

# Cars Assessment For Autism

# Childhood Autism Rating Scale, Second Edition

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CARS-2-ST

Standard Version  
Rating Booklet

Name _____	Caregiver Number _____	Date given _____
Gender _____ Ethnic background _____	Patient's name _____	Date of birth _____
Based on information from _____		Age _____ years _____ months _____ days

**DIRECTIONS:** After rating the 15 items, transfer the ratings from the middle pages to the corresponding spaces below. Sum the ratings to obtain the Total raw score, and indicate the corresponding Severity Group. Circle the Total raw score value in the table in the columns labeled All ages and in the column that corresponds to the age of the person who has been rated. The number printed to the left of each value you have circled is the T-score.

## SUMMARY

### CATEGORY RATINGS

- 1. Relating to People  
median = 2.5 (2.0, 3.0)
- 2. Imagination  
median = 2.5 (2.0, 3.0)
- 3. Emotional Response  
median = 3.0 (2.0, 4.0)
- 4. Body Use  
median = 2.5 (2.0, 3.0)
- 5. Object Use  
median = 2.5 (2.0, 3.0)
- 6. Adaptation to Change  
median = 2.5 (2.0, 3.0)
- 7. Visual Response  
median = 2.5 (2.0, 3.0)
- 8. Listening Response  
median = 2.0 (1.0, 3.0)
- 9. Taste, Smell, and Touch Response and Use  
median = 2.0 (1.0, 3.0)
- 10. Fear or Nervousness  
median = 1.5 (1.0, 2.0)
- 11. Verbal Communication  
median = 3.0 (2.0, 4.0)
- 12. Nonverbal Communication  
median = 2.5 (2.0, 3.0)
- 13. Activity Level  
median = 2.5 (2.0, 3.0)
- 14. Level and Consistency of Intellectual Functioning  
median = 2.5 (2.0, 3.0)
- 15. General Impression  
median = 3.0 (2.0, 4.0)

Note: The numbers in parentheses are medians for individuals aged 1;1–1;6 or 1;7–1;12, respectively.

Total raw score =

Min. SEM = 0.6A.

### SEVERITY GROUP

- ☐ Minimal-to-No Symptoms of Autism Spectrum Disorder  
(15–29.5, 13–27.5 for ages 1;0)
- ☐ Mild-to-Moderate Symptoms of Autism Spectrum Disorder  
(30–36.5, 26–34.5 for ages 1;0)
- ☐ Severe Symptoms of Autism Spectrum Disorder  
(37 and higher, 34 and higher for ages 1;0+)

### Symptom Level Compared to Individuals With Autism Spectrum Diagnoses

Percentile	T score	Raw scores		
		All ages	Ages 1;0–1;6	Ages 1;7 and older
>97	>70	>54	>46	>54
97	69	54	54	54
95	67	53.1	53.1	52.7–53.1
90	60	52–53	52.5–53	49.5–51.5
85	57	51–53	51.5–52	—
80	54	50–53	51	—
75	45	48.5	50–50.5	49
67	34	49	48.5	47.5–48.5
60	43	48–48.5	48.5–49	46–47
50	42	47–47.5	47.5–48	45–45.5
40	40	46.5	46.5–47	44–44.5
35	40	45.5–46	—	43.5
30	38	44–44.5	44–44.5	41.5
25	37	43.5	43	42.5
20	36	42.5–43	42–43.5	41
15	34	41–41.5	41–41.5	40–40.5
10	33	40–40.5	40.5–41	38.5
5	32	39–39.5	39.5–40	38.5–39
4	31	38.5	38	37.5–38
3	30	37.5–38	36.5–37	36.5–37
2	30	37	36.5	35–36
1	28	36–36.5	36.5–37	34–34.5
0	27	35–35.5	35.5–36	33.5
95	44	34–34.5	34	33
90	45	33.5	34–34.5	32.5
85	39	33	33.5	31–32
80	33	32–32.5	32.5–33	30–30.5
75	32	31.5	32	29–29.5
70	41	30.5–31	31.5	27.5–28.5
65	30	30	30.5–31	26–27
60	24	28.5–29	29	25
55	28	27.5–28	27.5–28	23.5–24.5
50	27	26–27	26–27.5	23–23.5
45	26	25.5	25.5	22–22.5
40	24	24.5–25	24.5–25	20.5
35	23	23.5	23.5	—
30	22	22.5	22.5	—
25	21	21.5–22	22	—
20	20	21	22–22.5	20
15	19	20.5	21	—
10	18	19.5	20	—
5	17	19	19.5	—
4	16	18.5	19	—
3	16	18.5	18.5	—
2	15	17.5	17.5	—
1	14	16.5	16.5	—
0	13	15.5	15.5	—

