

## Dimensional Assessment of Repetitive Behaviors (DARB) – 1.0

Please answer the questions below about your child's restricted and repetitive behaviors and interests in general over the past two weeks, not merely on their best or worst days. Use the definitions in the box below to score each item.

<b>1= Not at all a problem</b>	<b>2= A slight problem</b>	<b>3= Moderate Problem</b>	<b>4= Serious Problem</b>	<b>5= Very Serious/Extreme Problem</b>
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Does your child:

<b>A. Repetitive Sensory-Motor Behaviors Domain</b>						
1.	Rock their body, either when standing or sitting?	1	2	3	4	5
2.	Spin and/or run in circles?	1	2	3	4	5
3.	Repeatedly jumps up and down?	1	2	3	4	5
4.	Flap arms or hands?	1	2	3	4	5
5.	Make repetitive hand and/or finger movements? For example, hand waving, hand opening/closing, clapping, or hand or finger twirling, etc.	1	2	3	4	5
6.	Pace or move around repeatedly? For example, walks back and forth across the room or around the same path in the backyard, etc.	1	2	3	4	5
7.	Repetitively manipulate toys or objects? For example, shaking, tapping or twirling toys, pens or other objects, etc.	1	2	3	4	5
8.	Have a stronger interest in specific parts of a toy rather than the toy itself? For example, spins the wheels of a toy car rather than use it as intended, etc.	1	2	3	4	5
9.	Watch things spin? For example, fans, toy cars, or wheels, etc.	1	2	3	4	5
10.	Look at objects from the corner of their eyes?	1	2	3	4	5
11.	Repetitively bang or slap objects against a hard surface such as a table or a wall?	1	2	3	4	5
12.	Show repetitive shoulder movements? For example, shoulder shrugging.	1	2	3	4	5
13.	Gently sway their body, either when standing or sitting?	1	2	3	4	5
14.	Enjoy being spun around?	1	2	3	4	5
15.	Show repetitive arm movements? For example, crossing the arms on the chest or self-hugging.	1	2	3	4	5
16.	Wiggle fingers in front of their eyes?	1	2	3	4	5
17.	Show repeated leg movements? For example, leg swinging, shaking or bouncing.	1	2	3	4	5

18.	Repeat specific object-directed actions for no apparent reason? For example, repeatedly flicks the light switch on and off, open and close the water tap or open and close doors or windows.	1	2	3	4	5
19.	Purposefully squint when looking at certain objects even though they have good eyesight?	1	2	3	4	5
20.	Have a fascination with the sight or sound of running water?	1	2	3	4	5
<b>B. Insistence on Sameness Domain</b>						
21.	Insist that particular activities have to take place at the exact same time of the day regardless of the situation or context?	1	2	3	4	5
22.	Have specific morning routines when preparing for a day care or school that have to be followed?	1	2	3	4	5
23.	Have a bedtime routine? For example, they have to have certain items with them when going to bed or the same person has to be present either prior to or during the sleep, etc.	1	2	3	4	5
24.	Have particular routines during play or leisure time? For example, always going to the same park/playground, playing the same game or always going with the same peers or adults, etc.	1	2	3	4	5
25.	Insist that other people have to behave in a specific way or according to a rigid set of rules during particular activities? For example, when playing a game, in household activities, etc.	1	2	3	4	5
26.	Insist that objects in the house such as furniture, appliances or toys always need to remain in the same place?	1	2	3	4	5
27.	Insist on doing things the same way each time?	1	2	3	4	5
28.	Notice if things are not symmetrical or even? For example, they notice if the painting on the wall is not straight.	1	2	3	4	5
29.	Insist on doing certain things in a specific way? For example, they always have to dress for school in a very specific order, etc.	1	2	3	4	5
30.	Insist that you or other people have to behave in a "just right" manner in specific situations? For example, if you are sitting on a chair, your legs have to be crossed, etc.	1	2	3	4	5
31.	Have any specific meal-related routines (apart from a specific type of food)? For example, they have to sit in the same spot or use the same cutlery, etc.	1	2	3	4	5
32.	Have specific travel routines? For example, they insist that the same route needs to be taken or they have to be dropped at a particular spot, etc.	1	2	3	4	5
33.	Insist that others say specific things or respond in a particular way during social interactions?	1	2	3	4	5

