

ADI-R[®] Autism Diagnostic Interview-Revised

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SUBJECT

Name/ID Number: _____

Date of Birth: _____ Chronological Age: _____ Gender: ☐ Male ☐ Female

INFORMANT

Name: _____

Relation to Subject: _____

INTERVIEWER

Name: _____

School/Clinic: _____ Date of Interview: _____

This Interview Protocol should be used in conjunction with the *WPS Edition ADI-R Manual* (WPS No. W-382B)



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BACKGROUND

FAMILY MEMBERS/FAMILY MEDICAL AND SOCIAL HISTORY

NOTE THROUGHOUT ANY DISCREPANCIES BETWEEN INFORMANT'S DESCRIPTION AND OBSERVER'S KNOWLEDGE FROM OTHER SOURCES, AND SUMMARIZE AT END OF INTERVIEW. ASK QUESTIONS AS APPROPRIATE FOR RELATIONSHIP BETWEEN INFORMANT AND SUBJECT.

To begin, perhaps you could give me an idea of who's who in [subject]'s family.

Does s/he have any brothers or sisters? Could you tell me their names and ages? Do all of them have the same birth parents? Are any of them adopted or fostered? (If either parent previously married) Are any from a previous marriage? Does anyone else live in [subject]'s home?

Have any of the brothers or sisters been delayed in their development? or had any special problems in development for which treatment was sought?

Did either of [subject]'s parents have any developmental difficulties (or late walking or talking)? or special problems in development for which treatment was given? Is there anyone in [subject]'s extended family who has difficulties similar to those of [subject]?

Names of Siblings	Date of Birth	Age	Sex	Relationship to Subject (biological, foster, adoptive, half sibling)	Developmental Difficulties
1. Sister	2/1/2005	12	F	Child / half	None
2. Brother	1/1/2011	11	M	Child	None
3.					
4.					
5.					
6.					

Biological mother: _____

Biological father: _____

Caregiving mother (if not birth mother): _____

Caregiving father (if not biological father): _____

BACKGROUND (CONTINUED)

SUBJECT'S EDUCATION (SCHOOL AND PRESCHOOL)

THE PURPOSE OF THESE QUESTIONS IS TO PROVIDE A FRAME OF REFERENCE FOR THE ITEMS THAT FOLLOW.

Now I'd like to ask about what sort of programs, playgroups, and schools [subject] has attended.

Was this a regular playgroup or school? How long did s/he attend? Did s/he need any special help/remedial help? Did s/he have any special problems with reading or spelling? (GO THROUGH SCHOOLS AS APPROPRIATE FOR AGE AND OBTAIN DETAILS OF ATTAINMENTS IF APPROPRIATE.) What has s/he done since leaving school?

	School	Type	Dates attended	Additional help required
1.	R. U. High School			
2.				
3.				
4.				
5.				

PERSONALIZED TIMING

Later on in the interview, I am going to need to ask you to focus particularly on the 12-month period between [subject]'s fourth and fifth birthdays. What is going to be the easiest way for you to think about that age period? You've just mentioned that [subject] was attending [school] at that time; is that right? Where were you living then? (GO THROUGH OTHER POSSIBLE PERSONALIZED TIMINGS, SUCH AS THE BIRTH OF SIBLINGS, MOVES OF HOUSE, EITHER PARENT STARTING OR FINISHING JOBS, FAMILY DEATHS, ETC.)

DIAGNOSIS (no coding needed here)

Did anyone ever say that [subject] had a medical problem or give you a medical diagnosis for her/him? What about hearing? (GET DETAILS AND WRITE BELOW.)

MEDICATION (no coding needed here)

Does [subject] take any regular pills or medicines now? (GET DETAILS AND WRITE BELOW.)

INTRODUCTORY QUESTIONS

THE PURPOSE OF THESE FIRST QUESTIONS IS TO PROVIDE A FRAME OF REFERENCE FOR THE ITEMS BELOW.

I'd like to start off by just getting a general picture of [subject]. Let me just briefly ask you some questions and then we can then come back to some things in more detail once I have some sense of what [subject] is like. Can you tell me a little about [subject]? How would you describe [subject]'s behavior to me if I had to pick her/him out in a group of other children/young people the same age? What kinds of things does s/he do when left to her/his own devices? When is s/he at her/his best? What about the most difficult? What is [subject]'s language like?

1. CURRENT CONCERNS *(no coding needed here)*

Do you have any concerns about [subject]'s behavior or development now? What are they?
(OBTAIN DESCRIPTION AND NOTE BELOW.)

EARLY DEVELOPMENT

Can we now go back to talk about [subject]'s early years?

Onset of Symptoms

--	--	--

2. AGE (IN MONTHS) WHEN PARENTS FIRST NOTICED THAT SOMETHING WAS NOT QUITE RIGHT IN LANGUAGE, RELATIONSHIPS, OR BEHAVIOR

First, I'd like to talk about [subject]'s early development.

How old was [subject] when you first wondered if there might be something not quite right with her/his development?

Code age in months, or choose one of the below codes. Try to code an actual age rather than 996, etc.

Note: If parents express age in weeks, code to nearest month.

If an age range is given (e.g., 3-4 months), take **midpoint** and round up to nearest month.

As far as possible, try to code an actual age rather than 996, etc.

991 = parents not concerned, although child was referred by professional

992 = parents have been worried since birth (e.g., if baby premature or very ill at birth)

996 = can't recall, but before 3 years

997 = can't recall, but 3 years or later

998 = N/A

999 = N/K or not asked

3. FIRST SYMPTOMS TO AROUSE PARENTAL CONCERN (*no coding needed here*)

What was it that gave you concern at that time?
(ELICIT DETAILS OF SYMPTOMS FIRST CAUSING PARENTAL CONCERN AND NOTE BELOW.)

4. ONSET AS PERCEIVED WITH HINDSIGHT

THE PURPOSE OF THIS ITEM IS TO RECORD THE EARLIEST POINT IN THE CHILD'S DEVELOPMENT THAT ANYTHING UNUSUAL MAY HAVE OCCURRED, ACCORDING TO THE INFORMANT'S BEST JUDGMENT WITH HINDSIGHT.

Looking back with hindsight, when do you think s/he first showed any problems or difficulties in development or behavior?

Do you think that *everything* was alright before then?

Code informant's judgment.

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- 0 = problems present in first 12 months
- 1 = problems not present before first birthday, but were noted before second birthday
- 2 = problems not present before second birthday, but were noted at or before third birthday
- 3 = problems not present before third birthday, but were noted at or before fourth birthday
- 4 = problems not present before fourth birthday, but were noted at or before fifth birthday
- 5 = problems not present before fifth birthday, but were noted at or before sixth birthday
- 6 = problems not present before sixth birthday, but were noted at a later date
(Specify: _____)
- 7 = child always "different," but differences were not perceived by parents as any kind of abnormality
- 8 = no problems were noted by parents
- 9 = N/K or not asked

Motor Milestones

5. FIRST WALKED UNAIDED

What about walking?

At what age did [subject] walk without holding on?

(IF NOT WALKING BY 18 MONTHS—OR IF APPARENTLY DELAYED OR DEVIANT—ASK ABOUT OTHER MOTOR MILESTONES, SUCH AS AGE WHEN FIRST SAT UNAIDED ON A FLAT SURFACE. WRITE DETAILS BELOW.)

Note: Remember to take midpoint and round up to the nearest month. As far as possible, try to code actual age rather than using 996, etc.

--	--	--

(Code in months, normal < 18 months.)

995 = still not reached

996 = N/K, but apparently normal

997 = N/K, but apparently delayed

998 = N/A

999 = N/K or not asked

Toilet Training

PROBE FOR THE POSSIBILITY THAT EACH SET OF HABITS MAY HAVE BEEN SUBSEQUENTLY LOST AND RELEARNED. NOTE AGES FOR BOTH, BUT CODE RELEARNING ONLY. DO NOT CODE ISOLATED ACCIDENTS WITH AN UNDERSTANDABLE EXPLANATION, (E.G., SUBJECT UNWELL, HAD A HIGH TEMPERATURE, RESPONDING TO A CHANGE OF ENVIRONMENT, OR IN ACUTE DISTRESS).

How has toilet training gone?

6. ACQUISITION OF BLADDER CONTROL: DAYTIME

Is [subject] dry during the day?

How old was s/he when this was first achieved?

When was s/he first dry for 12 months without accidents?

Code the age (in months) of last daytime bladder accident **before** clear 12-month period; Exclude soiling accidents. Code months when milestone first reached or choose one of the below codes.

