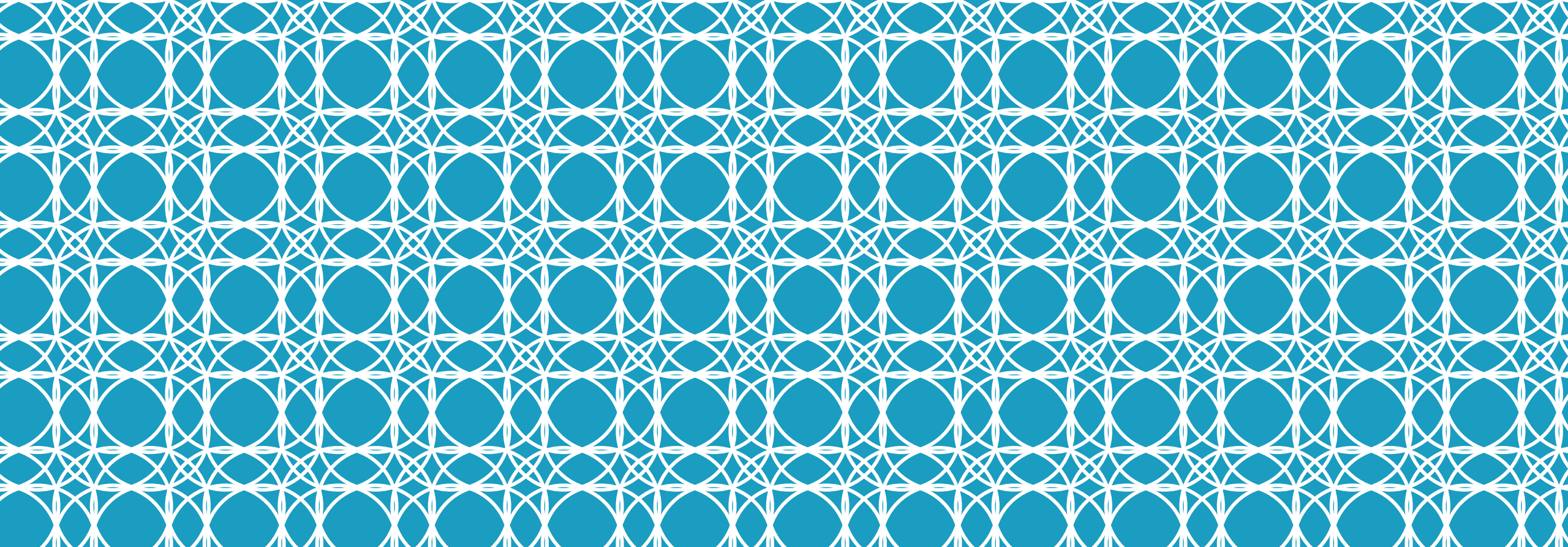




ADOS-2

AUTISM DIAGNOSTIC OBSERVATION SCHEDULE

Standardized Observational Assessment | All Five Modules | English/US Edition

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ADOS-2 — THE GOLD STANDARD PROTOCOL

Autism Diagnostic Observation Schedule, 2nd Edition (Lord et al., 1989; revised 2012)

The ADOS-2 is a standardized, semi-structured assessment of communication, social interaction, and play or imaginative use of materials for individuals suspected of having Autism Spectrum Disorder.

The scale is organized into five modules (T, 1, 2, 3, and 4), each specific to a particular age and expressive language level.

The ADOS-2 provides a standardized series of observation contexts designed to elicit and observe social and communicative behaviors in children, adolescents, and adults.

BEHAVIORS ARE CLASSIFIED INTO FOUR DOMAINS

- Reciprocal social interaction
- Communication / language
- Stereotyped / restricted behaviors
- Affect and non-specific abnormal behaviors

The overall classification uses a three-point grading scale:

0 = Within normal limits

1 = Rare or possible abnormality

2 = Clear / distinct abnormality

Score 7 is used to indicate abnormal behavior not covered by standard coding.

All scores of 3 in the protocol become 2 in the algorithm.

THE ADOS-2 IN THE UNITED STATES

The ADOS-2 is the most widely used diagnostic instrument for Autism Spectrum Disorder in the U.S., recognized as the gold standard by the APA, ASHA, and ABAI.

****Qualified administrators in the U.S.:**

- Licensed psychologists and neuropsychologists
- Developmental pediatricians (with ADOS-2 training)
- Speech-language pathologists (with specialized training)
- Board Certified Behavior Analysts (BCBAs) with clinical ADOS-2 training
- Other licensed clinicians who have completed ADOS-2 certification

****Kit availability:**** Western Psychological Services (WPS) — qualifications required for purchase.

ABOUT THIS GUIDE

This document presents key information from the ADOS-2 manual, adapted for English-speaking practitioners in the United States.

Contents include:

- Overview of all five modules and administration guidelines
- Activity observation focus guides for each activity
- Detailed coding criteria for every item (A through E)
- Scoring boxes and algorithm score sheets for each module
- Diagnostic classification cutoff scores

****Important:**** The ADOS-2 requires formal training. Complete certified ADOS-2 training before administering. Every individual is unique — the protocol is a structured guide, not a fixed recipe.

MODULES OVERVIEW

****Module T**** — Ages 12–30 months; language level: no speech to simple phrases.

****Module 1**** — Ages 31 months+; same language levels as Module T.

****Module 2**** — Any age; phrase speech up to verbal fluency (not yet consistently fluent); also verbally fluent children under age 3.

* Does not use phrases consistently — echolalic phrases with 3+ words *

****Module 3**** — Children and adolescents with fluent speech in a play-based developmental stage (generally under 16).

****Module 4**** — Adolescents and adults with verbal fluency.

Administration time: 40 to 60 minutes.

LANGUAGE LEVEL / MODULE SELECTION TABLE

Expressive Language Level	Chronological Age	ADOS-2 Module
No speech to simple phrases	12–30 months	Module T
No speech to simple phrases	31 months and older	Module 1
Phrase speech to verbal fluency	Any age	Module 2
Verbal fluency	Children & adolescents	Module 3
Verbal fluency	Adolescents & adults	Module 4

TIP: CHOOSING THE RIGHT MODULE

When in doubt about which module to choose:

It is better to choose a module that requires fewer demonstrated skills than to select one that demands abilities the individual has not yet acquired.

You are assessing what the individual currently has — not the upper limits of their potential.

The ADOS-2 centers on observing social behavior and communication, not measuring the ceiling of abilities.

IMPORTANT ABBREVIATIONS

****RI**** – Requests Information

****CM**** – Complete Mannerism

****DG**** – Descriptive Gesture

****DV/IV**** – Direct / Indirect Vocalization

****Eco**** – Immediate Echolalia

****EG**** – Emotional / Empathic Gesture

****Ex**** – Examiner

****FE**** – Facial Expression

****MM**** – Manual Mannerism

****SJCA**** – Spontaneous Joint Attention Initiation

****OI**** – Offers Information

****P**** – Points

****RQ**** – Makes Requests

****SP**** – Shared Pleasure

****SIB**** – Self-Injurious Behavior

****SS**** – Social Proposal

****VI**** – Visual Inspection

****SSm**** – Social Smile

SCORING DESCRIPTIONS

****0**** = Behavior shows no evidence of autism

****1**** = Behavior is mildly abnormal

****2**** = Behavior shows clear abnormalities as described in the item

****3**** = Behavior is markedly abnormal to a degree that interferes with routine and activities

****4**** = Used in A1 of Modules T and 1: indicates spontaneous use of words or word approximations

****7**** = Abnormal behavior of a type not represented by other codes

****8**** = Behavior not described in the item (e.g., abnormalities in expressive language that cannot be coded when the child lacks speech)

****9**** = Item cannot be coded (behavior not described in ADOS-2 protocol coding)

CODING DOMAINS

A — Language and Communication

B — Reciprocal Social Interaction

C — Play / Imagination and Creativity

D — Stereotyped Behaviors and Restricted Interests

E — Other Abnormal Behaviors

MODULE 1

PRE-VERBAL / SINGLE WORDS | Ages 31 months+

MODULE 1 — PRE-VERBAL / SINGLE WORDS

Recommended age: 31 months and older | Language: No speech to single words or simple phrases

ACTIVITIES

1. Free play
2. Response to name
3. Response to joint attention
4. Bubble play
5. Anticipation of routine with objects
6. Response to social smile
7. Anticipation of a social routine
8. Functional and symbolic imitation
9. Birthday party
10. Snack time

IMPORTANT STEPS — MODULE 1

- 10 activities • 34 items
- After completing the activities, the examiner takes notes on the child's behavior throughout the session.
- Complete the coding only after the entire session is finished.
- This module is for children with no speech, or who use only single words or simple phrases.
- If uncertain between modules, choose the one requiring fewer skills.

MATERIALS — MODULE 1

****Free play:**** Table games (pop-up, texture blocks, picture book, toy phone, 4 balls of yarn)

****Response to joint attention:**** Remote-controlled toy

****Bubble play:**** Bubble solution or bubble guns

****Routine with objects:**** Surprise box with objects

****Social routine:**** Baby blanket (peek-a-boo)

****Functional imitation:**** Toy car, toy frog, toy cup, toy airplane, plastic flower, cylindrical block

****Birthday party:**** Doll, plate, utensils, cup, napkins, play dough, blanket

****Snack time:**** Small cup, disposable plate, utensils, two types of food, transparent container with difficult-to-open lid

PREPARING THE THERAPY SPACE

- Comfortable room size with therapy table
- Organize materials to be used; place unused items out of the child's visual field
- Establish stimulus control; orient family members present during the session
- Attract the child's attention to the therapy table
- Observe how the child interacts with people and materials throughout the session
- Position yourself so you can observe the child's face, vocalizations, and motor behavior

ACTIVITY OBSERVATION FOCUS

1. Free Play

Three foci: (1) Does the child spontaneously seek to interact with the caregiver/examiner? If so, how? (2) To what degree does the child explore materials symbolically or functionally? (3) How long does the child engage with a single activity vs. jumping between objects or engaging in repetitive actions?

1a. Free Play with Ball

Assess functionality, vocalizations, eye contact, and social expressions during ball play.

2. Toy Blocking (Frustration)

Observe how the child handles frustration when a toy is blocked. Does the child develop communication strategies, emit sounds, use eye contact to request help?

ACTIVITY OBSERVATION FOCUS

3. Response to Name

Observe the child's consistency of response across a hierarchy of auditory stimuli: (a) examiner calls by name, (b) caregiver calls by name, (c) caregiver makes familiar sound or physical-contact call, (d) physical touch.

4. Bubble Play

Provides context to observe: affect, joint attention initiation, pleasure sharing, requesting, and motor behavior while bubbles are present. Spontaneous JA requires gaze shift from object to person to object with no apparent goal other than sharing interest.