Note. SEM = 1.21.

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**CARS ASSESSMENT FOR AUTISM** IS A CRUCIAL ASPECT OF UNDERSTANDING HOW INDIVIDUALS ON THE AUTISM SPECTRUM INTERACT WITH THEIR ENVIRONMENT, PARTICULARLY IN RELATION TO MOBILITY AND TRANSPORTATION. FOR MANY INDIVIDUALS WITH AUTISM, THE EXPERIENCE OF RIDING IN OR DRIVING A CAR CAN PRESENT UNIQUE CHALLENGES AND OPPORTUNITIES. THIS ARTICLE DELVES INTO THE SIGNIFICANCE OF CARS ASSESSMENT FOR AUTISM, EXPLORING ITS IMPLICATIONS, METHODOLOGIES, AND POTENTIAL BENEFITS.

## UNDERSTANDING AUTISM AND TRANSPORTATION NEEDS

AUTISM, OR AUTISM SPECTRUM DISORDER (ASD), IS A DEVELOPMENTAL CONDITION CHARACTERIZED BY CHALLENGES WITH SOCIAL INTERACTION, COMMUNICATION, AND REPETITIVE BEHAVIORS. THESE CHARACTERISTICS CAN INFLUENCE VARIOUS ASPECTS OF DAILY LIFE, INCLUDING TRANSPORTATION. UNDERSTANDING HOW INDIVIDUALS WITH AUTISM RELATE TO CARS AND TRAVEL IS ESSENTIAL FOR SEVERAL REASONS:

- **INDEPENDENCE:** MANY PEOPLE WITH AUTISM ASPIRE TO GAIN INDEPENDENCE THROUGH DRIVING OR USING PUBLIC TRANSPORTATION.
- **SAFETY:** ASSESSING THE ABILITY TO SAFELY NAVIGATE CARS IS CRUCIAL FOR THE SAFETY OF THE INDIVIDUAL AND OTHERS.
- **QUALITY OF LIFE:** IMPROVED TRANSPORTATION OPTIONS CAN ENHANCE SOCIAL OPPORTUNITIES AND OVERALL QUALITY OF LIFE.

# THE IMPORTANCE OF CARS ASSESSMENT FOR AUTISM

CARS ASSESSMENT FOR AUTISM SERVES MULTIPLE PURPOSES. IT ALLOWS PRACTITIONERS, CAREGIVERS, AND THE INDIVIDUALS THEMSELVES TO GAIN INSIGHTS INTO THEIR CAPABILITIES AND LIMITATIONS REGARDING DRIVING OR RIDING IN VEHICLES. HERE ARE SOME KEY REASONS WHY ASSESSMENT IS IMPORTANT:

## 1. IDENTIFYING STRENGTHS AND CHALLENGES

EVERY INDIVIDUAL ON THE AUTISM SPECTRUM HAS A UNIQUE PROFILE OF STRENGTHS AND CHALLENGES. THROUGH A COMPREHENSIVE ASSESSMENT, PRACTITIONERS CAN IDENTIFY SPECIFIC AREAS WHERE THE INDIVIDUAL MAY EXCEL OR REQUIRE ADDITIONAL SUPPORT. FOR EXAMPLE:

- VISUAL-SPATIAL SKILLS: SOME INDIVIDUALS MAY HAVE EXCEPTIONAL VISUAL-SPATIAL AWARENESS, WHICH IS BENEFICIAL FOR DRIVING.
- SENSORY SENSITIVITIES: OTHERS MAY STRUGGLE WITH SENSORY OVERLOAD, MAKING CAR TRAVEL UNCOMFORTABLE OR STRESSFUL.