34.	Insist on doing certain tasks in a particular way and redoing them until they feel/think they are “just right”?	1	2	3	4	5
35.	Prefer objects to be in their place and/or arranged in a particular way?	1	2	3	4	5
36.	Insist on objects to be in a particular “state”? For example, curtains always have to be open or closed, TV always turned on, etc.	1	2	3	4	5
37.	Notice minor changes in particular objects? For example, flecks of dust or minor scratches, etc.	1	2	3	4	5
38.	Arrange things according to specific rules? For example, items have to be in the middle of the shelf or cannot touch, etc.	1	2	3	4	5
39.	Insist on things being in a particular way/state that is not unusual in itself? For example, drawers always need to be closed or that windows always have to be shut, etc.	1	2	3	4	5
40.	Insist that things need to be in a particular way/state that is unusual? For example, doors or drawers have to be open one-third of the way or only the left window can be opened, etc.	1	2	3	4	5
<b>C. Self-Injurious Behaviors</b>						
41.	Pull or twist their hair forcefully so that it results in loss of hair?	1	2	3	4	5
42.	Repetitively bite nails or skin on their fingers?	1	2	3	4	5
43.	Repetitively scratch themselves for longer periods of time?	1	2	3	4	5
44.	Forcefully scratch themselves so that it results in significant scratches, tissue damage or bleeding?	1	2	3	4	5
45.	Repetitively bite their lips or inner cheeks without significant tissue damage or bleeding?	1	2	3	4	5
46.	Repetitively bite their lips or inner cheeks so that it results in tissue damage/bleeding?	1	2	3	4	5
47.	Pull their eyebrows or eyelashes?	1	2	3	4	5
48.	Pick skin? For example, from their hands or face.	1	2	3	4	5
49.	Repetitively twirl with their hair?	1	2	3	4	5
<b>D. Sensory Sensitivity</b>						
50.	React more strongly than other people to loud or sudden noises?	1	2	3	4	5
51.	Get distracted by certain sounds that others either don’t notice or don’t mind? For example, low-level buzzing coming from lights or electrical appliances, etc.	1	2	3	4	5
52.	Have sensitivity to bright or flickering lights that other people either don’t notice or don’t mind?	1	2	3	4	5
53.	Get bothered by clothes made of certain materials or by tags in clothes?	1	2	3	4	5
54.	Refuse to eat certain foods because of the texture?	1	2	3	4	5

55.	React more strongly to touch than other people?	1	2	3	4	5
56.	Avoid or react negatively to strong or specific smells that other people don't mind? For example, the smell of particular food items, etc.	1	2	3	4	5
57.	Avoid environments with too much going on? For example, dislikes going to supermarkets, etc.	1	2	3	4	5
58.	Eat the same food (or limited range of food items) and/or drink the same beverages?	1	2	3	4	5
<b>E. Unusual Interests</b>						
59.	Have a strong preference/attachment to a particular object that they tend to always carry around?	1	2	3	4	5
60.	Have fascination/strong interest in specific object/groups of objects just because of their visual properties? For example, because of a particular shape, color or texture, etc.	1	2	3	4	5
61.	Collect unusual items? For example, bottles, bags, pieces of paper, sticks, or nails, etc.	1	2	3	4	5
62.	Have an intense interest or attachment to a particular "favorite" person (a teacher, peer cousin, etc.)? For example, they continually talk about that person and ask to see or speak to them, etc.	1	2	3	4	5
63.	Have a fascination with a specific number? For example, everything that has to do with the number 22, etc.	1	2	3	4	5
64.	Have a fascination with dates and/or time? For example, they memorize everyone's date of birth or memorize timetables, etc.	1	2	3	4	5
65.	Have a fascination with items or objects that others are usually not interested in? For example, license plates, telephone poles, traffic lights, etc.	1	2	3	4	5
66.	Have a fascination with categorization such that they tend to classify/order information, objects or people according to specific factors? For example, alphabetizing or classifying people based on their height or hair color, etc.	1	2	3	4	5
<b>F. Obsessive Compulsive Behaviors</b>						
67.	Show excessive concern with dirt, cleanliness, or neatness?	1	2	3	4	5
68.	Avoid touching items or objects touched by other people?	1	2	3	4	5
69.	Worry excessively that something bad might happen to them or their family?	1	2	3	4	5
70.	Have a concern that they will lose a specific item?	1	2	3	4	5
71.	Worry excessively that certain household items may harm them or others? For example, detergents, shampoos, cosmetics, etc.	1	2	3	4	5
72.	Worry excessively about germs?	1	2	3	4	5
73.	Worry excessively about certain illnesses?	1	2	3	4	5