--	--	--

993 = successfully toilet trained for a period of 12 months, but has relapsed and now regularly wets

994 = never achieved continence

995 = still not reached, i.e., continent for period of less than 12 months

996 = N/K, but apparently normal

997 = N/K, but apparently delayed

998 = N/A

999 = N/K or not asked

7. ACQUISITION OF BLADDER CONTROL: NIGHTTIME

Is [subject] **dry at night?**

How old was s/he when s/he first remained dry at night?

When was s/he first dry for 12 months without an accident?

Code the age (in months) of last nighttime bladder accident **before** clear 12-month period; or choose one of the below codes. Exclude soiling accidents. Code months when milestone first reached.

--	--	--

993 = successfully toilet trained for a period of 12 months, but has relapsed and now regularly wets

994 = never achieved continence

995 = still not reached, i.e., continent for period of less than 12 months

996 = N/K, but apparently normal

997 = N/K, but apparently delayed

998 = N/A

999 = N/K or not asked

8. ACQUISITION OF BOWEL CONTROL

Does [subject] soil himself/herself at all (with her/his bowel movements)?

How old was s/he when s/he first got full control of her/his bowels?

When was s/he first continent for 12 months without an accident?

34~

Code the age (in months) when continence achieved (i.e., before clear 12-month period following last bowel accident); or choose one of the below codes. Code accidents involving soiling or both wetting and soiling.

--	--	--

993 = achieved bowel control for a period of 12 months, but has relapsed and now regularly soils

994 = never achieved continence

995 = still not reached, i.e., continent for period of less than 12 months

996 = N/K, but apparently normal

997 = N/K, but apparently delayed

998 = N/A

999 = N/K or not asked

ACQUISITION AND LOSS OF LANGUAGE/OTHER SKILLS

Now I'd like to talk about [subject]'s language development and the kinds of things children do before they learn to talk.

What is [subject]'s language like now? Has s/he learned to talk yet?

(ADAPT INITIAL PROBES TO WHAT IS ALREADY KNOWN ABOUT SUBJECT'S LEVEL OF LANGUAGE, AND OBTAIN DESCRIPTIONS TO AID THE WORDING OF LATER QUESTIONS.)

9. AGE OF FIRST SINGLE WORDS

"MEANINGFULLY" REFERS TO WORDS USED REPEATEDLY AND CONSISTENTLY FOR THE PURPOSE OF COMMUNICATION WITH REFERENCE TO A PARTICULAR CONCEPT, OBJECT, OR EVENT. DO NOT CODE "MOMMY" AND "DADDY"; INCLUDE ANY OTHER SPONTANEOUS, PHONOLOGICALLY CONSISTENT SOUNDS THAT APPROXIMATE REAL WORDS IN LANGUAGE OF FAMILY AND ARE USED REPEATEDLY WITH MEANING.

How old was s/he when s/he first used words meaningfully, apart from "mama" and "dada"?

What were her/his first words?

How did s/he show that s/he knew their meaning?
(GET EXAMPLES.)

Did [subject] ever use these words to refer to anything else or as sounds that didn't seem to have any specific meaning?

Code age (in months) first spoke single words; or choose one of the below codes (normal ≤ 24 months).

--	--	--

993 = had some words,
then lost and
not yet regained

994 = milestone not reached

996 = N/K, but apparently normal

997 = N/K, but apparently delayed

999 = N/K or not asked

10. AGE OF FIRST PHRASES (IF EVER USED)

FOR THE PURPOSES OF THIS CODE, A PHRASE MUST CONSIST OF TWO WORDS, ONE OF WHICH MUST BE A VERB. DO NOT CODE ATTRIBUTE-NOUN COMBINATIONS OR ECHOLALIC SPEECH OR PHRASES THAT MIGHT HAVE BEEN LEARNED AS A SINGLE WORD TO CONVEY A SINGLE MEANING (E.G., "SEE YOU" [MEANING GOOD-BYE]). NOTE THAT THIS DEFINITION DIFFERS FROM WHAT IS REGARDED AS VERBAL FOR ITEM 30, "OVERALL LEVEL OF LANGUAGE."

How old was s/he when s/he first said something that involved putting words together meaningfully (i.e., using two- or three-word phrases)?

What did s/he say?

What about phrases including a verb? (GET EXAMPLES.)

Code age (in months) first used phrases; or choose one of the below codes (normal \leq 33 months).

--	--	--

993 = had some phrases,
then lost;
not yet regained

994 = milestone not reached

996 = N/K, but apparently normal

997 = N/K, but apparently delayed

999 = N/K or not asked

I don't know for sure

Let's go to the playground

(Milkshake)

and

Loss of Language Skills (Items 11–19)

THIS ITEM IS TO DETERMINE WHETHER, ONCE THE SUBJECT HAS DEVELOPED COMMUNICATIVE LANGUAGE, THERE WAS A DEFINITE PERIOD OF LOSS OF SKILLS THAT LASTED AT LEAST 3 MONTHS. USE THE FOLLOWING DEFINITIONS:

LANGUAGE BEFORE LOSS: COMMUNICATIVE USE OF AT LEAST FIVE DIFFERENT WORDS (OTHER THAN "MAMA" AND "DADA") ON A DAILY BASIS FOR AT LEAST 3 MONTHS.

LANGUAGE LOSS: LOSS FOR AT LEAST 3 MONTHS OF A LANGUAGE SKILL PREVIOUSLY ESTABLISHED, AS SPECIFIED ABOVE.

Were you ever concerned that [subject] might have lost language skills during the first years of her/his life?

Was there ever a time that s/he stopped speaking for some months after having learned to talk?

(IF YES) How much language did s/he have before stopping? Was s/he using at least five different words (other than "mama" or "dada") on a daily basis for as long as 3 months?

11. LOSS OF LANGUAGE SKILLS AFTER ACQUISITION

0 = No

1 = Yes

EVER

☐

If answer is yes, proceed to next question (Item 12).

If answer is no, proceed to Item 20 (Page 21).

16-18 was [unclear]

12. LEVEL OF COMMUNICATIVE LANGUAGE BEFORE LOSS

How much language did [subject] have before losing it?

What was s/he able to say before the change occurred?

(PROBE FOR NUMBER OF MEANINGFUL WORDS, EXTENT OF SPONTANEOUS USAGE, AND LEVEL OF COMMUNICATIVE USE.)

EVER

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- 0 = daily, spontaneous, and meaningful speech used communicatively, with at least five different words used at some point before change (and any of the other skills listed below)
- 1 = occasional and/or fewer than five words used spontaneously and communicatively (alone or in combination with imitative abilities)
- 2 = produced speech or sounds upon request (may or may not have also spontaneously imitated)
- 3 = spontaneous imitations of vocalization (without ever having any completely spontaneous speech), with no elicited imitation or spontaneous communicative speech
- 8 = no change or loss
- 9 = N/K or not asked

Type of Language Skills Lost (Items 13–16)

FOR THE FOLLOWING ITEMS, "LOSS" REFERS TO ABILITIES THAT THE SUBJECT HAD AND THEN LOST FOR AT LEAST 3 MONTHS.

What aspects of language did [subject] lose?

Did s/he stop using meaningful words spontaneously?

Did s/he stop using words to communicate with other people?

What about use of grammar?

Was her/his pronunciation of words affected?

0 = no definite loss

1 = probable loss of specified skill

2 = definite loss of specified skill

8 = insufficient language to show
change specified

9 = N/K or not asked

13. LOSS OF SPONTANEOUS USE OF AT LEAST FIVE MEANINGFUL WORDS

EVER

☐**14. LOSS OF COMMUNICATIVE INTENT**

EVER

☐**15. LOSS OF SYNTACTICAL SKILLS (GRAMMAR)**

EVER

☐**16. LOSS OF ARTICULATION (PRONUNCIATION)**

EVER

☐

17. AGE WHEN MAIN LOSS OF LANGUAGE SKILLS FIRST APPARENT

How old was [subject] when s/he first began to lose her/his language?

Code age in months, or choose one of the following:

--	--	--

998 = no loss

999 = N/K or not asked

18. ASSOCIATION OF LOSS OF LANGUAGE WITH PHYSICAL ILLNESS

Did [subject] have any serious physical illness at the time that s/he began to lose language?
(IF YES, OBTAIN DETAILS.)

0 = loss of skills, but no possibly relevant association with a definite physical illness

EVER

--

1 = loss associated with a definite illness (e.g., high fever with ear infection), but no clear evidence of meningeal or encephalitic involvement

2 = loss associated with impaired consciousness/epileptic attacks or other definite evidence of meningeal or encephalitic involvement

8 = no loss of skills

9 = N/K or not asked

19. DURATION OF LOSS OF LANGUAGE SKILLS

How long was it before language began to come back?
How long was it before s/he reached the level s/he had been at before the loss took place?