4a. Bubble Gun Variant

Same as #4 using a bubble gun. Observe same behaviors.

ACTIVITY OBSERVATION FOCUS

5. Anticipation of Routine with Objects (Surprise Box)

Observe: emotions, joint attention, shared attention, requesting behavior, motor responses, and presence of stereotypies or repetitive behaviors during anticipation of object appearance.

6. Anticipation of Social Routine (Baby Blanket)

Observe: child's focus on social aspect, affect integration, whether child anticipates the routine and engages proactively. Attend to eye contact, facial expression, vocalizations, and gestures directed to examiner.

7. Response to Joint Attention (Remote-Controlled Toy)

Observe: eye contact, shared attention, whether the child points, sound/vocalization emission, language, motor aspects.

ACTIVITY OBSERVATION FOCUS

8. Response to Social Smile

Observe: how does the child react to social smiles from the examiner and caregiver? Does the child smile back? Is the response immediate or delayed?

9. Bath Time (Doll)

Materials: doll, small tub, towels, balls, container with lid, bath toys, baby mat, square blocks. Give the doll a bath; play during bath. Observe: social routine integration, functionality, affectivity, imitation of actions, use of non-functional objects.

10. Functional or Symbolic Imitation

Objects: toy car, frog, cup, airplane, plastic flower, cylindrical block. Perform actions for the child to imitate. Observe quality and spontaneity of imitation, eye contact during imitation.

ACTIVITY OBSERVATION FOCUS

9a. Free Observation (No Direction)

Allow child to play freely while ignoring them. Observe how the child plays and behaves in the absence of direction. Observe autonomy, initiation, and self-direction.

11. Snack Time

Observe: food preference, functional use of objects (cup, plate, utensils), requesting behavior (pointing, reaching, vocalizing, eye contact), and how the child indicates preferences.

A1 — OVERALL LEVEL OF NON-ECHOLALIC ORAL LANGUAGE

SCORE

This item rates the complexity of spontaneous expressive language produced during the session. The rating should reflect the majority of utterances, not the most complex.

0 = Speech consisting of non-echolalic phrases of 3+ words, with some grammatical markings (plurals, verb tenses)

1 = Speech consisting mainly of 2–3 word phrases; few or no grammatical markings

2 = Only occasional phrases; most utterances are isolated words

3 = Only isolated words, or absence of verbal language

4 = Spontaneous use of words or word approximations (Module T/1 only)

7 = All speech is echolalic (immediate or delayed), with or without communicative intent

A2 — FREQUENCY OF SPONTANEOUS VOCALIZATION DIRECTED TO OTHERS

SCORE

This item rates the amount of vocalization socially directed to others. Include conversation, friendly vocalization, and vocalizations expressing needs.

0 = Directs vocalizations to caregiver or examiner in multiple pragmatic contexts (conversation, expressing interest, expressing needs)

1 = Directs vocalizations consistently in one context only, OR infrequently across contexts; few vocalizations

2 = Occasionally directs vocalizations inconsistently across a limited range of contexts; may include crying/whining from frustration

3 = Vocalizations almost never seem directed to caregiver or examiner, OR rarely or never vocalizes

A3 — INTONATION OF VOCALIZATIONS / VERBALIZATIONS

SCORE

A general item directed at all vocalizations or verbalizations, including crying and whining.

0 = Normal intonation with appropriate variation; no peculiarities

1 = Little variation in pitch/tone; somewhat flat or exaggerated intonation, OR occasionally peculiar

2 = Unusual intonation for any of these reasons: slow/halting; inadequately rapid/irregular; markedly flat or absent intonation ("mechanical"); consistently abnormal volume

8 = N/A — insufficient vocalizations to evaluate intonation

A4 — IMMEDIATE ECHOLALIA

SCORE

Rates the child's immediate repetition of the last phrase or series of phrases said by examiners, parents, or caregivers. Do NOT include repetitions used as a response acknowledgment or as memory strategies in specific tasks.

0 = Never or rarely repeats others' speech

1 = Occasional echo of language

2 = Frequently repeats words or phrases, but also shows some spontaneous language (may be stereotyped)

3 = Speech consists essentially of immediate echolalia

8 = N/A — limited vocabulary (no echolalia observed but vocabulary insufficient to assess)

A5 — STEREOTYPED / IDIOSYNCRATIC USE OF WORDS OR PHRASES

SCORE

0 = Never or almost never uses stereotyped words or phrases

1 = Use of words/phrases tends to be more repetitive than typical for the same expressive language level; occasionally produces stereotyped vocalizations or uses unusual words

2 = Uses stereotyped vocalizations, rare/idiosyncratic words and phrases, alongside additional language

3 = Frequently uses rare or stereotyped speech; rarely uses spontaneous non-stereotyped speech

8 = Limited language

A6 — USE OF ANOTHER'S BODY

SCORE

0 = Does NOT use another person's body to achieve a concrete objective (e.g., to manipulate an object), except when other strategies have already failed

1 = Takes an adult's hand and leads them to different locations — without coordinated eye contact — to achieve concrete goals

2 = Places the adult's hand or another body part on an object

8 = Scarce or absent spontaneous communication

A7 — POINTING

SCORE

0 = Points with index finger to show a visual referent — to objects that are clearly at a distance — with a visual referent directed toward the examiner

1 = Points to refer to objects, with some eye coordination

2 = Points only when close to the object, without eye coordination

3 = Does not point to objects

A8 — GESTURES

SCORE

0 = Spontaneous use of different types of gestures (descriptive, conventional, emotional, or instrumental)

1 = Spontaneous use of descriptive, conventional, instrumental, or emotional gestures, but exaggerated or limited

2 = No spontaneous use of appropriate gestures; OR gestures used inappropriately (e.g., uses "more" gesture to mean "stop")

8 = N/A — limited by severe motor difficulty

B1 — EYE CONTACT

SCORE

This item requires distinguishing clear, socially regulated, appropriate eye contact used for a variety of purposes from gaze that is limited in flexibility, context, or appropriate use. If the child is initially shy but their gaze changes markedly as they become more comfortable, do not base the rating on initial impressions. If eye contact does not improve, base the rating on what is observed.

0 = Appropriate eye contact with subtle modulation used in conjunction with other forms of communication

2 = Uses poorly modulated eye contact to initiate, terminate, or regulate a social interaction

B2 — RESPONSIVE SOCIAL SMILE

SCORE

0 = Smiles in response to another's social smile and related stimuli

1 = Partial smile or delayed; smiles after 2+ social smile stimuli from another person

2 = Smiles partially or fully only after being tickled or in response to repeated physical action with a physical component

3 = Does not smile in response to another person's smile

B3 — FACIAL EXPRESSIONS DIRECTED TO OTHERS

SCORE

Rating should indicate whether the child's expressions are directed at another person with intent to communicate affect. Expressions directed at objects or not directed at anyone are not rated here. Appropriate expressions should be rated even if they are somewhat unusual.

0 = Directs various appropriate facial expressions to caregiver or examiner with intent to communicate emotional/cognitive states

1 = Directs some facial expressions to examiner — limited expressions

2 = Rarely or never directs appropriate facial expressions to others

B4 — INTEGRATION OF EYE CONTACT AND OTHER BEHAVIORS DURING SOCIAL INITIATIONS

SCORE

-
- 0 = Effectively uses eye contact together with words/vocalizations or gestures to communicate social intent
 - 1 = Uses eye contact and other strategies independently (rather than together) to communicate social intent
 - 2 = Uses eye contact OR other strategies (vocalizations, gestures) to communicate social intent
 - 3 = Does not use eye contact or other strategies to communicate social intent; or no social initiation present

B5 — SHARING DURING INTERACTION

SCORE

0 = Shows clear signs of sharing with the examiner across the widest possible range of activities

1 = Shows appropriate sharing within context and interactions, or provides a clear sign of sharing directed at examiner during an interaction

2 = Shows little or no sharing with examiner, but shows sharing in own activities, with caregiver, or with material components

3 = Shows little or no expressive sharing during the session, or little interest in games, toys, or play

B6 — RESPONSE TO NAME

SCORE

A name prompt is defined as a name call only. An orienting prompt (pointing, tapping) is not included in this count.

0 = Looks at examiner; establishes eye contact immediately on at least one of the first two name-call attempts

1 = Looks and establishes contact after ~1 second via the name-call stimulus; OR looks at examiner immediately after 3rd or 4th name-call

2 = No eye contact after being called by name 6 times; briefly shifts orientation (without eye contact); OR looks at least once when something interesting/familiar is vocalized

3 = No eye contact after purely verbal/vocal attempts to gain attention

B7 — REQUESTING

SCORE

Requesting is defined by a conventional indication — through gesture, vocalization, facial expression, or other means — of the child's desire for a particular object or action. Snack items or leaving the room are excluded.

0 = Displays appropriate integration of eye contact with at least one other behavior (vocalization, gesture, or giving object) to request

1 = Uses one or more of the behaviors above but WITHOUT integrating eye contact. Includes giving object without looking; looking without another behavior; brief requests without persistence

2 = Does not request directly; uses some physical means (leads examiner's hand to object or to self)

3 = May participate in routines or attempt to request objects via vocalizations/other actions, but makes no specific requests

B8 — GIVING

SCORE

0 = Spontaneously gives toys or objects to others in multiple contexts with the purpose of sharing

1 = Gives objects to receive help or as part of a routine; may occur in specific contexts but repeats spontaneously without being specifically prompted

2 = Never or almost never gives anything to another person

B9 — SHOWING

SCORE

0 = Spontaneously shows play or objects during the session

1 = Shows toys or objects partially or inconsistently (shows objects without coordinating eye contact)

2 = Does not show objects

B10 — SPONTANEOUS INITIATION OF JOINT ATTENTION

SCORE

0 = Uses clearly integrated eye contact to direct an adult's attention to an out-of-reach object; eye contact is integrated with pointing or vocalization

1 = Makes a partial reference to an out-of-reach object with the intent to direct an adult's attention

2 = No approach to spontaneous joint attention initiation to direct the adult's attention

B11 — RESPONSE TO JOINT ATTENTION

SCORE

-
- 0 = Establishes eye contact with examiner upon a single stimulus (direct eye contact)
 - 1 = Follows examiner's gesture and makes eye contact with the object
 - 2 = No eye contact with examiner or pointing to an object, but looks at object when prompted
 - 3 = No eye contact with the object even when it is being used

B12 — QUALITY OF SOCIAL INITIATIONS

SCORE

Synthesis item focusing on QUALITY of the child's attempts to initiate social interaction, not frequency. Attend to form of initiations and adjustment to social context. Rating should reflect majority of attempts, not only the best ones.