## 2. ENHANCING SAFETY

SAFETY IS PARAMOUNT WHEN IT COMES TO TRANSPORTATION. CARS ASSESSMENT HELPS IDENTIFY POTENTIAL RISKS ASSOCIATED WITH DRIVING OR BEING A PASSENGER. KEY CONSIDERATIONS INCLUDE:

- REACTION TIMES: ASSESSING THE INDIVIDUAL'S ABILITY TO REACT PROMPTLY TO CHANGING TRAFFIC CONDITIONS.
- JUDGMENT SKILLS: EVALUATING DECISION-MAKING PROCESSES IN POTENTIALLY HAZARDOUS SITUATIONS.

## 3. FACILITATING INDEPENDENCE

FOR MANY INDIVIDUALS WITH AUTISM, GAINING THE ABILITY TO DRIVE REPRESENTS A SIGNIFICANT STEP TOWARD INDEPENDENCE. CARS ASSESSMENT CAN PAVE THE WAY FOR:

- DRIVER TRAINING: TAILORED DRIVING LESSONS THAT ACCOMMODATE THE INDIVIDUAL'S SPECIFIC NEEDS.
- PUBLIC TRANSPORTATION SKILLS: LEARNING HOW TO NAVIGATE PUBLIC TRANSIT SYSTEMS FOR GREATER INDEPENDENCE.

# ASSESSMENT METHODOLOGIES FOR CARS AND AUTISM

THERE ARE SEVERAL METHODOLOGIES EMPLOYED IN CARS ASSESSMENT FOR AUTISM, EACH DESIGNED TO EVALUATE DIFFERENT ASPECTS OF AN INDIVIDUAL'S INTERACTION WITH VEHICLES. THESE METHODOLOGIES OFTEN INVOLVE A COMBINATION OF OBSERVATION, INTERVIEWS, AND STANDARDIZED TESTS.

## 1. CLINICAL ASSESSMENTS

CLINICAL ASSESSMENTS TYPICALLY INVOLVE A CERTIFIED SPECIALIST WHO CONDUCTS EVALUATIONS IN A CONTROLLED ENVIRONMENT. THIS MAY INCLUDE:

- COGNITIVE ASSESSMENTS: EVALUATING COGNITIVE ABILITIES RELATED TO DRIVING SKILLS, SUCH AS PROBLEM-SOLVING AND

ATTENTION.

- BEHAVIORAL OBSERVATIONS: OBSERVING HOW THE INDIVIDUAL RESPONDS TO VARIOUS DRIVING SIMULATIONS OR SCENARIOS.

## 2. ON-ROAD EVALUATIONS

ONCE AN INDIVIDUAL HAS UNDERGONE INITIAL ASSESSMENTS, ON-ROAD EVALUATIONS MAY BE CONDUCTED TO ASSESS REAL-WORLD DRIVING CAPABILITIES. THIS PROCESS INCLUDES:

- MOCK DRIVING TESTS: USING DRIVING SIMULATORS OR CLOSED COURSES TO GAUGE SKILLS IN A LOW-PRESSURE SETTING.
- REAL-WORLD DRIVING: CONDUCTING DRIVING ASSESSMENTS IN ACTUAL TRAFFIC SITUATIONS, ALLOWING EVALUATORS TO OBSERVE REAL-TIME REACTIONS AND DECISION-MAKING.

## 3. PARENT AND CAREGIVER INPUT

INVOLVING PARENTS AND CAREGIVERS IN THE ASSESSMENT PROCESS IS ESSENTIAL. THEIR INSIGHTS CAN PROVIDE VALUABLE CONTEXT REGARDING THE INDIVIDUAL'S BEHAVIOR AND EXPERIENCES. METHODS INCLUDE:

- INTERVIEWS: CONDUCTING INTERVIEWS WITH CAREGIVERS TO GATHER INFORMATION ABOUT THE INDIVIDUAL'S HISTORY WITH TRANSPORTATION.
- QUESTIONNAIRES: UTILIZING STANDARDIZED QUESTIONNAIRES TO ASSESS SENSORY SENSITIVITIES AND BEHAVIORAL PATTERNS RELATED TO CARS.

