Parent-teacher concordance on the Social Responsiveness Scale for children with a putative diagnosis of ASD

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Background

- Constantino et al. reported high concordance (r=0.72 to 0.82) between parents and teachers on the SRS.
- This finding has important implications for measures of autism severity across school and home.
- This finding has not been replicated in socio-economically and culturally diverse settings.

Objectives

- To examine parent-teacher concordance on the SRS in a racially and economically diverse sample of children in a large, urban school district.
- To examine change in parent-teacher concordance over time
- To examine if parent- teacher concordance differs with level of child impairment.

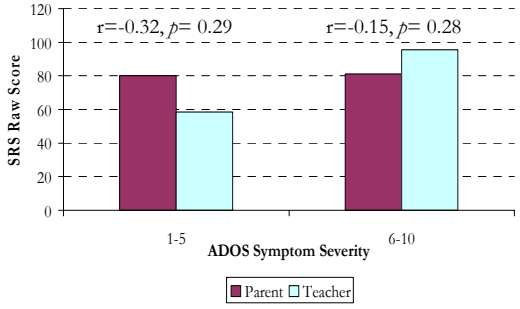
Methods

- Sample of 69 children assessed as part of an ongoing randomized trial in the School District of Philadelphia.
- The Parent and Teacher SRS was administered at baseline and 7 months later.
- A General Demographics Survey was completed by a parent/guardian to confirm the heterogeneity of the sample.
- Children were evaluated with the ADOS to confirm diagnosis.
- ADOS Severity Score used to measure ASD severity.

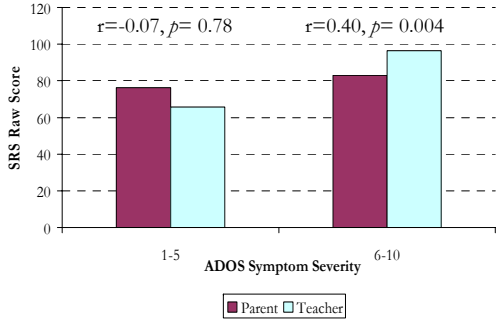
Results

Sample Characteristics	
Male	85.5%
Female	14.5%
Age (median)	6y 5m
Race/ethnicity	
African American	43.5%
Caucasian	39.1%
Hispanic	8.7%
Asian/ Pacific Islander	5.8%
Other	2.9%
Parent respondent	94.2%
Grandparent respondent	5.8%
Single parent household	44.4%
Married parent household	43.6%
Separated/ Divorced/ Other	12.0%
Maternal Level of Education	
No HS diploma	10.1%
HS or GED	36.2%
Some post-secondary	29.0%
College	21.7%
Advanced Degree	1.5%
Unknown	1.5%
Household Income	
< $20,000	33.3%
$20,000- $40,000	23.2%
$40,000-$60,000	18.8%
> $60,000	15.9%
Unknown	8.7%

ADOS Symptom Severity & SRS Score at Baseline



ADOS Symptom Severity & SRS Score at 7 Months



Inter-rater Reliability on SRS Subscales at 7 Months		
	r	*p*
Social Awareness	0.31	0.009
Social Cognition	0.31	0.011
Social Communication	0.30	0.011
Social Motivation	0.32	0.007
Autistic Mannerisms	0.07	0.581

Discussion

- Parent- teacher agreement on the SRS was found to be much lower than previously reported and varied by time, symptom severity, and subscale.
- There was less parent-teacher concordance for children who are less severely affected by autism than for children who are more severely affected.
- Agreement over time worsened for less severely impaired children and improved for more severely impaired children.
- Agreement was moderate for the Social Awareness, Cognition, Communication, and Motivation subscales
- Further research should determine the influence of setting, symptoms and rater characteristics on SRS score

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