- 0 = Effective use of verbal or non-verbal means to make clear social overtures; appropriate to context
- 1 = Initiations restricted to personal demands or strong interests; some effort to involve the examiner
- 2 = Social initiations change by context; some clearly inappropriate initiations
- 3 = No identifiable social initiations

B13A / B13B — QUANTITY OF SOCIAL INITIATIONS / MAINTAINING ATTENTION

SCORE

**B13A — EXAMINER

0 = Frequent attempts to capture or maintain examiner's attention or direct to objects/actions

1 = Some attempts, but infrequently and in few activities

2 = Attempts only when seeking comfort

3 = Shows little concern for examiner's attention

7 = Frequent, intense, or excessive attention demands

**B13B — CAREGIVER/FAMILY MEMBER

0 = Frequent attempts toward caregiver

1 = Some attempts, infrequent

2 = Attempts only to seek comfort

3 = Little concern for caregiver's attention

7 = Excessive attention demands

8 = Caregiver was NOT present during ADOS-2 administration

B14 — QUALITY OF SOCIAL RESPONSE

SCORE

0 = Displays an appropriate range of responses that vary according to social situations

1 = Relates to most social contexts but in a limited or inappropriate manner; may be negative

2 = Stereotyped responses, few responses, poorly varied, and inappropriate to context

3 = Minimal or absent response to examiner's stimuli

B15 — LEVEL OF ENGAGEMENT (DIFFICULTY)

SCORE

0 = Shows consistent interest in activities presented by examiner

1 = Interacts inconsistently

2 = Interacts with difficulty; examiner makes effort to obtain or maintain interest

3 = Does not interact even when examiner actively tries to elicit interest

B16 — OVERALL QUALITY OF THE RELATIONSHIP

SCORE

0 = The interaction between the child and examiner is pleasant and appropriate within the developmental context of the ADOS-2

1 = The interaction is pleasant but not continuous (at times the child's behavior appears mechanical or inappropriate)

2 = Systematic interaction; session is slightly uncomfortable

3 = The child demonstrates little interaction with the examiner

C1 — FUNCTIONAL PLAY WITH OBJECTS

SCORE

Rates appropriate use of toys or miniatures according to their function. Excludes play occurring in response to direct instructions from caregiver/examiner. Use the next item (Imagination/Creativity) for all play involving a doll.

- 0 = Spontaneously plays with a variety of toys in a conventional manner, recognizes actions by examiner, plays functionally
- 1 = Some spontaneous functional play with at least 1 object (cause-and-effect). NOT: imitations, direct responses, or construction toys
- 2 = Plays appropriately only with cause-and-effect or construction toys; OR imitates representational play demonstrations
- 3 = Does not play with toys, or only stereotyped play

C2 — IMAGINATION AND CREATIVITY

SCORE

0 = Spontaneously uses a doll or other object as an independent agent, OR uses objects to simulate something (utensils to pretend eating)

1 = Spontaneously performs symbolic play with the doll or other objects (feeding doll, giving a hug)

2 = Imitates symbolic play, but no spontaneous symbolic play

3 = No spontaneous or imitated play

D1 — UNUSUAL SENSORY INTEREST IN MATERIALS OR PERSONS

SCORE

Rate the child's interest in sensory aspects of toys or surroundings. If there is a sensory-based preoccupation, it can be coded here.

0 = No unusual sensory interest or sensory-seeking behavior

1 = Several possible sensory interests but non-specific; OR not as clearly defined as score 2

2 = Clear interest in non-functional sensory elements of objects or play materials; OR unusual visual self-examination or examination of others

3 = Evident or unusual sensory-seeking behavior occurring across multiple activities; may interfere with assessment

Specify: _____

D2 — REPETITIVE MOVEMENTS OF HANDS, FINGERS, ETC.

SCORE

0 = None

1 = Unusual or repetitive movements of hands/fingers, or complex movements

2 = Rapid or twisting finger movements, complex stereotyped or postural movements; may be brief

3 = As in score 2, but frequent during the same task; movements repeat across different tasks

D3 — SELF-INJURIOUS BEHAVIOR

SCORE

0 = No self-injury

1 = Self-injury or possible self-injury (e.g., biting, scratching)

2 = More than one self-injurious movement observed

D4 — REPETITIVE INTERESTS OR STEREOTYPED BEHAVIORS

SCORE

0 = No repetitive or stereotyped behavior during ADOS-2 administration

1 = One repetitive or stereotyped interest or behavior present; occurs during one activity

2 = Stereotyped behavior affecting task completion, but attention can be redirected

3 = Child shows distress or agitation when attempts are made to redirect from stereotypies or repetitive movements

E1 — ELEVATED ACTIVITY LEVEL

SCORE

0 = Sits and remains calm when waiting to begin an activity; no restless behavior

1 = Sits and stays appropriately during the activity; in more playful activities shows interactive behavior; gets up occasionally

2 = Restless; more agitated than peers of the same age

3 = Moves continuously and energetically from one side to the other without stopping

4 = Very still; very little movement

E2 — TANTRUMS, AGGRESSION, NEGATIVE OR DISRUPTIVE BEHAVIOR

SCORE

0 = No tantrums, negative, disruptive, or aggressive behavior

1 = Mild example of aggression, tantrum, negativism, or intentional disruptive behavior

2 = More than one intentional disruptive behavior (throwing toys, breaking things); or moderately aggressive; may include loud screaming

3 = Marked or repetitive negativism; tantrums and aggression

E3 — ANXIETY

SCORE

0 = No evident anxiety (no fears, startle responses, or nervousness)

1 = Mild signs of anxiety during specific activities

2 = Marked anxiety in response to more than one activity, or multiple times throughout ADOS-2

CODE → ALGORITHM SCORE CONVERSION

This table is used for ALL modules to convert raw protocol scores into algorithm scores for the diagnostic classification.

Raw Code	Algorithm Score	Notes
0	0	Within normal limits
1	1	Rare or possible abnormality
2	2	Clear abnormality
3	2	Markedly abnormal → converted to 2 in algorithm
4	—	Module T/1 only — spontaneous words; not used in algorithm total
7	0	Abnormal type not in standard coding → treated as 0
8	0	Not applicable → treated as 0
9	0	Cannot be coded → treated as 0

ADOS-2

MODULE 1

Child ID / Name: _____

Assessment Date: _____

Date of Birth: _____

Examiner: _____

Sex: _____

Chronological Age: _____

ADOS-2 Diagnostic Algorithm — Pre-Verbal / Single Words (Ages 31 months+)

Note: Scores of 3 in protocol → algorithm score of 2. All non 0-3 scores → 0.

CODE → ALGORITHM SCORE CONVERSION:

0→0

1→1

2→2

3→2

7→0

8→0

9→0

MODULE 1 — ALGORITHM SCORE

A COMMUNICATION

Item	Score
(A-2) Frequency of spontaneous vocalization directed to others	
(A-5) Stereotyped / idiosyncratic use of words or phrases	
(A-6) Use of another's body	
(A-7) Pointing	
(A-8) Gestures	
Total Communication	(Cutoff: Autism=4 Autism Spectrum=2)

B RECIPROCAL SOCIAL INTERACTION

Item	Score
(B-1) Unusual eye contact	
(B-3) Facial expressions directed to others	
(B-5) Sharing during interaction	
(B-9) Showing	
(B-10) Spontaneous initiation of joint attention	
(B-11) Response to joint attention	
(B-12) Quality of social initiations	
Total Social Interaction	(Cutoff: Autism=7 Autism Spectrum=4)

Total Communication + Social Interaction	(Autism=12 Spectrum=7)
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C PLAY

Item	Score
(C-1) Functional play with objects	
(C-2) Imagination and creativity	
Total Play	

D STEREOTYPED BEHAVIORS AND RESTRICTED INTERESTS

Item	Score
(D-1) Unusual sensory interest in materials or persons	
(D-2) Repetitive movements of hands, fingers, etc.	
(D-4) Repetitive interests or stereotyped behaviors	
Total Stereotyped Behaviors and Restricted Interests	

DIAGNOSIS

ADOS Classification:

Overall Diagnosis:

Clinical Notes:

ADOS-2 COMPARISON SCORE SCALE

10 – 9 – 8

High level of ASD-associated symptoms relative to other individuals of the same age and language level.

7 – 6 – 5

Moderate level of ASD-associated symptoms.

4 – 3

Low level of ASD-associated symptoms.

2 – 1

Minimal or no evidence of ASD-associated symptoms.

MODULE 2

PHRASE SPEECH | Any age with phrase-level language

MODULE 2 — PHRASE SPEECH

Any age using phrase speech but not yet fluent; or verbally fluent children under age 3

ACTIVITIES

1. Construction task
2. Response to name
3. Symbolic play
4. Joint interactive play
5. Conversation
6. Response to joint attention
7. Demonstration task
8. Picture description
9. Telling a story from a book
10. Free play
11. Birthday party
12. Snack time
13. Anticipation of routine with objects
14. Bubble play

ACTIVITY OBSERVATION FOCUS

1. Construction Task

Observe behavior during a structured activity. Goal: create a potential difficulty so the child must ask for help. NOT to assess knowledge, motor, or visuospatial skills.

2. Response to Name

Same as Module 1: hierarchy from examiner name-call → caregiver name-call → familiar sound → touch.

3. Symbolic Play

Observe level of symbolic and imaginative play, flexibility, creativity, independence of play from adult direction.

ACTIVITY OBSERVATION FOCUS

4. Joint Interactive Play

Observe reciprocal engagement, turn-taking, joint attention initiation and response.

5. Conversation

Assess reciprocal exchange quality, topic maintenance, initiation of conversational turns, social use of language.

6. Response to Joint Attention

Same as Module 1 — remote-controlled toy.

7. Demonstration Task

Ask child to demonstrate an everyday action. Observe use of gesture, sequential description, narrative language quality.

ACTIVITY OBSERVATION FOCUS

8. Picture Description

Assess narrative quality, vocabulary breadth, detail, organizational structure.

9. Telling a Story from a Book

Observe sequential narrative, dialog construction, language quality, use of character voices or perspectives.

10. Free Play

Observe spontaneous play choices, play level, social engagement when unstructured.

11. Birthday Party

Same as Module 1 — observe symbolic play, affect, social engagement.

A1 — OVERALL LEVEL OF NON-ECHOLALIC LANGUAGE

SCORE

This item rates the complexity of spontaneous expressive language. Rating should reflect majority of utterances.

0 = Speech of 3+ word non-echolalic phrases; some grammatical markings (plurals, verb tenses)

1 = Speech mainly of 2–3 word phrases; few grammatical markings

2 = Only occasional phrases; most utterances are isolated words

3 = Only isolated words, or no verbal language

7 = All speech is echolalic (immediate or delayed), with or without communicative intent

A2 — SOCIAL PROPOSALS / MAINTAINING ATTENTION

SCORE

Focus is on the NUMBER of the child's attempts to gain, maintain, or direct the examiner's attention OR to direct attention to objects of the child's interest. Do NOT rate quality of non-verbal attempts here.

