking at speaker when name is called.	0	1	2	3
21. Does not ask for things he or she wants.	0	1	2	3
22. Does not initiate conversations with peers or adults.	0	1	2	3
23. Uses "yes" and "no" inappropriately. Says "yes" when asked if he or she wants an aversive stimulus, or says "no" when asked if he or she wants a favorite toy or treat.	0	1	2	3
24. Uses pronouns inappropriately (e.g., refers to self as "he," "you," "she").	0	1	2	3
25. Uses the word <i>I</i> inappropriately (e.g., does not say "I" to refer to self).	0	1	2	3
26. Repeats unintelligible sounds (babbling) over and over.	0	1	2	3
27. Uses gestures instead of speech or signs to obtain objects.	0	1	2	3
28. Inappropriately answers questions about a statement or brief story.	0	1	2	3
Subtotals	___	+ ___	+ ___	+ ___ =
<b>Communication Total Raw Score</b>				

**Section V. Continued.**

**Subscale 3: Social Interaction**

**Directions:** Rate the following items according to the frequency of occurrence. Use the following guidelines for your ratings:

- 0 Never Observed—You have never seen the individual behave in this manner.
- 1 Seldom Observed—Individual behaves in this manner 1–2 times per 6-hour period.
- 2 Sometimes Observed—Individual behaves in this manner 3–4 times per 6-hour period.
- 3 Frequently Observed—Individual behaves in this manner at least 5–6 times per 6-hour period.

Circle the number that best describes your observations of the individual's typical behavior under ordinary circumstances (i.e., in most places, with familiar people, and in usual daily activities). Remember to rate every item. If you are uncertain about how to rate an item, delay the rating and observe the individual for a 6-hour period to determine your rating. REMEMBER, EVERY ITEM SHOULD RECEIVE A SCORE.

	Never Observed	Seldom Observed	Sometimes Observed	Frequently Observed
29. Avoids eye contact; looks away when someone looks at him or her.	0	1	2	3
30. Stares or looks unhappy or unexcited when praised, humored, or entertained.	0	1	2	3
31. Resists physical contact from others (e.g., hugs, pats, being held affectionately).	0	1	2	3
32. Does not imitate other people when imitation is required or desirable, such as in games or learning activities.	0	1	2	3
33. Withdraws, remains aloof, or acts standoffish in group situations.	0	1	2	3
34. Behaves in an unreasonably fearful, frightened manner.	0	1	2	3
35. Is unaffectionate; does not give affectionate responses (e.g., hugs and kisses).	0	1	2	3
36. Shows no recognition that a person is present (i.e., looks through people).	0	1	2	3
37. Laughs, giggles, cries inappropriately.	0	1	2	3
38. Uses toys or objects inappropriately (e.g., spins toy cars, takes action toys apart).	0	1	2	3
39. Does certain things repetitively, ritualistically.	0	1	2	3
40. Becomes upset when routines are changed.	0	1	2	3
41. Responds negatively or with temper tantrums when given commands, requests, or directions.	0	1	2	3
42. Lines up objects in precise, orderly fashion and becomes upset when the order is disturbed.	0	1	2	3

Subtotals      \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ =

**Social Interaction Total Raw Score**

## Section VI. Parent Interview

This section should be completed by parents or other caregivers who have direct, sustained contact with the individual. Parent and caregiver interviews are acceptable. Answer each question by recording either *yes* or *no*. Complete every item.

### Delays in:

#### Social Interaction

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

##### During the child's first 3 years of life:

- Did the child reach out or prepare to be picked up when the parent attempted to lift the child?
- Did the child cry or become upset when left unattended in his or her crib, playpen, or other area?
- Did the child cry or become upset when picked up or held?
- Did the child cry or become upset when handed from one adult to another?
- Did the child attempt to join family members in group activities (e.g., watching TV)?

#### Language Used in Social Communication

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

##### During the child's first 3 years of life:

- Did the child use single words by 16 months of age?
- Did the child use meaningful, communicative phrases by age 2?
- Did the child develop normally in terms of language (i.e., cooing, babbling, and speaking without any interruption or regression)?
- Did the child follow directions (i.e., appear to understand what to do when told to do something)?
- Did the child appear to have normal hearing?

### Abnormal Functioning in:

#### Social Interaction

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

##### During the child's first 3 years of life:

- Did the child smile at parents or siblings when smiled at or played with?
- Did the child cry when approached by unfamiliar persons during the first year?
- Did the child engage in imitative play before age 3 (e.g., played pat-a-cake, peekaboo)?
- Did the child seem to be involved and responsive to people?
- Did the child prefer to spend time in the company of others?

#### Language Used in Social Communication

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

##### During the child's first 3 years of life:

- Did the child respond to his or her name when called (e.g., turn and look at the person)?
- Did the child ask for things or use gestures to communicate what he or she wanted?
- Did the child follow simple directions (e.g., "come here," "give me a hug," "wave bye-bye")?
- Did the child appear to understand what to do when told to do something?
- Did the child indicate (show facial concern) when a parent or sibling cried or was distressed?

#### Symbolic or Imaginative Play

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

##### During the child's first 3 years of life:

- Did the child engage in pretend play (e.g., play with dolls, action heroes, toy animals appropriately)?
- Did the child pretend he or she was someone else (e.g., Mommy or Daddy, action hero)?
- Did the child pretend that an object was something else? For example, did the child pretend that a broomstick was a horse and place the broomstick between his or her legs and pretend to be riding a horse?
- Did the child pretend that he or she had an imaginary friend or animal?
- Did the child play with dolls pretending that they were real persons?

The purpose of Section VI is to document whether the individual meets a set of diagnostic criteria from *DSM-IV-TR*. If you checked *No* to any question in this section, the individual meets criteria for delays or abnormal functioning.