74.	Have excessive personal hygiene habits? For example, hand washing, showering, brushing teeth, etc.	1	2	3	4	5
75.	Clean or wash (or asks you to wash/clean) personal or household items? For example, clothes, desks, or tables, etc.	1	2	3	4	5
<b>G. Repetitive Language</b>						
76.	Immediately repeat/echo what you or others have said?	1	2	3	4	5
77.	Repeat something that she/he has previously heard (delayed repetition)?	1	2	3	4	5
78.	Repeat certain words or phrases in exactly the same way?	1	2	3	4	5
79.	Repeat words or phrases using an unusual intonation? For example, using a question intonation, etc..	1	2	3	4	5
80.	Repeatedly talk about the same subject or topic that is not their topic of interest? For example, they always talk about the weather, etc.	1	2	3	4	5
81.	Repeat or mimic certain sounds or tunes that she/he has heard on TV or online?	1	2	3	4	5
82.	Ask repetitive questions about an object or topic of interest? For example, about the favorite movie or character, etc.	1	2	3	4	5
83.	Ask repetitive questions about activity of interest? For example, whether they can play a video game, soccer, or watch TV, etc.	1	2	3	4	5
<b>H. Restricted Interests</b>						
84.	Show strong interest in a topic or activity that others might be interested in? For example, music, literature, or technology, etc.	1	2	3	4	5
	If so, please indicate which of the topics or activities from the list below your child is interested in, and rate the intensity of their interest (from 1 to 5):					
85.	Famous people	1	2	3	4	5
86.	Fictional characters (from cartoons, movies, comics, etc.)	1	2	3	4	5
87.	TV Shows or Movies	1	2	3	4	5
88.	Literature	1	2	3	4	5
89.	Mythology	1	2	3	4	5
90.	Technology and machines (computers, mobile phones, etc.)	1	2	3	4	5
91.	Watching/reading about sports and games (soccer, tennis, biking, chess, board games, etc.)	1	2	3	4	5
92.	Playing sports (soccer, tennis, biking, chess, etc.)	1	2	3	4	5
93.	Science (astronomy, chemistry, biology, physics, etc.)	1	2	3	4	5
94.	Vehicles (trains, planes, buses, boats, etc)	1	2	3	4	5
95.	Animals and nature (pets, insects, fishes, plants, mountains, dinosaurs, etc.)	1	2	3	4	5

96.	Psychology (fascination with a particular disorder, etc.)	1	2	3	4	5
97.	History	1	2	3	4	5
98.	Practicing arts (painting, drawing, playing music, etc)	1	2	3	4	5
99.	Listening to music	1	2	3	4	5

## Instructions for the use of the DARB

DARB is a 99-item questionnaire measure (84 core items with a supplemental list capturing 15 common restricted interests). DARB was originally designed as a parent/caregiver questionnaire suitable for parents who have a child of any age and any cognitive functioning level.

DARB is a dimensional, quantitative measure designed to capture individual differences in 8 key types of RRB, primarily in autism, but also in other clinical populations. Research is currently underway to develop standardized, regression-based norms that will allow clinicians and researchers to compare a particular child's scores to the expected scores for a child of the same sex, age, and similar cognitive ability. An abbreviated version of the DARB has been developed and is currently available for use. Work on the development of an ultra-brief version of the scale is also underway. DARB is not intended to be used as a diagnostic or screening instrument.

The DARB can be administered by paper and pencil or electronically.

## DARB Scoring Guidelines

When completing the DARB, informants rate each of the items on 5-point likert scale (from 1= "Not at all a problem" to 5= "Very serious/extreme problems"), and the ratings reflect observations of behavior within the past two weeks. None of the items are reverse scored. Higher scores indicate higher severity. Before computing total score, **please convert** each item's scaling in the following way (1= 0, 2= 1, 3= 2, 4=3, 5=4) so that the rating frame for each item becomes 0-4 rather than 1-5.

DARB subscale scores can be calculated by adding the following items:

Subscale	Items
Repetitive Sensory Motor Behaviors	1 to 20
Insistence on Sameness	21 to 40
Self-Injurious Behaviors	41 to 49
Sensory Sensitivity	50 to 58
Unusual Interests	59 to 66
Obsessive Compulsive Behaviors	67 to 75
Repetitive Language	76 to 83
Restricted Interests	85 to 99

## Abbreviated Version of the DARB

In addition to the full version of the DARB, an abbreviated version has also be derived. You can download the abbreviated version from the website at:

<https://med.stanford.edu/autismcenter/dimensional-assessment-of-repetitive-behavior--darb-.html>

## Terms and Conditions of Use

- The DARB is available free of charge for use in research and clinical practice.
- There should be no charge to families for the use of this instrument.
- Please do not distribute DARB to other researchers or clinicians for use. Please ask them to contact us first.
- The DARB should be used as is, without changing the order of items, wording of questions, or number of items administered.
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