0 = Frequent attempts to gain or maintain examiner's attention, OR direct examiner to objects/actions of interest

1 = Some attempts as above, but less frequently or in fewer contexts (e.g., only tries to direct behavior)

2 = Child shows relatively little concern about whether examiner is paying attention; makes few attempts

7 = Unusually frequent, intensive, or excessive attention demands outside of structured ADOS tasks

A3 — SPEECH IRREGULARITIES (INTONATION / VOLUME / RATE / FLUENCY)

SCORE

Focus on irregularities that are specific to autism. Rate relative to the participant's expressive language level.

0 = Appropriately varied intonation; reasonable volume; normal rate; regular rhythm coordinated with breathing

1 = Little variation in pitch/tone; flat or exaggerated but not obviously peculiar; OR slightly unusual volume; OR somewhat slow, fast, or irregular

2 = Clearly unusual speech: slow/halting; inadequately rapid/irregular; markedly flat ("mechanical"); consistently abnormal volume

7 = Stuttering or other fluency disorder

8 = N/A — insufficient phrase speech to evaluate intonation/rhythm/rate

A4 — IMMEDIATE ECHOLALIA

SCORE

0 = Never or rarely repeats others' speech

1 = Occasional echo

2 = Frequently repeats words/phrases; also shows some spontaneous language (may be stereotyped)

3 = Speech consists essentially of immediate echolalia

8 = N/A — limited vocabulary

A5 — STEREOTYPED / IDIOSYNCRATIC WORDS OR PHRASES

SCORE

0 = Never or almost never

1 = Slightly more repetitive than typical; occasional stereotyped vocalizations

2 = Uses stereotyped vocalizations alongside other language

3 = Frequently uses rare/stereotyped speech; rarely uses spontaneous natural speech

8 = Limited language

A6 — CONVERSATION

SCORE

Rates the degree of reciprocal conversation during the session.

0 = Engages in genuinely reciprocal conversation; exchanges continue naturally across several turns

1 = Some reciprocal exchange; conversation may be somewhat limited or one-sided

2 = Mostly one-sided; very little reciprocal conversational exchange

3 = No conversational exchange with examiner

B1 — UNUSUAL EYE CONTACT (MODULE 2)

SCORE

Requires distinguishing clear, socially regulated, appropriate eye contact from gaze that is limited in flexibility, context, or appropriate use.

0 = Appropriate eye contact with subtle modulation used in conjunction with other forms of communication

2 = Uses poorly modulated eye contact to initiate, terminate, or regulate social interaction

B2 — FACIAL EXPRESSION DIRECTED TO OTHERS (MODULE 2)

SCORE

Rating should indicate whether expressions are directed at another person with intent to communicate affect. Appropriate expressions should be rated even if somewhat unusual.

0 = Directs a range of appropriate facial expressions to caregiver or examiner to communicate emotional/cognitive states

1 = Some expressions directed to examiner/caregiver — limited

2 = Rarely or never directs appropriate facial expressions to others

B3 — SHARING PLEASURE DURING INTERACTION (MODULE 2)

SCORE

0 = Shows clear shared enjoyment with examiner across contexts

1 = Shows sharing within context; clearly directed to examiner during interactions

2 = Little or no sharing with examiner; but shows sharing in own activities or with caregiver

3 = Little or no expressive sharing; little interest in games, toys, or play

B4 — RESPONSE TO NAME (MODULE 2)

SCORE

0 = Looks at examiner; establishes eye contact immediately

1 = Looks and establishes contact after ~1 second

2 = No eye contact after name called; briefly shifts orientation; or looks when familiar vocalization made

3 = No eye contact

B5 — SHOWING (MODULE 2)

SCORE

0 = Spontaneously shows toys or objects during the session

1 = Shows objects partially or inconsistently (without coordinating eye contact)

2 = Does not show objects

B6 — SPONTANEOUS INITIATION OF JOINT ATTENTION (MODULE 2)

SCORE

0 = Clearly integrated eye contact to direct adult's attention to out-of-reach object; integrated with pointing or vocalization

1 = Partial reference to out-of-reach object to direct adult's attention

2 = No approach to spontaneous joint attention initiation

B7 — RESPONSE TO JOINT ATTENTION (MODULE 2)

SCORE

-
- 0 = Establishes eye contact with examiner upon single stimulus
 - 1 = Follows examiner's action and makes eye contact with the object
 - 2 = No eye contact with examiner or pointing; but looks at object when prompted
 - 3 = No eye contact with object even when it is being used

B8 — QUALITY OF SOCIAL INITIATIONS (MODULE 2)

SCORE

Synthesis item focusing on QUALITY of attempts to initiate social interaction, not frequency.

0 = Effective verbal or non-verbal means to make clear social overtures; appropriate to context

1 = Restricted to personal demands or strong interests; some effort to involve examiner

2 = Initiations vary by context; some clearly inappropriate initiations

3 = No identifiable social initiations

B9 — QUALITY OF SOCIAL RESPONSE (MODULE 2)

SCORE

0 = Appropriate range of responses varied by social situation

1 = Relates to most social contexts but in limited or inappropriate manner

2 = Stereotyped, few, poorly varied, and context-inappropriate responses

3 = Minimal or absent responses to examiner's stimuli

B10 — QUANTITY OF RECIPROCAL SOCIAL COMMUNICATION (MODULE 2)

SCORE

0 = Frequent reciprocal social exchanges with examiner across activities

1 = Some reciprocal exchanges but limited in frequency or contexts

2 = Few reciprocal exchanges; mostly one-directional

3 = Minimal or no reciprocal social communication

B11 — OVERALL QUALITY OF THE RELATIONSHIP (MODULE 2)

SCORE

0 = Interaction between child and examiner is pleasant and appropriate to developmental context

1 = Interaction is pleasant but not continuous; some behavior appears mechanical or inappropriate

2 = Systematic interaction; session is slightly uncomfortable

3 = Child demonstrates little interaction with examiner

C — PLAY (MODULE 2)

SCORE

**C1 — Functional Play with Objects

0 = Spontaneously plays functionally with a variety of toys

1 = Some spontaneous functional play with at least 1 toy

2 = Plays appropriately only with cause-and-effect or construction toys

3 = No play, or only stereotyped play

**C2 — Imagination and Creativity

0 = Spontaneously uses doll/object as independent agent or in symbolic play

1 = Spontaneous symbolic play with doll or objects

2 = Imitates symbolic play; no spontaneous play

3 = No spontaneous or imitated play

D — STEREOTYPED BEHAVIORS (MODULE 2)

SCORE

****D1 — Unusual Sensory Interest:**

0=None 1=Possible/non-specific 2=Clear interest 3=Pervasive/interfering

****D2 — Complex Hand/Finger Mannerisms:**

0=None 1=Unusual movements 2=Rapid/twisting 3=Frequent across tasks

****D3 — Self-Injurious Behavior:**

0=None 1=One incident 2=More than one

****D4 — Repetitive Interests / Stereotyped Behaviors:**

0=None 1=One behavior in one activity 2=Affects tasks but redirectable 3=Distress when redirected

E — OTHER ABNORMAL BEHAVIORS (MODULE 2)

SCORE

**E1 — Overactivity:

0=Calm 1=Appropriate to play activities 2=More agitated than peers 3=Continuous energetic movement 4=Very still

**E2 — Tantrums / Aggression / Disruptive:

0=None 1=Mild 2=More than one disruptive behavior 3=Marked/repetitive

**E3 — Anxiety:

0=None evident 1=Mild signs during specific activities 2=Marked across multiple activities

ADOS-2

MODULE 2

Child ID / Name: _____

Assessment Date: _____

Date of Birth: _____

Examiner: _____

Sex: _____

Chronological Age: _____

ADOS-2 Diagnostic Algorithm — Phrase Speech (Any age)

Note: Scores of 3 in protocol → algorithm score of 2. All non 0-3 scores → 0.

CODE → ALGORITHM SCORE CONVERSION:

0→0

1→1

2→2

3→2

7→0

8→0

9→0

MODULE 2 — ALGORITHM SCORE

A COMMUNICATION

Item	Score
(A-2) Social proposals / maintaining attention	
(A-5) Stereotyped / idiosyncratic use of words or phrases	
(A-6) Conversation	
(A-7) Pointing	
(A-8) Descriptive, conventional, instrumental, or informational gestures	
Total Communication	(Cutoff: Autism=5 Autism Spectrum=3)

B RECIPROCAL SOCIAL INTERACTION

Item	Score
(B-1) Unusual eye contact	
(B-2) Facial expression directed to others	
(B-6) Spontaneous initiation of joint attention	
(B-8) Quality of social initiations	
(B-9) Quality of social response	
(B-10) Quantity of reciprocal social communication	
(B-11) Overall quality of the relationship	
Total Social Interaction	(Cutoff: Autism=6 Autism Spectrum=4)

Total Communication + Social Interaction	(Autism=12 Spectrum=8)
---	------------------------------------

C PLAY

Item	Score
(C-2) Imagination and creativity	_____
Total Play	_____

D STEREOTYPED BEHAVIORS AND RESTRICTED INTERESTS

Item	Score
(D-1) Unusual sensory interest in materials or persons	_____
(D-2) Complex hand/finger mannerisms	_____
(D-4) Repetitive interests or stereotyped behaviors	_____
Total Stereotyped Behaviors and Restricted Interests	_____

DIAGNOSIS

ADOS Classification: _____

Overall Diagnosis: _____

Clinical Notes:

ADOS-2 COMPARISON SCORE SCALE

10 – 9 – 8

High level of ASD-associated symptoms relative to other individuals of the same age and language level.

7 – 6 – 5

Moderate level of ASD-associated symptoms.

4 – 3

Low level of ASD-associated symptoms.

2 – 1

Minimal or no evidence of ASD-associated symptoms.

MODULE 3

VERBALLY FLUENT | Children & Adolescents

MODULE 3 — VERBALLY FLUENT (CHILDREN & ADOLESCENTS)

Verbally fluent children and adolescents (generally under 16 years)

ACTIVITIES

1. Construction task
2. Make-believe play
3. Joint interactive play
4. Demonstration task
5. Picture description
6. Telling a story from a book
7. Cartoons
8. Reporting and conversation
9. Emotions
10. Social difficulties
11. Break
12. Friends and marriage
13. Loneliness
14. Creating a story

ACTIVITY OBSERVATION FOCUS

1. Construction Task

Same as Module 2: create a difficulty so participant asks for help.

2. Make-Believe Play

Observe level of imagination, flexibility, narrative richness, self-initiated elaboration.

3. Joint Interactive Play

Observe reciprocal engagement, turn-taking, perspective-taking.

4. Demonstration Task

Ask participant to demonstrate an everyday action using materials. Observe gesture, language, sequential description.

ACTIVITY OBSERVATION FOCUS

5. Picture Description

Narrative quality, vocabulary, level of detail, story organization.