Code in months the time from start of loss to time when previous level regained; or choose one of the following:

--	--	--

993 = loss still present without recovery of language functions

994 = progressive deterioration continuing

998 = no loss

999 = N/K or not asked

General Loss of Skills (Items 20–28)**20. LOSS OF SKILLS (FOR AT LEAST 3 MONTHS)**

SKILL LOSS: A SKILL THAT HAD BEEN ESTABLISHED AND USED ON A DAILY BASIS FOR AT LEAST 3 MONTHS, AND WAS THEN LOST SUBSTANTIALY OR COMPLETELY FOR AT LEAST 3 MONTHS. DO **NOT** INCLUDE: A LOSS OF BLADDER OR BOWEL CONTROL IF NOT PART OF A MORE GENERAL LOSS OF SKILLS; OR VARIATIONS IN USE OF SKILLS AT TIMES OF WORSENING BEHAVIOR IF SUBJECT CLEARLY RECOVERS (I.E., IF "LOSS" IS PART OF A MORE GENERAL PATTERN OF UPS AND DOWNS). LOSS MUST BE CONSISTENT OVER A PERIOD OF AT LEAST 3 MONTHS.

We've just talked about possible loss of language skills. I'd like to go back now to ask about possible losses in other skills. Has there ever been a period when [subject] seemed to get markedly worse or dropped further behind in her/his development?

When was this?

What skills did [subject] lose?

(IF LOSS OF LANGUAGE SKILLS) Did [subject] lose these other skills at the same time as losing language?

0 = no consistent loss of skills
(although behavior may vary
at times)

1 = probable loss of skill, but of
a degree that falls short of
specified criteria

2 = account of definite loss of
skills over a period of time

9 = N/K or not asked

EVER

☐

If loss, proceed to next question (Item 21).

If no loss of skills, code "0," "8," or "998" for
Items 20 to 28 and then skip to Item 29 (Page 24).

Type of Skills Lost (Items 21–25)

What skills did [subject] lose?

Did it affect her/his ability to look after her/himself?

Did it affect her/his play?

What about coordination? walking? ability to grip or hold objects?

What about using the bathroom? school-type skills?

(IF LOSS OF LANGUAGE SKILLS) Did [subject] lose these other skills at the same time as losing language?

Code "0" if none,
"1" if possible loss,
"2" if definite loss

- 21. PURPOSIVE HAND MOVEMENTS**
(ABILITY TO GRIP/HOLD OBJECTS)

EVER

☐

- 22. MOTOR SKILLS**
(POSTURE, GAIT, COORDINATION)

EVER

☐

- 23. SELF-HELP SKILLS**
(FEEDING, DRESS, USING THE BATHROOM, ETC.)

EVER

☐

- 24. CONSTRUCTIVE OR IMAGINATIVE PLAY**
(PUZZLES, GAMES, MAKE-BELIEVE, ETC.)

EVER

☐

- 25. SOCIAL ENGAGEMENT AND RESPONSIVENESS**
(SOCIAL RELATEDNESS, INTEREST, AND INVOLVEMENT)

EVER

☐

26. AGE WHEN MAIN LOSS OF SKILL FIRST APPARENT

How old was s/he when the loss of this skill first became apparent?

Code age in months, or choose one of the following:

--	--	--

998 = no loss at either "1" or "2" level of skills

999 = N/K or not asked

27. ASSOCIATION OF LOSS OF SKILLS WITH PHYSICAL ILLNESS

Did [subject] have any serious physical illness at the time this change occurred? (IF YES, OBTAIN DETAILS.)

- 0 = loss of skills, but no possibly relevant association with a definite physical illness
- 1 = loss associated with definite illness (e.g., high fever with ear infection), but no clear evidence of meningeal or encephalitic involvement
- 2 = loss associated with impaired consciousness/epileptic attacks or other definite evidence of meningeal or encephalitic involvement
- 8 = no loss of skills
- 9 = N/K or not asked

EVER

--

28. DURATION OF LOSS OF SKILLS

How long was it before [subject]'s skills began to come back?

How long was it before s/he reached the level s/he had been at before the loss took place?

Code in months the time from start of loss to time previous level regained; or choose one of the following:

--	--	--

993 = loss still present

994 = progressive deterioration continuing

998 = no loss

999 = N/K or not asked

LANGUAGE AND COMMUNICATION FUNCTIONING

Now let's come back to [subject]'s language and communication. Let me begin with what her/his understanding of language is like now.

29. COMPREHENSION OF SIMPLE LANGUAGE

THIS IS A SUMMARY CODE THAT DEALS WITH THE SUBJECT'S UNDERSTANDING OF SPOKEN LANGUAGE WHEN THERE IS AN ABSENCE OF OTHER CUES SUCH AS THOSE THAT MIGHT BE PROVIDED BY GESTURE, POINTING, OR CONTEXT.

How much language do you think [subject] understands if you don't gesture?
What about when s/he can't tell from the situation what is going to happen? For example, can you send her/him into another room to get something like her/his shoes or blanket?
What about your purse or a book?
Could you ask her/him to put them somewhere, other than the usual place?
Could s/he deliver a simple message?
Could s/he follow an instruction with an "if" and a "then"?
Does s/he understand if you say "no" without gesturing or raising your voice?
How about "yes" or "okay"?
How about names of favorite foods or toys or people in your family?
Do you think s/he understands 10 words? 50?
What about at age 4 to 5?

0 = in response to a request can usually perform an unexpected action with an unexpected object; or could place an object, other than something to be used by self (such as boots or a toy), in an unexpected location in a different room ("Put the keys on the kitchen table")

Current

1 = in response to a request can usually get an object, other than something for self or something highly contextualized, from another room ("Get the keys from the kitchen table"), but usually cannot carry out a new action on this object or put it in a "new" place

Most abnormal
4.0-5.0

2 = understands many words (more than 50), including "yes" and names of familiar people, toys, or foods, but does not meet criteria for "0" or "1"

3 = understands fewer than 50 words, but some comprehension of "no" and names of a few favorite objects, foods, or people, or words within familiar routines

4 = little or no comprehension of words, even in context

8 = N/A (e.g., deaf)

9 = N/K or not asked

30. OVERALL LEVEL OF LANGUAGE

THIS IS A SUMMARY CODE CONCERNING WHETHER SUBJECT USES AT LEAST THREE-WORD PHRASES;
THIS INCLUDES SPONTANEOUS SPEECH OR ECHOED OR STEREOTYPED SPEECH IF THEY ARE USED FUNCTIONALLY.

How much speech does [subject] have now?

Does s/he have phrases with at least three words that s/he uses every day?

Do they ever include verbs?

Do other people understand? If not, does s/he have single words that are used on a daily basis? How many?

0 = functional use of spontaneous, echoed, or stereotyped language that, on a daily basis, involves phrases of three words or more that at least sometimes include a verb and are comprehensible to other people

1 = no functional use of three-word phrases in spontaneous, echoed, or stereotyped speech, but uses speech on a daily basis with at least five different words in the last month

2 = fewer than five words total or speech not used on a daily basis

If code "1" or "2," and subject never had speech at level "0" (or had lost it by age 4 to 5 years), ask next question (Item 31), then skip to Item 42 (Page 37). Code "8" for all categories in Items 32 to 41 (Pages 27 to 36).

If code "1" or "2," but did have speech at level "0" at age 4 to 5 years, do not skip Items 32 to 41. Code these "8" for "current" and as appropriate for 4 to 5 years or "ever."

CURRENT

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31. USE OF OTHER'S BODY TO COMMUNICATE

THE EMPHASIS IS ON THE ABNORMAL USE OF ANOTHER PERSON AS A KIND OF EXTENSION OF THE SUBJECT'S ARM OR BODY. FOR EXAMPLE, THE USE OF **ANOTHER** PERSON'S HAND TO POINT, TOUCH AN OBJECT, OR PERFORM A TASK SUCH AS TURNING A DOOR KNOB TO OPEN A DOOR, UNSCREWING A BOTTLE TOP, OR MANIPULATING A ZIPPER OR BUTTONS. THIS BEHAVIOR WILL PROBABLY TAKE PLACE WITHOUT ANY PRIOR ATTEMPT TO COMMUNICATE THE NEED OR REQUEST, BY MEANS OF USING OTHER SOUNDS OR GESTURES. THUS, THE PHYSICAL CONTACT IS NOT TO INITIATE A SOCIAL APPROACH, BUT RATHER TO FACILITATE THE COMPLETION OF THE TASK.

