

Sohn Grayson Rating Scale

Child's name _____

Today's Date _____

Person filling out form _____

Below is a list of behaviors. For each item please circle the number that most accurately describe the child's behavior. Please answer all items.

1 not true 2 rarely true 3 sometimes true 4 often true

SOCIAL AND BEHAVIORAL

- 1 2 3 4 1. The child has few preferred friends.
- 1 2 3 4 2. The child rarely initiates play with others.
- 1 2 3 4 3. The child rarely initiates play with others
- 1 2 3 4 4. The child tends to play with particular toys in a repetitive manner.
- 1 2 3 4 5. The child avoids eye contact.
- 1 2 3 4 6. Makes limited use of facial expressions and body language for communication.
- 1 2 3 4 7. The child attempts to control play situations (fails to sustain an interest in the play of others).
- 1 2 3 4 8. The child has difficulty in crowds.
- 1 2 3 4 9. The child cannot take the perspective of others or understand that others have feelings and thoughts.
- 1 2 3 4 10. The child lacks understanding of others' emotions.
- 1 2 3 4 11. The child has difficulty expressing his or her emotions appropriately.
- 1 2 3 4 12. The child prefers structured activities over nonstructured ones.
- 1 2 3 4 13. The child shows a lack of awareness of others' personal space.
- 1 2 3 4 14. The child has difficulty learning the rules of a game or interaction.

BEHAVIORAL

- 1 2 3 4 1. The child displays unusual fears.
- 1 2 3 4 2. The child displays an obsessive interest in narrow or atypical topics (is ritualistic).
- 1 2 3 4 3. The child is rule bound (sees things in black and white).
- 1 2 3 4 4. The child displays unusual eating habits.
- 1 2 3 4 5. The child engages in perseverative behaviors.
- 1 2 3 4 6. The child's behavior is rigid (has difficulty with changes and transitions, needs sameness, needs order).
- 1 2 3 4 7. The child is a perfectionist (cannot tolerate mistakes, resists learning new tasks).
- 1 2 3 4 8. The child appears anxious.

SPEECH AND LANGUAGE

- 1 2 3 4 1. The child uses words in a peculiar manner.
- 1 2 3 4 2. The child does not ask for the meaning of words.
- 1 2 3 4 3. The child does not ask for help.
- 1 2 3 4 4. The child does not make jokes and has difficulty understanding joking and teasing.
- 1 2 3 4 5. The child does not initiate conversations.

- 1 2 3 4 6. The child has difficulty maintaining conversation in a reciprocal format (conversational give-and-take).
- 1 2 3 4 7. The child does not inquire about others.
- 1 2 3 4 8. The child "sounds" like an adult.
- 1 2 3 4 9. The child says things that embarrass others (comments on physical characteristics, asks probing questions).
- 1 2 3 4 10. The child engages in obsessive questioning.
- 1 2 3 4 11. The child engages in obsessive talking about specific topics.
- 1 2 3 4 12. The child does not maintain another's topic when it does not pertain to his or her own special interest.
- 1 2 3 4 13. The child has a large vocabulary consisting primarily of nouns and verbs.
- 1 2 3 4 14. Does not use language socially (focuses conversations on facts or special interests).
- 1 2 3 4 15. The child confuses "he" and "she."
- 1 2 3 4 16. The child displays unusual intonation, pitch, and/or loudness.
- 1 2 3 4 17. The child uses "language scripts" when conversing (language consists of scripts or parts of scripts from movies/TV/books).
- 1 2 3 4 18. The child interprets language on a literal level.
- 1 2 3 4 19. The child misses the point of main idea of a conversation.
- 1 2 3 4 20. The child insists upon verbal rituals (repeats scripts from movies/TV/books, shares too many details).
- 1 2 3 4 21. The child does not exhibit gestural communication.
- 1 2 3 4 22. The child has difficulty maintaining the topic in a conversation.

COGNITION

- 1 2 3 4 1. The child has difficulty understanding abstract concepts (such as guessing, wishing, time sequence).
- 1 2 3 4 2. The child displays strong memory skills.
- 1 2 3 4 3. The child has difficulty with fine motor skills.
- 1 2 3 4 4. The child interprets the behavior of others on a literal level.
- 1 2 3 4 5. The child does not generalize learning from one situation to another.
- 1 2 3 4 6. The child is easily distracted.
- 1 2 3 4 7. The child has difficulty sustaining attention.

SENSORY

- 1 2 3 4 1. The child displays unusual sensitivity to noises.
- 1 2 3 4 2. The child displays unusual sensitivity to smells.
- 1 2 3 4 3. The child displays unusual sensitivity to tastes.
- 1 2 3 4 4. The child displays unusual sensitivity to textures.
- 1 2 3 4 5. The child displays unusual sensitivity to being touched.
- 1 2 3 4 6. The child engages in repetitive or stereotypic movements.
- 1 2 3 4 7. The child displays difficulty with motor function planning (tying shoes, riding a bike).