6. Story from a Book

Sequential narrative, dialog construction, language quality, inference.

7. Cartoons

Observe how participant narrates a sequence after watching cartoons. Does the narration use gestures? Is it organized?

8. Reporting and Conversation

Reciprocal exchange, topic persistence, coherent narrative of events.

ACTIVITY OBSERVATION FOCUS

9. Emotions

Emotional intelligence, self-regulation vocabulary, ability to describe internal emotional states.

10. Social Difficulties

Self-awareness of social challenges; adaptive strategies used; understanding the nature of problems.

11. Break

Observe what participant does with free time; social initiation; ability to re-engage.

12. Friends and Marriage

Quality and depth of peer relationships; understanding of social roles; romantic relationship concepts.

ACTIVITY OBSERVATION FOCUS

13. Loneliness

Awareness of loneliness; coping strategies; perspective on others' experiences.

14. Creating a Story

Observe creative use of objects, language fluency, narrative organization, imagination.

A1 — STEREOTYPED / IDIOSYNCRATIC LANGUAGE (MODULE 3)

SCORE

-
- 0 = Never or almost never uses stereotyped words or phrases
 - 1 = Slightly more repetitive than typical; occasional stereotyped language
 - 2 = Uses stereotyped language alongside other communication
 - 3 = Frequently stereotyped; rarely uses spontaneous natural speech
 - 8 = Limited language

A2 — IMMEDIATE ECHOLALIA (MODULE 3)

SCORE

0 = Never or rarely

1 = Occasional echo

2 = Frequent with some spontaneous language

3 = Speech essentially immediate echolalia

8 = N/A

A3 — SPEECH IRREGULARITIES / INTONATION (MODULE 3)

SCORE

0 = Normal intonation, volume, and rate

1 = Slightly flat, exaggerated, or unusual

2 = Clearly unusual — mechanical, abnormal volume, markedly irregular

7 = Stuttering or fluency disorder

8 = N/A

A4 — RECIPROCAL COMMUNICATION (MODULE 3)

SCORE

0 = Effectively engages in two-way conversation; appropriately extended turns

1 = Some reciprocal exchange; turns may be limited or one-sided

2 = Mostly one-sided; limited reciprocal exchange

3 = No conversational exchange

A5 — CONVERSATION QUALITY / SOCIAL CHATTING (MODULE 3)

SCORE

Rates the naturalness and social quality of conversational participation.

- 0 = Engages naturally in social conversation; reciprocal, contextually appropriate
- 1 = Some social conversation but limited; conversations may be somewhat one-sided
- 2 = Conversation is mainly used to obtain desired outcomes; little social chatting
- 3 = No social conversation

B1 — UNUSUAL EYE CONTACT (MODULE 3)

SCORE

Requires distinguishing appropriate gaze from limited, inflexible, or context-inappropriate gaze.

0 = Appropriate; modulated with other communication

2 = Poorly modulated eye contact to initiate/regulate interaction

B2 — FACIAL EXPRESSION DIRECTED TO OTHERS (MODULE 3)

SCORE

0 = Directs range of appropriate expressions to communicate emotional/cognitive states

1 = Some expressions; limited

2 = Rarely or never directs appropriate facial expressions

B3 — RAPPORT AND RESPONSIVENESS (MODULE 3)

SCORE

Rates the general quality of the social relationship established during the session.

- 0 = Interacts in a warm, relaxed, easy manner appropriate to the context
- 1 = Interaction is pleasant but not fluent or easy; occasional awkwardness
- 2 = Interaction is systematically stilted, constrained, or markedly limited
- 3 = Little or no genuine interaction with the examiner

B4 — SHOWING INTEREST / ENJOYMENT IN INTERACTION (MODULE 3)

SCORE

0 = Shows genuine interest in and enjoyment of the interaction with examiner

1 = Shows some interest but limited or inconsistent; may be more focused on tasks than people

2 = Shows little interest in interaction; more interested in own agenda

3 = Shows no interest in interaction

B5 — INSIGHT INTO SOCIAL RELATIONSHIPS (MODULE 3)

SCORE

-
- 0 = Shows appropriate understanding of the nature of social relationships
 - 1 = Some insight but limited; may not understand nuances
 - 2 = Limited insight; descriptions of relationships are concrete or superficial
 - 3 = No evident insight into social relationships

B6 — QUALITY OF SOCIAL OVERTURES (MODULE 3)

SCORE

Synthesis item on QUALITY of social initiatives, not quantity.

0 = Effective, contextually appropriate social overtures

1 = Overtures with specific characteristics; restricted to personal interests

2 = Overtures change by context; some inappropriate initiations

3 = No social overtures

B7 — AMOUNT OF RECIPROCAL SOCIAL COMMUNICATION (MODULE 3)

SCORE

0 = Frequent, varied reciprocal social communication throughout session

1 = Some reciprocal communication; limited or inconsistent

2 = Mostly one-directional; few genuine reciprocal exchanges

3 = Minimal or no reciprocal social communication

D — STEREOTYPED BEHAVIORS & RESTRICTED INTERESTS (MODULE 3)

SCORE

****D1 — Unusual Sensory Interest:**

0=None 1=Possible 2=Clear 3=Pervasive/interfering

****D2 — Complex Hand/Finger Mannerisms:**

0=None 1=Unusual 2=Rapid/twisting 3=Frequent

****D3 — Self-Injurious Behavior:**

0=None 1=One 2=More than one

****D4 — Repetitive Interests or Stereotyped Behaviors:**

0=None 1=One behavior/activity 2=Affects tasks but redirectable 3=Distress when redirected

****D5 — Excessive References to Specific Topics / Unusual Objects:**

0=None 1=Occasional unusual references 2=Clear stereotyped interests affecting communication 3=Marked preoccupation interfering with assessment

E — OTHER ABNORMAL BEHAVIORS (MODULE 3)

SCORE

**E1 — Overactivity:

0=Calm 1=Appropriate 2=More agitated than peers 3=Continuous movement 4=Very still

**E2 — Tantrums / Aggression / Disruptive:

0=None 1=Mild 2=More than one 3=Marked

**E3 — Anxiety:

0=None 1=Mild during specific activities 2=Marked across multiple activities

ADOS-2

MODULE 3

Child ID / Name: _____

Assessment Date: _____

Date of Birth: _____

Examiner: _____

Sex: _____

Chronological Age: _____

ADOS-2 Diagnostic Algorithm — Verbally Fluent — Children & Adolescents

Note: Scores of 3 in protocol → algorithm score of 2. All non 0-3 scores → 0.

CODE → ALGORITHM SCORE CONVERSION:

0→0

1→1

2→2

3→2

7→0

8→0

9→0

MODULE 3 — ALGORITHM SCORE

A COMMUNICATION

Item	Score
(A-1) Stereotyped / idiosyncratic language	
(A-2) Immediate echolalia	
(A-7) Pointing	
(A-8) Descriptive / conventional / instrumental gestures	
Total Communication	(Cutoff: Autism=4 Autism Spectrum=2)

B RECIPROCAL SOCIAL INTERACTION

Item	Score
(B-1) Unusual eye contact	
(B-3) Rapport and responsiveness	
(B-6) Quality of social overtures	
(B-7) Amount of reciprocal social communication	
(B-9) Quality of social response	
Total Social Interaction	(Cutoff: Autism=6 Autism Spectrum=4)

Total Communication + Social Interaction	(Autism=10 Spectrum=7)
--	------------------------------------

C PLAY

Item	Score
(C-1) Functional play with objects	
(C-2) Imagination and creativity	
Total Play	

D STEREOTYPED BEHAVIORS AND RESTRICTED INTERESTS

Item	Score
(D-1) Unusual sensory interest	
(D-2) Complex hand/finger mannerisms	
(D-4) Repetitive interests or stereotyped behaviors	
(D-5) Excessive references to specific topics or unusual objects	
Total Stereotyped Behaviors and Restricted Interests	

DIAGNOSIS

ADOS Classification:

Overall Diagnosis:

Clinical Notes:

ADOS-2 COMPARISON SCORE SCALE

10 – 9 – 8

High level of ASD-associated symptoms relative to other individuals of the same age and language level.

7 – 6 – 5

Moderate level of ASD-associated symptoms.

4 – 3

Low level of ASD-associated symptoms.

2 – 1

Minimal or no evidence of ASD-associated symptoms.

MODULE 4

VERBALLY FLUENT | Adolescents & Adults

MODULE 4 — VERBALLY FLUENT (ADOLESCENTS & ADULTS)

Verbally fluent adolescents and adults

ACTIVITIES

1. Construction task
2. Telling a story from a book
3. Picture description
4. Conversation and narration
5. Work or school
6. Social difficulties
7. Emotions
8. Demonstration task
9. Cartoons / video
10. Break / free time
11. Daily life
12. Friendships, relationships, marriage
13. Loneliness
14. Plans and aspirations
15. Inventing a story

MATERIALS — MODULE 4

****Construction task:**** Building pieces and a printed model (e.g., LEGO kit)

****Telling a story from a book:**** Wordless picture books

****Demonstration tasks:**** Towel and everyday household objects

****Cartoons / video:**** Select content familiar to the individual

****Break / free time:**** Blank paper, games, magazines, etc.

****Inventing a story:**** 6 objects with distinct functions

TASK DESCRIPTIONS — MODULE 4

Construction Task (optional)

Observe behavior during a structured activity. Goal: create a possible difficulty so the participant asks for help — NOT to assess knowledge or visuospatial skills.

Telling a Story from a Book

Evaluate sequential dialogue. Opportunity to build narrative and assess language quality, coherence, and engagement.

Conversation and Everyday Narration

No materials; dialogue only. Observe dialogue construction, language forms, and sequential narration of events.

Work and School

No materials; dialogue only. Observe understanding of social situations, responsibility, and typical relationships.

Demonstration Task

Material: towel. Ask individual to demonstrate everyday tasks (brushing teeth, showering). Observe use of gesture, language quality, sequential description.

Cartoons / Video (optional)

After watching, observe how the individual narrates the sequence of events. Use of gestures, language quality, narrative organization.

SOCIAL DIFFICULTIES & EMOTIONS — MODULE 4

Social Difficulties

What difficulties have you encountered in social relationships?

Observe:

- Difficulty with people, social contexts, and sensations
- Understanding of the nature of those problems
- Whether any internal change was made to handle social situations better

Emotions — Sample Questions

1. What do you like to do to feel happy or joyful?
2. How do you feel when you are happy? What do you do?
3. What do you do when anxious or scared? How does that feel?
4. Do you ever feel tired? What causes it?
5. Most people feel sad sometimes. What do you do when sad?
6. How is it for you to be sad? Can you describe it?
7. When do you feel relaxed and calm? How do you get there?

DAILY LIFE & FREE TIME — MODULE 4

Break / Free Time

Observe what the individual does with free time. Provide games or other resources while you fill in assessment forms.