Now let me focus on the time when [subject] had very little speech.

How did s/he let you know s/he wanted something then?

Did s/he ever show you what s/he wanted by taking your hand or wrist or some other part of your body?

What exactly did s/he do?

What did s/he do when you were brought to the object wanted?

Did s/he ever use your hand as if it were a tool or an extension of her/his own arm (such as pointing with your hand or getting your hand to turn a door knob)?

Did s/he look at you when doing this?

Did s/he combine taking your hand with trying to communicate with sounds or words?

When did s/he do this?

Did s/he try to communicate first by sounds or gesture?

Does s/he ever take your hand or wrist like this now?
(GET DETAILS SUFFICIENT FOR CODING.)

0 = no use of other's body to communicate, except in situations where other strategies have not worked (e.g., when parent conversing with someone and subject cannot get her/his attention), or when taking someone's hand to lead them places

1 = occasional placement of other's hand on objects or use of other's hand as a tool or to point, but some combination with other modes of communication

2 = occasional placement of other's hand or use of other's hand as a tool or to demonstrate "for" the subject without integration with other modes of communication

3 = regular use of other's hand as a tool or to gesture "for" the subject

8 = little or no spontaneous communication

9 = N/K or not asked

CURRENT

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EVER

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Handed to subject
- subject used hand to
point to door knob

Items 32 to 41 apply only to verbal subjects

32. ARTICULATION/PRONUNCIATION

CODE ONLY FOR SUBJECTS AGED 4 YEARS OR OLDER. ARTICULATION REFERS TO THE ENUNCIATION OF THE SOUNDS OF LANGUAGE.

Let me now come back to [subject]'s talking now.

What is her/his pronunciation like?

Are there any words or sounds s/he doesn't get quite right? What are they?

Do other people understand her/him easily?

What about people outside the family?

What was her/his articulation like when s/he reached her/his fifth birthday?

What errors did s/he make at age 5? (NOTE EXAMPLES.)

Could a stranger understand her/him at age 5? (GET DETAILS OF DIFFICULTIES WITH ARTICULATION.)

0 = understood by anybody (i.e., clear enunciation of most sounds, but may include a few consonant omissions or substitutions)

1 = understood better by family than others because of difficulty with some sounds, but mostly comprehensible to strangers at first encounter

2 = definite articulation difficulties such that some words are very difficult for strangers to understand until they get to know her/him

3 = strangers find speech almost impossible to understand or parents have significant difficulties understanding because of articulation

8 = N/A; no speech or subject below age 4.0 years

9 = N/K or not asked

CURRENT
(4.0 or older)

☐

AT 5.0 YEARS

☐

33. STEREOTYPED UTTERANCES AND DELAYED ECHOLALIA

THESE ARE DEFINED AS THE NONHALLUCINATORY USE OF REPETITIVE SPEECH PATTERNS THAT ARE CLEARLY ODD IN TERMS OF EITHER STEREOTYPED CONTENT, OR THEIR NONSOCIAL USAGE, OR BOTH. THESE INCLUDE PHRASES THAT ARE INTERSPERSED INTO MORE NORMAL SPEECH; SELF-COMMENTARY ON THE PERSON'S OWN ACTIONS; A REPETITIVE RERUN OF EMOTIVE OR UPSETTING INTERCHANGES; OR ROUTINIZED PHRASES USED OUT OF APPROPRIATE CONTEXT. DO NOT INCLUDE THE REPETITIONS THAT OFTEN OCCUR WITH NORMALLY DEVELOPING CHILDREN AS PART OF PLAY WHEN PHRASE SPEECH IS JUST BECOMING WELL ESTABLISHED, OR FOR REASSURANCE.

Has s/he ever tended to use rather odd phrases or say the same thing over and over in almost exactly the same way? That is, either phrases s/he has heard other people use or ones s/he has made up (e.g., "It's bad to bite your wrist"; "Does this look like a traffic light?"; "Say it's alright now").

Does s/he tend to talk to her/himself in this way when doing something on her/his own, or when upset about something that has happened during the day? *yes*

Does s/he use the phrase appropriately or not to mean anything in particular or as part of a conversation with her/himself?

Can you give me some examples?

What about when s/he was younger?

Does s/he ever give a running commentary on what s/he is doing? *— All the time*

Did s/he ever use odd phrases more often than s/he does now?

0 = rarely or never uses stereotyped phrases

1 = speech tends/tended to be more repetitive than most subjects at the same level of complexity, but not stereotyped in an odd or unusual way; or occasional stereotyped utterances, but consistent productive language as well

2 = often uses/used stereotyped utterances with productive language as well

3 = phrases are almost exclusively stereotyped utterances

8 = N/A; no phrases (code "1" or "2" on Item 30)

9 = N/K or not asked

CURRENT

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EVER

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34. SOCIAL VERBALIZATION/CHAT

THE EMPHASIS IN DEFINING SOCIAL VERBALIZATION/CHAT IS ON WHETHER OR NOT SPEECH IS USED JUST TO BE FRIENDLY OR SOCIAL RATHER THAN TO EXPRESS NEEDS OR GIVE SOME INFORMATION. THE FOCUS OF THIS QUESTION IS SOCIAL APPROACH, NOT SOCIAL RECIPROCITY, WHICH IS DEALT WITH IN ITEM 35.

When people talk, sometimes it is to get something or find out about something, but sometimes the purpose seems mainly just to be with someone—sort of “small talk”—such as saying “It never stops raining,” “The telephone is ringing again!” or “You are very busy today.” Would [subject] ever talk with you just to participate in some form of language interchange?

What about when s/he was younger (but using phrases)?

0 = verbalizes or chats with clear social quality of talking to be friendly or to express interest, rather than to make needs known

CURRENT

☐

1 = some **social** use of speech in response to caregiver or to get attention with no other obvious motivation, but limited in frequency or range of contexts

EVER
(when verbal)

☐

2 = uses some speech to alert caregiver to immediate needs or wants, but little or no purely social use of verbalization

8 = N/A (code “1” or “2” on Item 30)

9 = N/K or not asked

35. RECIPROCAL CONVERSATION (WITHIN SUBJECT'S LEVEL OF LANGUAGE)

THE EMPHASIS OF THIS ITEM IS ON THE ABILITY TO FACILITATE THE FLOW OF CONVERSATION (I.E., TO BUILD ON THE **OTHER PERSON'S** RESPONSES RATHER THAN THE SUBJECT'S ABILITY TO TALK/CHAT).

**Can you have a conversation with [subject]?
That is, if you say something to her/him, without
asking a direct question, what will [subject]
usually do?**

Will s/he say something?

Will s/he ever ask you a question or build on what **you**
have said in such a way that s/he adds something new
to what you have said, so that the conversation will
continue? In other words, will s/he converse to-and-fro
on topics that you have introduced?

Can s/he also bring up appropriate topics?

**What about when s/he was younger (but using
phrases)?**

0 = conversation flows, including
both offering information and
building on other person's
response in a manner that
leads to ongoing dialogue

CURRENT

☐

1 = occasional reciprocal
conversation, but less
frequent than normal or
limited in flexibility or topics

EVER
(when verbal)

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2 = little or no reciprocal
conversation; others find
it difficult to **build** a
conversation even if there is
apparent positive or social
talk by subject; subject
fails to follow anyone else's
conversation topic; may ask or
answer questions but not as
part of a single interchange

3 = very little spontaneous speech

8 = N/A (code "1" or "2" on Item
30)

9 = N/K or not asked

36. INAPPROPRIATE QUESTIONS OR STATEMENTS

THE FOCUS IS ON SOCIALLY INAPPROPRIATE UTTERANCES THAT REFLECT A LACK OF UNDERSTANDING OR A DISREGARD OF THE SOCIAL IMPACT OF SUCH COMMENTS. THESE MAY CONSIST OF UTTERANCES THAT ARE INTRINSICALLY ODD (E.G., "HOW TALL WAS MR. BROWN WHEN HE WAS 2?"), OR UTTERANCES THAT ARE INAPPROPRIATE BECAUSE OF THEIR PERSONAL NATURE OR IN RELATION TO THE SITUATION. REPETITION MAY CONTRIBUTE TO THE ODDNESS BUT IT IS NOT SUFFICIENT IN ITSELF.

Are there times when [subject] uses socially inappropriate questions or statements?

For example, does s/he regularly ask personal questions or make personal comments at awkward times?
(GET EXAMPLES.)

Was this ever a problem in the past?