# BENEFITS OF CARS ASSESSMENT FOR INDIVIDUALS WITH AUTISM

CONDUCTING A THOROUGH CARS ASSESSMENT CAN YIELD NUMEROUS BENEFITS FOR INDIVIDUALS WITH AUTISM, FOSTERING BOTH PERSONAL GROWTH AND COMMUNITY INTEGRATION.

## 1. PERSONALIZED SUPPORT PLANS

BASED ON ASSESSMENT RESULTS, PERSONALIZED SUPPORT PLANS CAN BE DEVELOPED TO ADDRESS THE SPECIFIC NEEDS OF THE INDIVIDUAL. THESE PLANS MAY INCLUDE:

- TAILORED DRIVING LESSONS: CUSTOMIZED DRIVING INSTRUCTION THAT ACCOMMODATES SENSORY SENSITIVITIES AND LEARNING STYLES.
- SAFETY PROTOCOLS: ESTABLISHING SAFETY MEASURES AND STRATEGIES FOR MANAGING ANXIETY WHILE TRAVELING.

## 2. INCREASED CONFIDENCE

SUCCESSFULLY COMPLETING A CARS ASSESSMENT CAN BOOST AN INDIVIDUAL'S CONFIDENCE REGARDING TRANSPORTATION. AS THEY GAIN NEW SKILLS, THEY MAY FEEL MORE EMPOWERED TO ENGAGE IN SOCIAL ACTIVITIES AND PURSUE OPPORTUNITIES THAT REQUIRE TRAVEL.

## 3. COMMUNITY INTEGRATION

TRANSPORTATION PLAYS A VITAL ROLE IN COMMUNITY INTEGRATION. INDIVIDUALS WITH AUTISM WHO HAVE UNDERGONE CARS ASSESSMENT ARE OFTEN BETTER EQUIPPED TO PARTICIPATE IN:

- SOCIAL ACTIVITIES: ENGAGING IN COMMUNITY EVENTS, GATHERINGS, AND OUTINGS.
- EMPLOYMENT OPPORTUNITIES: ACCESSING JOB OPPORTUNITIES THAT REQUIRE COMMUTING.

## CHALLENGES AND CONSIDERATIONS

WHILE CARS ASSESSMENT FOR AUTISM IS BENEFICIAL, IT IS ESSENTIAL TO ACKNOWLEDGE THE CHALLENGES THAT MAY ARISE DURING THE PROCESS. SOME CONSIDERATIONS INCLUDE:

### 1. SENSORY SENSITIVITIES

MANY INDIVIDUALS ON THE AUTISM SPECTRUM EXPERIENCE HEIGHTENED SENSORY SENSITIVITIES, WHICH CAN MAKE CAR TRAVEL UNCOMFORTABLE. EVALUATORS MUST BE MINDFUL OF:

- NOISE LEVELS: THE SOUND OF THE ENGINE, MUSIC, OR CONVERSATIONS CAN BE OVERWHELMING.
- VISUAL STIMULI: BRIGHT LIGHTS AND FAST-MOVING OBJECTS CAN CAUSE DISTRESS.

### 2. EMOTIONAL REGULATION

EMOTIONAL REGULATION IS A COMMON CHALLENGE FOR INDIVIDUALS WITH AUTISM. DURING ASSESSMENTS, EVALUATORS SHOULD CONSIDER:

- STRESS MANAGEMENT TECHNIQUES: INCORPORATING STRATEGIES TO HELP INDIVIDUALS COPE WITH ANXIETY DURING ASSESSMENTS.
- BREAKS AND ADJUSTMENTS: ALLOWING FOR BREAKS AS NEEDED TO PREVENT OVERWHELMING EXPERIENCES.