Observe:

- Autonomy and self-direction
- Smooth return to activities after break
- Resistance when break ends

Daily Life

Observe understanding of everyday situations.

Ask about:

- Money management and paying bills
- Household organization
- Current living situation
- Interpersonal relationships at home
- Sense of responsibility

FRIENDSHIPS, RELATIONSHIPS & LONELINESS — MODULE 4

Friendships & Relationships — Sample Questions

1. Do you have friends? Tell me about them.
2. What do you like to do together? How did you meet?
3. What does being a friend mean to you?
4. Difference between a friend and a coworker/classmate?
5. Do you have a romantic partner? (Name, age, how you met)
6. When did you last see them? What do you do together?
7. Who would you like to live with in the future?

Loneliness

1. Do you feel lonely? Have you ever?
2. Do other people your age feel lonely too?
3. What do you do to feel better?

Plans and Aspirations

Analyze future perspectives. Open-ended questions.

Inventing a Story (6 objects)

Ask individual to create a story using 6 objects with different functions. Observe creative use of objects and language skills.

A1 – A2 — LANGUAGE & COMMUNICATION (MODULE 4)

SCORE

**A1 – Overall Level of Non-Echolalic Oral Language

- 0 = Spontaneous 3+ word phrases with grammatical markings
- 1 = Mainly 2-3 word phrases; few grammatical markings
- 2 = Occasional phrases; mainly isolated words
- 3 = Only isolated words, or no speech
- 7 = All speech echolalic

**A2 – Frequency of Spontaneous Vocalization Directed to Others

- 0 = Multiple pragmatic contexts (conversation, interest, needs)
- 1 = One context only, OR infrequently across contexts
- 2 = Occasional, inconsistent
- 3 = Rarely or never

A3 – A4 — LANGUAGE (MODULE 4)

SCORE

****A3 – Speech Irregularities (Intonation / Volume / Rate)**

0 = Normal 1 = Slightly unusual 2 = Clearly unusual (mechanical, abnormal volume)

7 = Stuttering/fluency disorder 8 = N/A

****A4 – Immediate Echolalia**

0 = Never/rarely 1 = Occasional echo

2 = Frequent but with some spontaneous language

3 = Speech essentially immediate echolalia 8 = N/A – limited vocabulary

A5 – A6 — LANGUAGE (MODULE 4)

SCORE

**A5 – Stereotyped / Idiosyncratic Words or Phrases

0 = Never/almost never 1 = Slightly more repetitive than typical

2 = Uses alongside other language 3 = Frequently; rarely natural speech 8 = Limited

**A6 – Reciprocal Communication / Conversation

0 = Effective two-way conversation; appropriately extended turns

1 = Some reciprocal exchange; may be limited or one-sided

2 = Mostly one-sided; limited reciprocal exchange

3 = No conversational exchange

A7 – A8 — LANGUAGE (MODULE 4)

SCORE

**A7 – Describing Events / Narrative Reporting

0 = Clear, sequential, organized narrative of events

1 = Adequate narrative with minor gaps or limited detail

2 = Fragmented or poorly organized narrative

3 = No recognizable narrative structure

**A8 – Pointing

0 = Points with index finger to distal referents

1 = Points with some eye coordination

2 = Points only near object; no eye coordination

3 = Does not point to objects

B1 – B3 — SOCIAL INTERACTION (MODULE 4)

SCORE

**B1 – Unusual Eye Contact

0 = Appropriate; modulated with other communication

2 = Poorly modulated eye contact

**B2 – Facial Expression Directed to Others

0 = Range of appropriate expressions 1 = Some; limited 2 = Rarely/never

**B3 – Rapport and Responsiveness

0 = Warm, relaxed, easy interaction 1 = Pleasant but not fluent; occasional awkwardness

2 = Systematically stilted or constrained 3 = Little or no genuine interaction

B4 – B7 — SOCIAL INTERACTION (MODULE 4)

SCORE

****B4 – Showing Interest / Enjoyment in Interaction**

0 = Genuine interest 1 = Some; inconsistent 2 = Little interest 3 = None

****B5 – Insight into Social Relationships**

0 = Appropriate understanding 1 = Some; limited 2 = Concrete/superficial 3 = None

****B6 – Quality of Social Overtures**

0 = Effective, contextually appropriate 1 = Restricted to personal interests

2 = Varies; some inappropriate 3 = No social overtures

****B7 – Amount of Reciprocal Social Communication**

0 = Frequent, varied 1 = Some; limited 2 = Mostly one-directional 3 = Minimal/none

D & E — STEREOTYPED BEHAVIORS & OTHER (MODULE 4)

SCORE

****D1 – Unusual Sensory Interest:**

0=None 1=Possible 2=Clear 3=Pervasive

****D2 – Complex Hand/Finger Mannerisms:**

0=None 1=Unusual 2=Rapid/twisting 3=Frequent

****D3 – Self-Injurious Behavior:**

0=None 1=One 2=More than one

****D4 – Repetitive Interests / Stereotyped Behaviors:**

0=None 1=One in one activity 2=Affects tasks but redirectable 3=Distress when redirected

****D5 – Excessive References to Specific Topics:**

0=None 1=Occasional 2=Clear stereotyped 3=Marked preoccupation

****E1 – Overactivity: E2 – Tantrums/Aggression: E3 – Anxiety:**

Same criteria as Module 3

SCORING SHEET — MODULE 4 (Part 1: A & B)

A — Language & Communication

- A1 – Overall level of non-echolalic oral language _____
- A2 – Frequency of spontaneous vocalization to others _____
- A3 – Speech irregularities (intonation/volume/rate) _____
- A4 – Immediate echolalia _____
- A5 – Stereotyped / idiosyncratic words or phrases _____
- A6 – Reciprocal communication / conversation _____
- A7 – Describing events / narrative reporting _____
- A8 – Pointing _____

B — Reciprocal Social Interaction

- B1 – Unusual eye contact _____
- B2 – Facial expression directed to others _____
- B3 – Rapport and responsiveness _____
- B4 – Interest / enjoyment in interaction _____
- B5 – Insight into social relationships _____
- B6 – Quality of social overtures _____
- B7 – Amount of reciprocal social communication _____

D — Stereotyped Behaviors / Restricted Interests

- D1 – Unusual sensory interest _____
- D2 – Complex hand/finger mannerisms _____
- D3 – Self-injurious behavior _____
- D4 – Repetitive interests / stereotyped behaviors _____
- D5 – Excessive references to specific topics _____

E — Other Abnormal Behaviors

- E1 – Overactivity / activity level _____
- E2 – Tantrums / aggression / disruptive _____
- E3 – Anxiety _____

TOTALS

- Communication + Social Interaction Total _____
- Restricted & Repetitive Behaviors Total _____
- Comparison Score (CS) 1–10 _____

ADOS-2

MODULE 4

Child ID / Name: _____

Assessment Date: _____

Date of Birth: _____

Examiner: _____

Sex: _____

Chronological Age: _____

ADOS-2 Diagnostic Algorithm — Verbally Fluent — Adolescents & Adults

Note: Scores of 3 in protocol → algorithm score of 2. All non 0-3 scores → 0.

CODE → ALGORITHM SCORE CONVERSION:

0→0

1→1

2→2

3→2

7→0

8→0

9→0

MODULE 4 — ALGORITHM SCORE

A COMMUNICATION

Item	Score
(A-1) Overall level of non-echolalic oral language	_____
(A-2) Frequency of spontaneous vocalization directed to others	_____
(A-3) Speech irregularities (intonation/volume/rate)	_____
(A-5) Stereotyped / idiosyncratic words or phrases	_____
Total Communication	_____ (Cutoff: Autism=4 Autism Spectrum=2)

B RECIPROCAL SOCIAL INTERACTION

Item	Score
(B-1) Unusual eye contact	_____
(B-3) Rapport and responsiveness	_____
(B-6) Quality of social overtures	_____
(B-7) Amount of reciprocal social communication	_____
(B-9) Quality of social response (overall)	_____
Total Social Interaction	_____ (Cutoff: Autism=6 Autism Spectrum=4)

Total Communication + Social Interaction	_____ (Autism=10 Spectrum=7)
--	------------------------------

C PLAY

Item	Score
(C-1) Functional play / imaginative use of materials	_____
(C-2) Imagination and creativity	_____
Total Play	_____

D STEREOTYPED BEHAVIORS AND RESTRICTED INTERESTS

Item	Score
(D-1) Unusual sensory interest	_____
(D-2) Complex hand/finger mannerisms	_____
(D-4) Repetitive interests or stereotyped behaviors	_____
(D-5) Excessive references to specific topics or unusual objects	_____
Total Stereotyped Behaviors and Restricted Interests	_____

DIAGNOSIS

ADOS Classification: _____

Overall Diagnosis: _____

Clinical Notes:

ADOS-2 COMPARISON SCORE SCALE

10 – 9 – 8

High level of ASD-associated symptoms relative to other individuals of the same age and language level.

7 – 6 – 5

Moderate level of ASD-associated symptoms.

4 – 3

Low level of ASD-associated symptoms.

2 – 1

Minimal or no evidence of ASD-associated symptoms.

MODULE T

TODDLER MODULE | Ages 12 to 30 months

MODULE T — TODDLER MODULE (12–30 MONTHS)

Age range: 12 to 30 months | Language: No speech to simple phrases

MATERIALS

- Batteries for remote-controlled toy
- Food and drink (two types)
- Plates, napkins, disposable utensils
- Spill-proof cup
- All materials from Module 1

ACTIVITIES — MODULE T

1. Free play
 - 1a. Free play with ball
2. Toy blocking
3. Response to name
4. Bubble play
 - 4a. Jokes / playful routine
5. Anticipation of routine with objects
 - 5a. Impossible game
6. Anticipation of a social routine
7. Response to joint attention
8. Response to social smile
9. Bath time
10. Functional or symbolic imitation
11. Snack time
12. Free observation (no direction)

ACTIVITY OBSERVATION FOCUS

1. Free Play

Three foci: (1) Does the child spontaneously seek interaction with caregiver? (2) Does the child explore materials symbolically or functionally? (3) How long does the child stay engaged vs. jumping between objects or engaging in repetitive actions?

1a. Free Play with Ball

Assess functionality, vocalizations, eye contact, and social expressions during ball play.

2. Toy Blocking

Observe frustration tolerance: does the child develop communication strategies, emit sounds, or use eye contact to request help?

ACTIVITY OBSERVATION FOCUS

3. Response to Name

Hierarchy: (a) examiner name-call only, (b) caregiver name-call, (c) caregiver makes familiar sound or physical-contact call, (d) physical touch. Observe consistency of response.

4. Bubble Play

Observe: affect, joint attention initiation, pleasure sharing, requesting, and motor behavior. Spontaneous JA requires gaze shift from object to person to object without apparent goal other than sharing.