0 = no or very rare use of questions/statements inappropriate to conversation or setting

1 = use of some questions/statements regardless of situation; questions or statements are slightly inappropriate and may be repetitious, but are not usually very odd or highly embarrassing

2 = frequent use of questions/statements that are odd or obviously inappropriate to the situation

8 = N/A (code "1" or "2" on Item 30)

9 = N/K or not asked

CURRENT

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EVER

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37. PRONOMINAL REVERSAL

THE EMPHASIS IS ON THE CONSISTENT ABNORMAL CONFUSION OF PRONOUNS BETWEEN FIRST AND SECOND OR THIRD PERSON. IT DOES NOT INCLUDE "I/ME" CONFUSION AS THIS IS OFTEN A SUBCULTURALLY ACCEPTABLE USAGE.

Has [subject] ever got her/his personal pronouns the wrong way round? For example, has [subject] ever mixed up "you" and "I"?

What about saying "he" or "she" instead of "I"?

For example, saying "You want a drink" instead of "I want a drink" or "He is hungry" instead of "I am hungry."

(NOTE EXAMPLES.)

(IF YES) When using "you" or "s/he" instead of "I," how does s/he say it? For example, does her/his statement have the intonation of a question?

What about when [subject] was younger?

0 = no confusion between 1st and 2nd or 3rd person after phrase speech with pronoun use established

1 = refers/referred to self by name instead of "I" after phrase speech established, but no persistent "you/s/he/I" confusion

2 = "you/I" or "s/he/I" confusion after phrase speech established, but "you" or "s/he" not used with intonation of a question

3 = pronominal confusion when asking a question in which "you" or "s/he" is used for "I"

7 = other types of pronominal confusion (other than "I/me"), such as "he/you"

8 = N/A (code "1" or "2" on Item 30 or no pronouns used)

9 = N/K or not asked

CURRENT

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EVER

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38. NEOLOGISMS/IDIOSYNCRATIC LANGUAGE

NEOLOGISMS MUST BE NONWORDS AND OBVIOUSLY PECULIAR (E.G., "PLIN" FOR A FREE-FALLING PIECE OF PAPER OR FABRIC, OR "MASHUDA" FOR TRIANGLES.) IDIOSYNCRATIC LANGUAGE REFERS TO REAL WORDS AND/OR PHRASES USED OR COMBINED BY THE SUBJECT IN A WAY THAT S/HE COULD NOT HAVE HEARD. THESE ARE USED TO CONVEY **SPECIFIC MEANINGS**; THEY DO NOT INCLUDE CONVENTIONAL METAPHORS. DIFFERENTIATE UNUSUAL OR TRULY IDIOSYNCRATIC USAGES FROM ORDINARY CHILDISH REFERENCES TO OBJECTS ACCORDING TO THEIR FUNCTION OR AS PART OF A SHARED GAME OR JOKE.

Does s/he ever use words that s/he seems to have invented or made up?

Does [subject] ever put things in odd, indirect ways, or have idiosyncratic ways of saying things, such as saying "hot rain" for "steam" or referring to her/his grandmother by her age?

Would s/he ever take this one step further and refer to other women as "55"? Can you give me some examples?

Did s/he ever use these sorts of odd words or phrases in the past?

(GET EXAMPLES AND PROMPT AS NECESSARY.)

0 = no use of neologisms or idiosyncratic language

1 = occasional use of neologisms and/or idiosyncratic words and phrases used consistently over a period of time

2 = regular use of neologisms and/or idiosyncratic ways of saying things, including generalization of unusual term to reference beyond the example that may have fostered the initial idiosyncratic word or phrase

8 = N/A (code "1" or "2" on Item 30)

9 = N/K or not asked

CURRENT

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EVER

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39. VERBAL RITUALS

WHEN DECIDING WHETHER VERBAL RITUALS ARE PRESENT, FOCUS ON THE DEGREE OF PREDICTABILITY OF THE CONTEXT AND SEQUENCE, AS WELL AS ON THE COMPULSIVE QUALITY OF THE SPEECH. THE EMPHASIS IS ON THE FIXED SEQUENCES OF UTTERANCES THAT ARE SAID AS IF THE SUBJECT FEELS PRESSURE TO COMPLETE THEM IN A PARTICULAR ORDER. THE SUBJECT IS IMPOSING AN ORDER ON WHAT S/HE SAYS AND MAY, IN ADDITION, POSE SIMILAR RESTRICTIONS ON THE VERBAL RESPONSES/UTTERANCES OF OTHERS. EXCLUDE VERBAL RITUALS THAT OCCUR **SOLELY** AS PART OF A BEDTIME ROUTINE.

Does s/he ever say the same thing over and over in exactly the same way or insist on you saying the same things over and over again?

Does s/he ever keep saying the same thing until you reply in a certain way?

What happens if you interrupt her/him or refuse to comply?

Was this ever a problem in the past? (GET DETAILS.)

0 = no verbal rituals

1 = tendency to say things in ritualized way or to require others to do so, but no indication that this is compulsive, and readily stops if asked to do so

2 = subject has to say one or more things in a special way; rituals may intrude on family life, may involve other family members and some distress at interruption, or may cause some disturbance or minor reorganization of family life that can be tolerated by most families

3 = as for "2," but with marked difficulty to control and marked intrusiveness on family life; family members involved to a degree that causes definite social impairment, disruption, or prevention of some family activities; serious distress at any attempted interruption

8 = N/A (code "1" or "2" on Item 30)

9 = N/K or not asked

CURRENT

☐

EVER

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40. INTONATION/VOLUME/RHYTHM/RATE

THIS ITEM REFERS TO UNUSUAL QUALITIES OF PROSODY OR THE PARALINGUISTIC SOUND OF THE SUBJECT'S SPEECH AS EVIDENCED IN INTONATION, VOLUME, RHYTHM, OR RATE. DO NOT CODE USE OF COLLOQUIAL PHRASES OR INVECTIVES HERE.

Is there anything unusual about the way [subject] speaks? That is, is her/his speech of normal volume or is it consistently too loud or too quiet?

What about the rate and rhythm of her/his speech?

What about the intonation or pitch?

Does s/he ever repeat whole sentences or monologues in exactly the same tone of voice in which s/he first heard them? (GET DETAILS.)

What about in the past?

0 = normal, appropriately varying intonation, reasonable volume, and normal rate of speech, with regular rhythm coordinated with breathing

1 = speech that shows one or other of the abnormalities listed under "2," but not obviously peculiar and no interference with intelligibility

2 = speech that is clearly abnormal in terms of any or all of the following: (a) odd intonation or inappropriate pitch and stress; (b) markedly flat and toneless or mechanical speech; (c) consistently abnormal volume that lacks modulation; (d) inappropriate, poorly modulated rate or rhythm (either unusually slow or halting or unusually rapid or jerky) to a degree that creates **some** interference with intelligibility

3 = speech that is frequently obviously peculiar or difficult to understand because of abnormalities of type specified under "2"

7 = stutter or stammer; abnormal intonation due to severe hearing impairment; or intonation abnormality due to neurological disorder causing motor dysfunction

8 = N/A (code "1" or "2" on Item 30)

9 = N/K or not asked

CURRENT

☐

EVER

☐

41. CURRENT COMMUNICATIVE SPEECH

THIS ITEM REFERS TO SEMANTIC AND GRAMMATICAL COMPLEXITY WITHIN A SENTENCE IN NONECHOED UTTERANCES. THIS IS A SUMMARY CODE TO ASSESS HOW WELL THE SUBJECT USES HER/HIS LANGUAGE TO COMMUNICATE.

How does [subject] now use the words s/he has?

(IT IS OFTEN HELPFUL TO ASK PARENTS/INFORMANTS TO RECALL A PARTICULAR CONVERSATION WITH THE SUBJECT, SUCH AS ONE TAKING PLACE ON THE WAY TO THE APPOINTMENT OR DURING A RECENT MEAL.)

In what sort of situation does s/he talk the most?

Does s/he call you by name or use words to direct your attention? (GET EXAMPLES OF COMMUNICATIVE USE OF WORDS.)

Does s/he ever tell you about things that are not present (e.g., about something that happened a while ago or something s/he is looking forward to)?

What about when s/he was 5 years of age?

- 0 = speech, at whatever level attained, used frequently and communicatively in a variety of contexts, including some reference to events not present (Do not include requests here)
- 1 = some communicative use of words (i.e., words used regularly to communicate, with or without an abnormal element), but somewhat restricted in frequency or contexts
- 2 = some spontaneous words and/or echolalic language, but with limited communicative use
- 3 = little or no communicative language (including exclusively non-communicative echolalia), though subject has some language
- 8 = N/A (code "1" or "2" on Item 30, or under 5 years of age for 5.0 year coding)
- 9 = N/K or not asked

CURRENT

☐

AT 5.0 YEARS

☐

Items 42 onwards apply to both verbal and nonverbal subjects.