## CONCLUSION

CARS ASSESSMENT FOR AUTISM IS AN ESSENTIAL COMPONENT IN PROMOTING INDEPENDENCE, SAFETY, AND QUALITY OF LIFE FOR INDIVIDUALS ON THE AUTISM SPECTRUM. BY IDENTIFYING STRENGTHS AND CHALLENGES, IMPLEMENTING TAILORED SUPPORT PLANS, AND FOSTERING GREATER COMMUNITY INTEGRATION, ASSESSMENTS CAN SIGNIFICANTLY ENHANCE THE TRANSPORTATION EXPERIENCE FOR INDIVIDUALS WITH AUTISM. AS AWARENESS AND UNDERSTANDING OF AUTISM CONTINUE TO GROW, SO TOO DOES THE POTENTIAL FOR INDIVIDUALS TO NAVIGATE THEIR WORLDS WITH CONFIDENCE AND AUTONOMY. IT IS CRUCIAL FOR FAMILIES, PRACTITIONERS, AND COMMUNITIES TO PRIORITIZE CARS ASSESSMENT AS PART OF A HOLISTIC APPROACH TO SUPPORTING INDIVIDUALS WITH AUTISM IN ACHIEVING THEIR MOBILITY GOALS.

## FREQUENTLY ASKED QUESTIONS

### WHAT IS THE PURPOSE OF A CAR ASSESSMENT FOR INDIVIDUALS WITH AUTISM?

THE PURPOSE OF A CAR ASSESSMENT FOR INDIVIDUALS WITH AUTISM IS TO EVALUATE THEIR DRIVING SKILLS, SAFETY AWARENESS, AND ABILITY TO HANDLE VARIOUS DRIVING SITUATIONS, ENSURING THEY CAN DRIVE SAFELY AND CONFIDENTLY.

### HOW CAN AUTISM AFFECT DRIVING SKILLS?

AUTISM CAN AFFECT DRIVING SKILLS BY IMPACTING SENSORY PROCESSING, SOCIAL COMMUNICATION, AND MOTOR COORDINATION, WHICH CAN LEAD TO CHALLENGES IN UNDERSTANDING ROAD SIGNS, REACTING TO UNEXPECTED SITUATIONS, OR MANAGING DISTRACTIONS WHILE DRIVING.

## WHAT SPECIFIC SKILLS ARE EVALUATED DURING THE CAR ASSESSMENT FOR AUTISM?

DURING THE CAR ASSESSMENT, EVALUATORS TYPICALLY ASSESS SKILLS SUCH AS ATTENTION TO DETAIL, DECISION-MAKING, REACTION TIME, ABILITY TO FOLLOW TRAFFIC RULES, AND OVERALL SITUATIONAL AWARENESS.

## WHO CONDUCTS CAR ASSESSMENTS FOR INDIVIDUALS WITH AUTISM?

CAR ASSESSMENTS FOR INDIVIDUALS WITH AUTISM ARE TYPICALLY CONDUCTED BY SPECIALLY TRAINED DRIVING INSTRUCTORS OR OCCUPATIONAL THERAPISTS WHO HAVE EXPERIENCE WORKING WITH INDIVIDUALS ON THE AUTISM SPECTRUM.

## WHAT MODIFICATIONS MIGHT BE RECOMMENDED FOR INDIVIDUALS WITH AUTISM TO IMPROVE DRIVING SAFETY?

RECOMMENDED MODIFICATIONS MAY INCLUDE ADAPTIVE DRIVING EQUIPMENT, VISUAL AIDS, OR CHANGES TO THE VEHICLE'S INTERIOR TO REDUCE SENSORY OVERLOAD, AS WELL AS PERSONALIZED TRAINING PROGRAMS TO ENHANCE DRIVING SKILLS.

## HOW CAN PARENTS SUPPORT THEIR AUTISTIC CHILDREN DURING THE DRIVING ASSESSMENT PROCESS?

PARENTS CAN SUPPORT THEIR AUTISTIC CHILDREN BY PROVIDING EMOTIONAL ENCOURAGEMENT, HELPING THEM PRACTICE DRIVING SKILLS IN LOW-STRESS ENVIRONMENTS, AND COMMUNICATING OPENLY WITH THE ASSESSORS ABOUT THEIR CHILD'S SPECIFIC NEEDS AND CHALLENGES.

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