

# Appendix 1

## Instruments & Data Collection Forms.

### Developmental Behaviour Checklist (DBC)

Study	N		
Test-Retest Reliability – 2 weeks	63	r = .83	99% CI = .69 - .90
Inter-rater Reliability Parent-Parent	42	ICC=.80	99% CI = .59 - .90
Internal Consistency (Total Score)	1093	a = .941	
Clinician-parent agreement - item meaning	70	97%	
Criterion Group Validity	70	t=7.783	p < .001
Concurrent Validity – DBC/ABS	40	r = 0.86	p < .001
Concurrent Validity – DBC/SIB	40	r = 0.70	p < .001
Concurrent Validity – DBC/Clinician Rating	70	r = 0.81	p < .001
Discriminant Validity – Psychiatric Disturbance	70	Area under ROC Curve =	92%
Readability of the DBC		Flesch Index = 76.2	

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ICC = Intraclass Correlation, CI = Confidence Interval, r = Pearson Correlation, ABS = AAMD Adaptive Behavior Scales - Maladaptive Behaviour Section (Nihira et al 1975) , SIB = Scales of Independent Behavior Problem Behavior Section (Bruininks et al 1984)

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**Table A1.1** Summary of Psychometric Properties of the Developmental Behaviour Checklist (DBC).

# Stimulant Medication Trial Evaluation Sheet

**Child's Name**

**Date of commencement  
of Stimulant Medication  
Trial**

**Date of this Evaluation of  
Response to Stimulant  
Medication**

**Response at  
Home**

Circle a number to indicate response to medication at home  
**0** Don't Know **1** Poor Response **2** Mixed Response **3** Good Response

**Response at  
School**

Circle a number to indicate response to medication at School  
**0** Don't Know **1** Poor Response **2** Mixed Response **3** Good Response

**Other Notes or  
Comments**

**Final Rating of  
Response**

Circle a number to indicate response to medication overall  
**0** Don't Know **1** Poor Response **2** Mixed Response **3** Good Response

## Notes on completing the form

The purpose of the form is to arrive at and record a **Final Rating of Response** to stimulant medication by this child on this trial. Spaces are provided for notes and ratings about **Response at Home** and **Response at School** so that this information can be used to help in making the **Final Rating of Response**.

## DSM-IV Autistic Disorder Checklist

**Child's Name:**

**Assessed by:**

**Date:**

### 1. Qualitative impairment in Social Interaction

- (a) marked impairment in the use of multiple nonverbal behaviours such as eye-to-eye gaze, facial expression, body posture and gestures to regulate social interaction.
- (b) failure to develop peer relationships appropriate to developmental level.
- (c) Lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., by a lack of showing, bringing, or pointing out objects of interest)
- (d) lack of social or emotional reciprocity

### 2. Qualitative impairments in communication

- (a) delay in, or total lack of, the development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime)
- (b) in individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others
- (c) stereotyped and repetitive use of language or idiosyncratic language
- (d) lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level

### 3. Restricted repetitive and stereotyped patterns of behaviour, interests, and activities

- (a) encompassing preoccupation with one or more stereotyped and restricted patterns of interest that abnormal in either intensity or focus
- (b) apparently inflexible adherence to specific, nonfunctional, routines or rituals
- (c) stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting, complex whole-body movements)
- (d) persistent preoccupation with parts of objects

### 4. Delays or abnormal functioning in any of the following areas, with onset prior to age 3 years

- (a) social interaction
- (b) language as used in social communication
- (c) symbolic or imaginative play

#### DSM-IV Autistic Disorder Diagnostic Rule

Diagnose as Autistic Disorder if at least two items from 1., and at least one from each of 2. and 3., and the total number of items from 1., 2., and 3. at least six, and there is at one item from 4.

Autistic Disorder is pre-empted by Retts Disorder and Childhood Disintegrative Disorder.

**DSM-IV Diagnosis:** Autistic /Non Autistic

**Clinical Diagnosis:** Autistic/Non Autistic