42. POINTING TO EXPRESS INTEREST

THIS ITEM IS STRICTLY CONCERNED WITH UNPROMPTED POINTING THAT IS USED AS A SPONTANEOUS COMMUNICATION TO EXPRESS INTEREST OR TO SHOW SOMETHING AT A DISTANCE, RATHER THAN AS A MEANS OF OBTAINING SOME OBJECT. POINTING MUST BE SOCIAL AND IT MUST BE INITIATED BY THE SUBJECT. FURTHERMORE, THE POINTING MUST BE AT OBJECTS THAT ARE WITHIN SIGHT BUT THAT ARE SOME DISTANCE AWAY. POINTING AT BOOKS, OR POINTING AS A LEARNED RESPONSE TO QUESTIONS, IS EXPLICITLY EXCLUDED FROM THIS ITEM. ALSO EXCLUDED IS POINTING THAT IS USED AS A MEANS OF OBTAINING SOME OBJECT. IN ORDER FOR THE POINTING TO BE CODED "0" IT MUST INVOLVE COORDINATED EYE GAZE WITH THE OTHER PERSON, AS DESCRIBED BELOW.

Does [subject] ever spontaneously point at things around her/him?

With a finger or sort of a hand extended, like reaching?

In what circumstances?

Does s/he ever point at things at a distance, such as out a window at home or in a car or bus?

If I wanted to get you to look at something, I might first look at it, then look at you, then point and look at the object again, then look back at you to see if you understood. Can [subject] do this?

What about when s/he was 4 to 5 years old?

0 = spontaneously points at objects at a distance with finger to express interest, using coordinated eye gaze in order to communicate

CURRENT

☐

1 = makes some limited attempt to express interest by pointing, but with limited flexibility and/or lack of coordination (e.g., uses arm or points with finger, but without consistent coordination with eye gaze)

MOST
ABNORMAL
4.0-5.0

☐

2 = little or no spontaneous unprompted attempts to point to express interest in objects at a distance

8 = N/A

9 = N/K or not asked

43. NODDING

THIS ITEM IS INTENDED TO DETERMINE IF THE SUBJECT CURRENTLY USES OR HAS EVER USED THE CONVENTIONAL GESTURE OF HEAD NODDING TO COMMUNICATE "YES." NODDING SHOULD HAVE OCCURRED IN SEVERAL DIFFERENT SITUATIONS BUT MAY HAVE DECREASED IN FREQUENCY AS THE SUBJECT LEARNED TO SPEAK.

Does [subject] nod her/his head to mean "yes"?

What about when s/he was 4 to 5 years old?
(GET DETAILS.)

0 = consistently nods spontaneously

1 = sometimes nods spontaneously

2 = never nods spontaneously

8 = N/A

9 = N/K or not asked

CURRENT

☐

MOST
ABNORMAL
4.0-5.0

☐

44. HEAD SHAKING

THIS ITEM IS INTENDED TO DETERMINE IF THE SUBJECT CURRENTLY USES OR HAS EVER USED THE CONVENTIONAL GESTURE OF HEAD SHAKING TO COMMUNICATE "NO." HEAD SHAKING SHOULD HAVE OCCURRED IN SEVERAL DIFFERENT SITUATIONS, BUT MAY HAVE DECREASED IN FREQUENCY AS THE SUBJECT LEARNED TO SPEAK.

Does [subject] shake her/his head to mean "no"?

What about when s/he was 4 to 5 years old?
(GET DETAILS.)

0 = consistently shakes head spontaneously

1 = sometimes shakes head spontaneously

2 = never shakes head spontaneously

8 = N/A

9 = N/K or not asked

CURRENT

☐

MOST
ABNORMAL
4.0-5.0

☐

45. CONVENTIONAL/INSTRUMENTAL GESTURES

INSTRUMENTAL GESTURES ARE SPONTANEOUS, CULTURALLY APPROPRIATE, DELIBERATE HAND OR ARM MOVEMENTS THAT CONVEY A MESSAGE BY THEIR FORM AS SOCIAL SIGNALS. EXCLUDE PURELY EMOTIONAL SIGNALS (SUCH AS HANDS TO FACE IN EMBARRASSMENT OR SHRINKING WITH FEAR); DEMONSTRATIONS; AND INSTANCES OF TOUCHING OR PULLING SOMEONE TO GAIN THEIR ATTENTION OR SHOW THEM SOMETHING. ALSO EXCLUDE MANNERISMS SUCH AS TOUCHING THE FACE OR SCRATCHING. ALL GESTURES MUST BE/HAVE BEEN USED OVER A PERIOD OF 3 OR MORE MONTHS TO BE CODED. OFTEN IT IS USEFUL IN HELPING INFORMANTS TO REMEMBER GESTURES TO FOCUS ON HOW THE SUBJECT DIRECTED THEIR ATTENTION OR USED GESTURE WHEN OTHER MODES OF COMMUNICATION WERE NOT CLEAR OR SUCCESSFUL.

Does [subject] wave good-bye?

When does this happen?

Does s/he ever use other common gestures, such as blowing a kiss, clapping for a job well done, putting a finger to her/his lips to mean "be quiet," or shaking a finger for "bad"?

Does s/he ever use gestures, other than pointing or holding arms up to be lifted, to let you know what s/he wants?

Does s/he use gestures when s/he is trying to get you to help her/him or to get your attention (for example, beckoning to someone, or putting out a hand with palm extended to ask that you give her/him something)?

What about when s/he was 4 to 5 years old?

Note: Subjects who have been taught signing and who use instrumental signs only in the teaching context should be coded "2." However, if the taught signs are used spontaneously with some variety and creativity for instrumental purposes, code "0" or "1" as appropriate.

0 = appropriate and spontaneous use of a variety of conventional or instrumental gestures

1 = spontaneous use of conventional or instrumental gestures, but limited in range or contexts

2 = inconsistent spontaneous use, or use of elicited or well-rehearsed simple conventional or instrumental gestures only

3 = no use of conventional or instrumental gestures

8 = N/A

9 = N/K or not asked

CURRENT

☐

MOST
ABNORMAL
4.0-5.0

☐

46. ATTENTION TO VOICE

For subjects aged 5.0 years or older, probe only for the 4.0- to 5.0-year period.

THE FOCUS IS ON WHETHER THE SUBJECT SHOWS AN ORIENTING RESPONSE WHEN SPOKEN TO AND NOT WHETHER S/HE COMPLIES WITH WHAT IS SAID. THE ORIENTING RESPONSE SHOULD CONSIST OF AN AUTOMATIC LOOKING TO THE SOUND, TOGETHER WITH AN APPROPRIATE FACIAL EXPRESSION. THIS SHOULD OCCUR WITHOUT THE NEED FOR EXTRA STEPS SUCH AS CALLING THE SUBJECT'S NAME OR STANDING VERY CLOSE TO HER/HIM.

If you come into a room and start talking to [subject] without calling her/his name, what does s/he do? I mean when you say something neutral rather than when you're trying to get her/him to do something. Does s/he look up and pay attention to you?

How does s/he respond? How about to other people?

Do you need to say her/his name or catch her/his eye first or could you just say something that s/he might not even be that interested in, such as "Oh no, it's raining," or "My goodness, what a lot of toys!"

What did [subject] do when s/he was 4 to 5 years old? (GET DETAILS.)

0 = usually looks up and pays attention when spoken to in a positive manner in contexts **other than** to do something that s/he may not want to do

1 = does not consistently appear to pay attention (e.g., might look up briefly, but little sustained attention), but sometimes responds to what is said or responds on occasion only to firm, loud voice

2 = usually does not look up or pay attention when spoken to, and does not respond to what is said; **or** responds to her/his name only or when her/his attention is caught very deliberately

3 = rarely responds, although hearing normal

8 = N/A

9 = N/K or not asked

CURRENT
(UNDER 5.0)

☐

MOST
ABNORMAL
4.0-5.0

☐

47. SPONTANEOUS IMITATION OF ACTIONS

For subjects aged 10.0 years or older, probe only for the 4.0- to 5.0-year period.

THE EMPHASIS IS ON THE SPONTANEOUS IMITATION OF A VARIED RANGE OF NONTAUGHT, INDIVIDUAL BEHAVIORS, ACTIONS, OR CHARACTERISTICS OF ANOTHER PERSON. EXCLUDE IMITATION OF TV/FILM CHARACTERS.