4a. Jokes / Playful Routine

Observe child's response to humor and playful routines; anticipatory behavior; social reciprocity.

ACTIVITY OBSERVATION FOCUS

5. Routine with Objects (Surprise Box)

Observe: emotions, joint attention, shared attention, requesting, motor responses, stereotypies or repetitive behaviors during anticipation.

5a. Impossible Game

Present a toy that cannot be operated. Observe if child communicates for help, strategy use, frustration management.

6. Social Routine (Baby Blanket / Peek-a-Boo)

Observe: child's focus on social aspect, affect, whether child anticipates routine and engages proactively. Attend to eye contact, facial expressions, vocalizations, and gestures.

ACTIVITY OBSERVATION FOCUS

7. Response to Joint Attention (Remote-Controlled Toy)

Eye contact, shared attention, whether the child points, sound emission, language, motor aspects.

8. Response to Social Smile

How does the child react to social smiles? Is the response immediate or delayed? Does the child make eye contact?

9. Bath Time (Doll)

Materials: doll, tub, towels, small balls, container, bath toys, baby mat, blocks. Give the doll a bath. Observe: social routine integration, functionality, affectivity, imitation, use of non-functional objects.

ACTIVITY OBSERVATION FOCUS

10. Functional or Symbolic Imitation

Objects: toy car, frog, cup, airplane, plastic flower, cylindrical block. Perform actions for child to imitate. Observe quality and spontaneity of imitation.

11. Snack Time

Disposable materials, food, liquid. Observe: food preference, functional use of objects, requesting behavior.

12. Free Observation (No Direction)

Allow child to play freely while ignoring them. Observe autonomy, self-direction, type of play, and behavior in absence of adult structure.

CODING — MODULE T

Module T uses the same coding items as Module 1 (A1–A8, B1–B16, C1–C2, D1–D4, E1–E3).

Please refer to the Module 1 coding guides for full scoring criteria for each item.

****Key difference from Module 1:**** Module T is administered to younger toddlers (12–30 months) and the activities are specifically adapted for this developmental level. Some scoring thresholds may reflect lower developmental expectations.

Complete the coding only after the entire session has ended. Use the same coding sheet format as Module 1.

A1 — OVERALL LEVEL OF NON-ECHOLALIC ORAL LANGUAGE

SCORE

This item rates the complexity of spontaneous expressive language produced during the session. The rating should reflect the majority of utterances, not the most complex.

0 = Speech consisting of non-echolalic phrases of 3+ words, with some grammatical markings (plurals, verb tenses)

1 = Speech consisting mainly of 2–3 word phrases; few or no grammatical markings

2 = Only occasional phrases; most utterances are isolated words

3 = Only isolated words, or absence of verbal language

4 = Spontaneous use of words or word approximations (Module T/1 only)

7 = All speech is echolalic (immediate or delayed), with or without communicative intent

A2 — FREQUENCY OF SPONTANEOUS VOCALIZATION DIRECTED TO OTHERS

SCORE

This item rates the amount of vocalization socially directed to others. Include conversation, friendly vocalization, and vocalizations expressing needs.

0 = Directs vocalizations to caregiver or examiner in multiple pragmatic contexts (conversation, expressing interest, expressing needs)

1 = Directs vocalizations consistently in one context only, OR infrequently across contexts; few vocalizations

2 = Occasionally directs vocalizations inconsistently across a limited range of contexts; may include crying/whining from frustration

3 = Vocalizations almost never seem directed to caregiver or examiner, OR rarely or never vocalizes

A3 — INTONATION OF VOCALIZATIONS / VERBALIZATIONS

SCORE

A general item directed at all vocalizations or verbalizations, including crying and whining.

0 = Normal intonation with appropriate variation; no peculiarities

1 = Little variation in pitch/tone; somewhat flat or exaggerated intonation, OR occasionally peculiar

2 = Unusual intonation for any of these reasons: slow/halting; inadequately rapid/irregular; markedly flat or absent intonation ("mechanical"); consistently abnormal volume

8 = N/A — insufficient vocalizations to evaluate intonation

A4 — IMMEDIATE ECHOLALIA

SCORE

Rates the child's immediate repetition of the last phrase or series of phrases said by examiners, parents, or caregivers. Do NOT include repetitions used as a response acknowledgment or as memory strategies in specific tasks.

0 = Never or rarely repeats others' speech

1 = Occasional echo of language

2 = Frequently repeats words or phrases, but also shows some spontaneous language (may be stereotyped)

3 = Speech consists essentially of immediate echolalia

8 = N/A — limited vocabulary (no echolalia observed but vocabulary insufficient to assess)

A5 — STEREOTYPED / IDIOSYNCRATIC USE OF WORDS OR PHRASES

SCORE

0 = Never or almost never uses stereotyped words or phrases

1 = Use of words/phrases tends to be more repetitive than typical for the same expressive language level; occasionally produces stereotyped vocalizations or uses unusual words

2 = Uses stereotyped vocalizations, rare/idiosyncratic words and phrases, alongside additional language

3 = Frequently uses rare or stereotyped speech; rarely uses spontaneous non-stereotyped speech

8 = Limited language

A6 — USE OF ANOTHER'S BODY

SCORE

0 = Does NOT use another person's body to achieve a concrete objective (e.g., to manipulate an object), except when other strategies have already failed

1 = Takes an adult's hand and leads them to different locations — without coordinated eye contact — to achieve concrete goals

2 = Places the adult's hand or another body part on an object

8 = Scarce or absent spontaneous communication

A7 — POINTING

SCORE

0 = Points with index finger to show a visual referent — to objects that are clearly at a distance — with a visual referent directed toward the examiner

1 = Points to refer to objects, with some eye coordination

2 = Points only when close to the object, without eye coordination

3 = Does not point to objects

A8 — GESTURES

SCORE

0 = Spontaneous use of different types of gestures (descriptive, conventional, emotional, or instrumental)

1 = Spontaneous use of descriptive, conventional, instrumental, or emotional gestures, but exaggerated or limited

2 = No spontaneous use of appropriate gestures; OR gestures used inappropriately (e.g., uses "more" gesture to mean "stop")

8 = N/A — limited by severe motor difficulty

B1 — EYE CONTACT

SCORE

This item requires distinguishing clear, socially regulated, appropriate eye contact used for a variety of purposes from gaze that is limited in flexibility, context, or appropriate use. If the child is initially shy but their gaze changes markedly as they become more comfortable, do not base the rating on initial impressions. If eye contact does not improve, base the rating on what is observed.

0 = Appropriate eye contact with subtle modulation used in conjunction with other forms of communication

2 = Uses poorly modulated eye contact to initiate, terminate, or regulate a social interaction

B2 — RESPONSIVE SOCIAL SMILE

SCORE

0 = Smiles in response to another's social smile and related stimuli

1 = Partial smile or delayed; smiles after 2+ social smile stimuli from another person

2 = Smiles partially or fully only after being tickled or in response to repeated physical action with a physical component

3 = Does not smile in response to another person's smile

B3 — FACIAL EXPRESSIONS DIRECTED TO OTHERS

SCORE

Rating should indicate whether the child's expressions are directed at another person with intent to communicate affect. Expressions directed at objects or not directed at anyone are not rated here. Appropriate expressions should be rated even if they are somewhat unusual.

0 = Directs various appropriate facial expressions to caregiver or examiner with intent to communicate emotional/cognitive states

1 = Directs some facial expressions to examiner — limited expressions

2 = Rarely or never directs appropriate facial expressions to others

B4 — INTEGRATION OF EYE CONTACT AND OTHER BEHAVIORS DURING SOCIAL INITIATIONS

SCORE

-
- 0 = Effectively uses eye contact together with words/vocalizations or gestures to communicate social intent
 - 1 = Uses eye contact and other strategies independently (rather than together) to communicate social intent
 - 2 = Uses eye contact OR other strategies (vocalizations, gestures) to communicate social intent
 - 3 = Does not use eye contact or other strategies to communicate social intent; or no social initiation present

B5 — SHARING DURING INTERACTION

SCORE

0 = Shows clear signs of sharing with the examiner across the widest possible range of activities

1 = Shows appropriate sharing within context and interactions, or provides a clear sign of sharing directed at examiner during an interaction

2 = Shows little or no sharing with examiner, but shows sharing in own activities, with caregiver, or with material components

3 = Shows little or no expressive sharing during the session, or little interest in games, toys, or play

B6 — RESPONSE TO NAME

SCORE

A name prompt is defined as a name call only. An orienting prompt (pointing, tapping) is not included in this count.

0 = Looks at examiner; establishes eye contact immediately on at least one of the first two name-call attempts

1 = Looks and establishes contact after ~1 second via the name-call stimulus; OR looks at examiner immediately after 3rd or 4th name-call

2 = No eye contact after being called by name 6 times; briefly shifts orientation (without eye contact); OR looks at least once when something interesting/familiar is vocalized

3 = No eye contact after purely verbal/vocal attempts to gain attention

B7 — REQUESTING

SCORE

Requesting is defined by a conventional indication — through gesture, vocalization, facial expression, or other means — of the child's desire for a particular object or action. Snack items or leaving the room are excluded.

0 = Displays appropriate integration of eye contact with at least one other behavior (vocalization, gesture, or giving object) to request

1 = Uses one or more of the behaviors above but WITHOUT integrating eye contact. Includes giving object without looking; looking without another behavior; brief requests without persistence

2 = Does not request directly; uses some physical means (leads examiner's hand to object or to self)

3 = May participate in routines or attempt to request objects via vocalizations/other actions, but makes no specific requests

B8 — GIVING

SCORE

0 = Spontaneously gives toys or objects to others in multiple contexts with the purpose of sharing

1 = Gives objects to receive help or as part of a routine; may occur in specific contexts but repeats spontaneously without being specifically prompted

2 = Never or almost never gives anything to another person

B9 — SHOWING

SCORE

0 = Spontaneously shows play or objects during the session

1 = Shows toys or objects partially or inconsistently (shows objects without coordinating eye contact)

2 = Does not show objects

B10 — SPONTANEOUS INITIATION OF JOINT ATTENTION

SCORE

0 = Uses clearly integrated eye contact to direct an adult's attention to an out-of-reach object; eye contact is integrated with pointing or vocalization

1 = Makes a partial reference to an out-of-reach object with the intent to direct an adult's attention

2 = No approach to spontaneous joint attention initiation to direct the adult's attention

B11 — RESPONSE TO JOINT ATTENTION

SCORE

-
- 0 = Establishes eye contact with examiner upon a single stimulus (direct eye contact)
 - 1 = Follows examiner's gesture and makes eye contact with the object
 - 2 = No eye contact with examiner or pointing to an object, but looks at object when prompted
 - 3 = No eye contact with the object even when it is being used

B12 — QUALITY OF SOCIAL INITIATIONS

SCORE

Synthesis item focusing on QUALITY of the child's attempts to initiate social interaction, not frequency. Attend to form of initiations and adjustment to social context. Rating should reflect majority of attempts, not only the best ones.