Does [subject] imitate you or other people in the family?

How about when you are *not* trying to get her/him to do so?

Does s/he copy something you have done, but using a "pretend" object (such as mowing the lawn with some toy vehicle)?

Is the imitation only at the time you are doing whatever it is, or does the copying form part of her/his play at *other* times?

How varied are the things s/he imitates? Does the imitation ever involve some *personal* characteristic, such as the way you walk or gesture or the way you hold something? (GET EXAMPLES.)

What about when s/he was 4 to 5 years old?

Do not code elicited or vocal imitation here.

CURRENT
(UNDER 10.0)

☐

0 = spontaneous imitation of a varied range of non-taught actions, at least some of which are incorporated into play outside the context of the observed behavior of the imitated person

MOST
ABNORMAL
4.0-5.0

☐

1 = some indication of spontaneous imitation that goes beyond copying a frequent use of an object, but not of sufficient flexibility or number to meet the criteria for "0"

2 = spontaneous imitation limited to a few familiar routines that are not incorporated into play; including frequent appropriate use of an object probably learned through imitation (e.g., mowing lawn with a toy mower)

3 = very rare or no spontaneous imitation

8 = N/A

9 = N/K or not asked

48. IMAGINATIVE PLAY

For subjects aged 10.0 years or older, probe only for the 4.0- to 5.0-year period.

IMAGINATION IS DEFINED AS PRETEND PLAY THAT IMPLIES THE FORMATION OF MENTAL IMAGES OF THINGS NOT PRESENT. THE FOCUS HERE IS ON THE CHILD'S CREATIVE AND VARIED USE OF ACTIONS OR OBJECTS IN PLAY TO REPRESENT HER/HIS OWN IDEAS.

Does [subject] play any pretend games?

Does s/he play with toy tea sets or dolls or action figures or cars? (GET EXAMPLES.)

Does s/he drink the tea/push the car/kiss the stuffed animal?

Has s/he ever given the doll a drink or the action figure a ride in the car?

Has s/he ever used the doll/action figure as the initiator—so that the doll pours and serves the tea or the action figure walks to the car and gets in it?

Does s/he ever talk to her/his dolls or animals?

Does s/he ever make them talk or make noises?

Does this type of play vary from day to day?

Has s/he ever made up a sort of story or sequence (e.g., with the toy cars racing each other, being parked in a garage, or going to Granny's house)?

What about at age 4 to 5? (GET EXAMPLES.)

0 = variety of pretend play, including use of dolls/animals/toys as self-initiating agents

1 = some pretend play, including actions directed to dolls or cars, etc., but limited in variety or frequency

2 = occasional, spontaneous pretend actions or highly repetitive pretend play (which may be frequent), or only play that has been taught by others

3 = no pretend play

8 = N/A

9 = N/K or not asked

CURRENT
(UNDER 10.0)

☐

MOST
ABNORMAL
4.0-5.0

☐

49. IMAGINATIVE PLAY WITH PEERS

For subjects aged 10.0 years or older, probe only for the 4.0- to 5.0-year period.

THE FOCUS HERE IS ON THE SPONTANEOUS, CREATIVE SHARING OF IMAGINATION AMONG CHILDREN, INCORPORATING BOTH THE SUBJECT'S IDEAS AND THOSE OF OTHER CHILDREN. THE LEVEL OF IMAGINATION MAY BE SIMPLE SO LONG AS IT IS SOCIALLY INTERACTIVE, SPONTANEOUS, AND VARIED. IF THE SUBJECT'S ONLY PLAY IS WITH SIBLINGS, BE PARTICULARLY CAREFUL TO DIFFERENTIATE WELL-PRACTISED ROUTINES FROM SPONTANEOUS, FLEXIBLE PLAY. ALSO DIFFERENTIATE PLAY THAT IS HIGHLY STRUCTURED "FOR" THE SUBJECT BY THE SIBLING FROM PLAY IN WHICH S/HE SHOWS SOME INITIATIVE.

Does [subject] ever play imaginative games with someone else?

Do they seem to understand what each other is pretending? How can you tell? Can you give me an example?

Does [subject] ever take the lead in this play? Or does s/he mostly follow the other person's ideas?

What about at age 4 to 5?

0 = imaginative, cooperative play with other children in which the subject both takes the lead and follows another child in spontaneous, pretend activities

1 = some participation in pretend play with another child, but not truly reciprocal and/or pretending is very limited in variety

2 = some play with other children, but little or no pretending

3 = no play with other children or no pretend play even on own

8 = N/A

9 = N/K or not asked

CURRENT
(OVER 4.0 AND UNDER 10.0)

☐

MOST ABNORMAL
4.0-5.0

☐

SOCIAL DEVELOPMENT AND PLAY

Thank you. That has given me a clear idea about her/his communication and imaginative play.
Now can we talk about how s/he got on with people when s/he was little?

50. DIRECT GAZE

INCLUDES BOTH THE SUBJECT'S USE OF DIRECT EYE GAZE TO COMMUNICATE AND HER/HIS RESPONSE TO OTHERS' ATTEMPTS TO CATCH HER/HIS EYE.

For subjects UNDER 5.0 years:

Does [subject] look you directly in the face when doing things with you or talking with you?

Can you catch her/his eye?

Does s/he sometimes watch you as you walk into the room? (0)

Does s/he look back and forth to your face as other children would?

What about with others?

0 = normal reciprocal direct gaze used to communicate across a range of situations and people

1 = definite direct gaze, but only of brief duration or not consistent during social interactions

2 = uncertain/occasional direct gaze, or gaze rarely used during social interactions

3 = unusual or odd use of gaze

8 = N/A

9 = N/K or not asked

CURRENT
(UNDER 5.0)

☐

MOST
ABNORMAL
4.0-5.0

☐

For subjects OVER 5.0 years:

When [subject] was 4 to 5 years of age, did s/he look at you directly in the face when doing things with you or talking with you?

Could you catch her/his eye?

Did s/he sometimes watch you as you walked into the room?

Would s/he have looked back and forth to your face as other children would?

What about with others?

51. SOCIAL SMILING

DEFINED AS SPONTANEOUS SMILING DIRECTED AT A VARIETY OF PEOPLE, INCLUDING SMILING BACK AT SOMEONE SMILING AT HER/HIM, SMILING DURING AN APPROACH, AND SMILING IN RESPONSE TO WHAT SOMEONE DOES OR SAYS TO HER/HIM.

When [subject] is approaching someone to get her/him to do something or to talk to her/him, does [subject] smile in greeting?

What about when s/he sees you for the first time when you've been out? Or when meeting someone s/he knows?

If s/he is not smiling first, what does s/he do if someone else smiles at her/him? Or when someone says something nice to her/him?

What about at age 4 to 5 years old?

0 = regularly predictable, reciprocal, social smiles in response to the smiles of a variety of people besides parent/caregiver

CURRENT

☐

1 = some evidence of reciprocal social smiling, but not sufficient to code "0"

MOST
ABNORMAL

4.0-5.0

☐

2 = some evidence of smiling while looking at people, but generally not reciprocal; code here if smiles only to parent/caregiver, smiles only upon request, or smiles in odd situations or odd ways

3 = little or no smiling at people, though may smile at other things

8 = N/A

9 = N/K or not asked

52. SHOWING AND DIRECTING ATTENTION

THE PURPOSE OF THIS ITEM IS TO DETERMINE WHETHER, HOW, AND IN WHAT CIRCUMSTANCES THE SUBJECT DIRECTS OTHERS' ATTENTION TO TOYS OR OBJECTS IN WHICH S/HE IS INTERESTED. THE FOCUS IS ON SPONTANEOUS DIRECTING OF ATTENTION PURELY TO SHARE INTEREST.

Does s/he ever show you things that interest her/him?

For example, would s/he bring a new toy for you to see or call your attention to something s/he is playing with or making? What sorts of things are these?

Does this ever happen for things that aren't part of her/his special interests and aren't things s/he needs you for?

What about when [subject] was 4 to 5 years old?

0 = regular showing of objects by bringing things to parent/caregiver and directing her/his attention, with no manifest motive other than sharing

1 = possible showing as described above, but not sufficiently frequent or of purely communicative quality to meet criteria for "0"

2 = some bringing things to parent/caregiver and/or showing, but associated with preoccupations, food, or need for help

3 = rare or no social approaches of this type

8 = N/A

9 = N/K or not asked

CURRENT

☐

MOST
ABNORMAL
4.0-5.0

☐

*with caregiver...
...normal.*

53. OFFERING TO SHARE

THIS ITEM CONCERNS UNPROMPTED, NONROUTINE OFFERS TO SHARE A RANGE OF DIFFERENT OBJECTS WITH OTHER PEOPLE.