- 0 = Effective use of verbal or non-verbal means to make clear social overtures; appropriate to context
- 1 = Initiations restricted to personal demands or strong interests; some effort to involve the examiner
- 2 = Social initiations change by context; some clearly inappropriate initiations
- 3 = No identifiable social initiations

B13A / B13B — QUANTITY OF SOCIAL INITIATIONS / MAINTAINING ATTENTION

SCORE

**B13A — EXAMINER

0 = Frequent attempts to capture or maintain examiner's attention or direct to objects/actions

1 = Some attempts, but infrequently and in few activities

2 = Attempts only when seeking comfort

3 = Shows little concern for examiner's attention

7 = Frequent, intense, or excessive attention demands

**B13B — CAREGIVER/FAMILY MEMBER

0 = Frequent attempts toward caregiver

1 = Some attempts, infrequent

2 = Attempts only to seek comfort

3 = Little concern for caregiver's attention

7 = Excessive attention demands

8 = Caregiver was NOT present during ADOS-2 administration

B14 — QUALITY OF SOCIAL RESPONSE

SCORE

0 = Displays an appropriate range of responses that vary according to social situations

1 = Relates to most social contexts but in a limited or inappropriate manner; may be negative

2 = Stereotyped responses, few responses, poorly varied, and inappropriate to context

3 = Minimal or absent response to examiner's stimuli

B15 — LEVEL OF ENGAGEMENT (DIFFICULTY)

SCORE

0 = Shows consistent interest in activities presented by examiner

1 = Interacts inconsistently

2 = Interacts with difficulty; examiner makes effort to obtain or maintain interest

3 = Does not interact even when examiner actively tries to elicit interest

B16 — OVERALL QUALITY OF THE RELATIONSHIP

SCORE

0 = The interaction between the child and examiner is pleasant and appropriate within the developmental context of the ADOS-2

1 = The interaction is pleasant but not continuous (at times the child's behavior appears mechanical or inappropriate)

2 = Systematic interaction; session is slightly uncomfortable

3 = The child demonstrates little interaction with the examiner

C1 — FUNCTIONAL PLAY WITH OBJECTS

SCORE

Rates appropriate use of toys or miniatures according to their function. Excludes play occurring in response to direct instructions from caregiver/examiner. Use the next item (Imagination/Creativity) for all play involving a doll.

- 0 = Spontaneously plays with a variety of toys in a conventional manner, recognizes actions by examiner, plays functionally
- 1 = Some spontaneous functional play with at least 1 object (cause-and-effect). NOT: imitations, direct responses, or construction toys
- 2 = Plays appropriately only with cause-and-effect or construction toys; OR imitates representational play demonstrations
- 3 = Does not play with toys, or only stereotyped play

C2 — IMAGINATION AND CREATIVITY

SCORE

0 = Spontaneously uses a doll or other object as an independent agent, OR uses objects to simulate something (utensils to pretend eating)

1 = Spontaneously performs symbolic play with the doll or other objects (feeding doll, giving a hug)

2 = Imitates symbolic play, but no spontaneous symbolic play

3 = No spontaneous or imitated play

D1 — UNUSUAL SENSORY INTEREST IN MATERIALS OR PERSONS

SCORE

Rate the child's interest in sensory aspects of toys or surroundings. If there is a sensory-based preoccupation, it can be coded here.

0 = No unusual sensory interest or sensory-seeking behavior

1 = Several possible sensory interests but non-specific; OR not as clearly defined as score 2

2 = Clear interest in non-functional sensory elements of objects or play materials; OR unusual visual self-examination or examination of others

3 = Evident or unusual sensory-seeking behavior occurring across multiple activities; may interfere with assessment

Specify: _____

D2 — REPETITIVE MOVEMENTS OF HANDS, FINGERS, ETC.

SCORE

0 = None

1 = Unusual or repetitive movements of hands/fingers, or complex movements

2 = Rapid or twisting finger movements, complex stereotyped or postural movements; may be brief

3 = As in score 2, but frequent during the same task; movements repeat across different tasks

D3 — SELF-INJURIOUS BEHAVIOR

SCORE

0 = No self-injury

1 = Self-injury or possible self-injury (e.g., biting, scratching)

2 = More than one self-injurious movement observed

D4 — REPETITIVE INTERESTS OR STEREOTYPED BEHAVIORS

SCORE

0 = No repetitive or stereotyped behavior during ADOS-2 administration

1 = One repetitive or stereotyped interest or behavior present; occurs during one activity

2 = Stereotyped behavior affecting task completion, but attention can be redirected

3 = Child shows distress or agitation when attempts are made to redirect from stereotypies or repetitive movements

E1 — ELEVATED ACTIVITY LEVEL

SCORE

0 = Sits and remains calm when waiting to begin an activity; no restless behavior

1 = Sits and stays appropriately during the activity; in more playful activities shows interactive behavior; gets up occasionally

2 = Restless; more agitated than peers of the same age

3 = Moves continuously and energetically from one side to the other without stopping

4 = Very still; very little movement

E2 — TANTRUMS, AGGRESSION, NEGATIVE OR DISRUPTIVE BEHAVIOR

SCORE

0 = No tantrums, negative, disruptive, or aggressive behavior

1 = Mild example of aggression, tantrum, negativism, or intentional disruptive behavior

2 = More than one intentional disruptive behavior (throwing toys, breaking things); or moderately aggressive; may include loud screaming

3 = Marked or repetitive negativism; tantrums and aggression

E3 — ANXIETY

SCORE

0 = No evident anxiety (no fears, startle responses, or nervousness)

1 = Mild signs of anxiety during specific activities

2 = Marked anxiety in response to more than one activity, or multiple times throughout ADOS-2

QUICK SCORING SHEET — MODULE T

A1 – Language level: ____ A2 – Freq vocalizations: ____ A3 – Intonation: ____

A4 – Immediate echolalia: ____ A5 – Stereotyped speech: ____ A6 – Use of body: ____

A7 – Pointing: ____ A8 – Gestures: ____

B1 – Eye contact: ____ B2 – Social smile: ____ B3 – Facial expressions: ____

B4 – Eye contact integration: ____ B5 – Sharing: ____ B6 – Response to name: ____

B7 – Requesting: ____ B8 – Giving: ____ B9 – Showing: ____

B10 – Spontaneous JA: ____ B11 – Response to JA: ____ B12 – Quality of initiations: ____

B13A – Qty initiations / Examiner: ____ B13B – Qty initiations / Caregiver: ____

B14 – Quality social response: ____ B15 – Engagement level: ____

B16 – Overall quality of relationship: ____

C1 – Functional play: ____ C2 – Imagination / creativity: ____

D1 – Sensory interest: ____ D2 – Repetitive movements: ____

D3 – Self-injury: ____ D4 – Repetitive behaviors: ____

E1 – Activity level: ____ E2 – Tantrums/aggression: ____ E3 – Anxiety: ____

*** COMMUNICATION + SOCIAL TOTAL: ____ | RRB TOTAL: ____ | CS: ____ ***

ADOS-2

MODULE T

Child ID / Name: _____

Assessment Date: _____

Date of Birth: _____

Examiner: _____

Sex: _____

Chronological Age: _____

ADOS-2 Diagnostic Algorithm — Toddler Module (Ages 12–30 months)

Note: Scores of 3 in protocol → algorithm score of 2. All non 0-3 scores → 0.

CODE → ALGORITHM SCORE CONVERSION:

0→0

1→1

2→2

3→2

7→0

8→0

9→0

MODULE T — ALGORITHM SCORE

A COMMUNICATION

Item	Score
(A-2) Frequency of spontaneous vocalization directed to others	
(A-5) Stereotyped / idiosyncratic use of words or phrases	
(A-6) Use of another's body	
(A-7) Pointing	
(A-8) Gestures	
Total Communication	(Cutoff: Autism=4 Autism Spectrum=2)

B RECIPROCAL SOCIAL INTERACTION

Item	Score
(B-1) Unusual eye contact	
(B-3) Facial expressions directed to others	
(B-5) Sharing during interaction	
(B-9) Showing	
(B-10) Spontaneous initiation of joint attention	
(B-11) Response to joint attention	
(B-12) Quality of social initiations	
Total Social Interaction	(Cutoff: Autism=7 Autism Spectrum=4)

Total Communication + Social Interaction	(Autism=12 Spectrum=7)
--	------------------------

C PLAY

Item	Score
(C-1) Functional play with objects	
(C-2) Imagination and creativity	
Total Play	

D STEREOTYPED BEHAVIORS AND RESTRICTED INTERESTS

Item	Score
(D-1) Unusual sensory interest in materials or persons	
(D-2) Repetitive movements of hands, fingers, etc.	
(D-4) Repetitive interests or stereotyped behaviors	
Total Stereotyped Behaviors and Restricted Interests	

DIAGNOSIS

ADOS Classification:

Overall Diagnosis:

Clinical Notes:

ADOS-2 COMPARISON SCORE SCALE

10 – 9 – 8

High level of ASD-associated symptoms relative to other individuals of the same age and language level.

7 – 6 – 5

Moderate level of ASD-associated symptoms.

4 – 3

Low level of ASD-associated symptoms.

2 – 1

Minimal or no evidence of ASD-associated symptoms.

SUPPLEMENTARY

Clinical Guides & References

ADOS-2 COMPARISON SCORE — DETAILED GUIDE

The Comparison Score (CS) allows meaningful comparison of severity across modules and age/language groups.

****Step 1:**** Add algorithm scores for Communication + Social Interaction domain items.

****Step 2:**** Add algorithm scores for Restricted and Repetitive Behaviors (RRB) items.

Comparison Score ranges from 1 to 10:

- 1–2 = Minimal or no ASD-associated symptoms
- 3–4 = Low level of ASD-associated symptoms
- 5–6–7 = Moderate level
- 8–9–10 = High level

****Important:**** The Comparison Score is NOT a diagnosis. Diagnosis requires integrating ADOS-2 results with clinical history, caregiver interview (ADI-R or equivalent), and clinical judgment.

The ADOS-2 is one component of a comprehensive autism evaluation — never used in isolation.

CLINICAL NOTES & REPORT WRITING

Reports must include:

- Child's chronological age and language level used to select the module
- Specific activities administered and key behavioral observations
- Raw scores for each domain and total algorithm scores
- Comparison Score and ADOS classification
- Clinician interpretation integrated with other assessment data

Best practices:

- Describe behaviors qualitatively, not just numerically
- Note any session conditions that may affect validity (illness, unfamiliar setting, recent changes)
- Always clarify the ADOS-2 is one component of a comprehensive evaluation
- Document which activities were completed and any deviations from standard administration

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