Does [subject] ever offer to share things, that is, food or toys or favorite objects, with you?

How about with other children?

Does s/he do this on her/his own or do you need to suggest it?

How often would this happen?

What about when [subject] was 4 to 5 years old?

(BE SURE TO DIFFERENTIATE CLEAR, SPONTANEOUS OFFERS TO SHARE FROM RESPONSES TO PROMPTING AND RELINQUISHING THINGS IF ANOTHER CHILD TRIES TO TAKE THEM. PROBES FOR OLDER CHILDREN OR ADULTS COULD INCLUDE SHARING A PEN, PENCIL, CRAYONS, NAPKINS, SPACE ON A BENCH OR COUCH, A BLANKET; OR GETTING A CUP OF TEA OR A DRINK.)

0 = frequent, spontaneous, and varied offers to share different sorts of objects (e.g., toys, comforters) with other people

1 = some spontaneous offers to share, but limited in number of contexts or frequency (must be more than food)

2 = will sometimes share if requested, but not spontaneously, or spontaneous sharing of food only

3 = no sharing

8 = N/A

9 = N/K or not asked

CURRENT

☐

MOST
ABNORMAL
4.0-5.0

☐

54. SEEKING TO SHARE ENJOYMENT WITH OTHERS

THE AIM OF THIS ITEM IS TO DETERMINE WHETHER THE SUBJECT ATTEMPTS TO SHARE HER/HIS ENJOYMENT OF THINGS THAT GIVE HER/HIM PLEASURE WITH OTHERS, WITH NO OTHER APPARENT MOTIVE OTHER THAN SHARING.

What kinds of things might make [subject] excited and happy?

How does s/he show these feelings?

Does [subject] ever seem to want you to share in her/his enjoyment of something?

Has s/he tried to share these feelings with you?

For example, if s/he has built something or sees something s/he particularly likes, will s/he let you know about her/his excitement by smiling or talking or making noises?

What about when [subject] was 4 to 5 years old?

0 = frequent attempts across a variety of contexts to direct several other people's attention to things that s/he enjoys or has done well (must be with more than one parent)

1 = some attempts to share enjoyment, but limited in number or variety or spontaneity, or lacking clear quality of shared pleasure

2 = few or no attempts to share enjoyment

8 = N/A

9 = N/K or not asked

CURRENT

☐

MOST
ABNORMAL
4.0-5.0

☐

(more than one parent)

55. OFFERING COMFORT

DEFINED AS A SPONTANEOUS UNPROMPTED GESTURE, TOUCH, VOCALIZATION, OR OFFER OF AN OBJECT (E.G., BLANKET). IT ALSO INCLUDES CHANGE IN FACIAL EXPRESSION DIRECTED TO SOMEONE WHO IS SAD, ILL, OR HURT, IN AN ATTEMPT TO HELP HER/HIM FEEL BETTER.

Does [subject] ever try to comfort you if you are sad, hurt, or ill?

What does s/he do if you are crying or if you have hurt yourself?

Would her/his facial expression change as s/he does this?

What about with her/his brother or sister? — 4 10

Does [subject] show comfort in more than one situation?

Do people have to show that they are upset in an exaggerated fashion to elicit comfort?

What about when s/he was 4 to 5 years old?

Code only if the subject spontaneously initiates offers of comfort.

CURRENT

☐

0 = flexibly and spontaneously offers comfort in a range of circumstances and ways, for example, by gesture, touching, or vocalization, or offers of objects (e.g., blanket); must include change in facial expression

MOST
ABNORMAL
4.0-5.0

☐

1 = has partial response (e.g., stands nearby and looks concerned) or indirect physical approach (e.g., comes to sit in lap, but with no clear attempt to comfort); or offers comfort in response to exaggerated expression (e.g., to pretend crying) or in one routine situation (e.g., to baby sister when she's hungry)

2 = rarely offers comfort or only in odd ways

3 = never offers comfort to others

8 = N/A

9 = N/K or not asked

56. QUALITY OF SOCIAL OVERTURES

THE FOCUS OF THIS ITEM IS ON THE **QUALITY** OF SOCIAL INTENTIONALITY WHEN SEEKING HELP, NOT ON THE NUMBER OF CONTEXTS IN WHICH SUCH APPROACHES OCCUR. CODE "0" ONLY IF SUBJECT CONSISTENTLY, DURING HIGHLY MOTIVATED APPROACHES (SUCH AS ASKING FOR HELP), MAKES SOME SORT OF VOCALIZATION THAT IS INTEGRATED WITH HER/HIS OTHER BEHAVIORS, INCLUDING EYE GAZE, AND DIRECTS HER/HIS ATTENTION TO THE OBJECT AND THE OTHER PERSON. CODE **TYPICAL**, RATHER THAN BEST, MOTIVATED OVERTURES.

When s/he wants something or wants help, how does s/he try to get your attention?

Does s/he point, give objects to you, or come and get you when s/he needs help?

Does s/he look at the object or you?

Does s/he ever use gestures or movements with sounds or words to get your attention?

If you don't understand at first, what does [subject] do?

Does s/he look at you and then talk or make a sound?

What about when s/he was 4 to 5 years old? (GET EXAMPLES.)

Does s/he show interest in other people or any other activities?

How does s/he show her/his interest, or get other people's attention? How often would s/he do this?

Code according to **majority** of overtures rather than best ones.

0 = consistently uses coordinated eye gaze with accompanying vocalization in typical situations when motivated to communicate

1 = may use eye gaze or vocalization, but these are weakly integrated

2 = rarely shows well-coordinated, focused social intentionality involving eye gaze or vocalization, or shows this in odd ways

3 = shows no coordination of eye gaze and vocalization

8 = N/A

9 = N/K or not asked

CURRENT

☐

MOST
ABNORMAL
4.0-5.0

☐

57. RANGE OF FACIAL EXPRESSIONS USED TO COMMUNICATE

THE FOCUS HERE IS ON FACIAL EXPRESSIONS USED TO COMMUNICATE, NOT JUST THOSE ASSOCIATED WITH THE EXPERIENCE OF EMOTIONS. A NORMAL RANGE OF EMOTIONS, EVEN IN A VERY YOUNG CHILD, WOULD BE EXPECTED TO INCLUDE SEVERAL MORE SUBTLE FACIAL EXPRESSIONS USED COMMUNICATIVELY, INCLUDING SURPRISE, GUILT, DISGUST, INTEREST, AMUSEMENT, AND EMBARRASSMENT, AS WELL AS JOY, ANGER, FEAR, AND PAIN.

Does [subject] show a normal range of facial expression?
For example, does s/he frown or pout or look embarrassed
as well as laugh or cry?

Can s/he look guilty...or surprised...or amused?

Can you tell by her/his face when s/he is afraid or disgusted?

Does s/he have the same range of facial expressions as other
children?

What about when s/he was 4 to 5 years old?
(GET EXAMPLES.)

0 = full range of facial expression

1 = somewhat limited facial
expression; may be rather
stilted, exaggerated, in manner

2 = markedly limited range of facial
expressions or tendency to have
just one facial expression (e.g.,
happy) for all circumstances

3 = facial expression showing little
or no indication of emotion of
any kind

8 = N/A

9 = N/K or not asked

CURRENT

☐

MOST
ABNORMAL
4.0-5.0

☐

58. INAPPROPRIATE FACIAL EXPRESSIONS

INAPPROPRIATE FACIAL EXPRESSIONS ARE THOSE THAT INDICATE EMOTIONS INCONGRUENT WITH THE SITUATION, SUCH AS LAUGHING WHEN SOMEONE IS UPSET OR HURT, OR LAUGHING OR CRYING FOR NO DISCERNABLE REASON.

Does [subject]'s facial expression usually seem appropriate to the particular situation as far as you can tell?

NO

Does s/he ever laugh or smile in situations that do not seem funny to most people or when you do not understand what it is s/he finds amusing?

Did this ever occur in the past? (NOTE EXAMPLES.)

0 = facial expressions almost always appropriate to mood, situation, and context

1 = facial expressions slightly or occasionally inappropriate or odd

2 = facial expressions obviously inappropriate in several different situations (SPECIFY)

8 = N/A (almost no variation in facial expression, appropriate or inappropriate, as in coding of "3" in Item 57)

9 = N/K or not asked

CURRENT

☐

EVER

☐

59. APPROPRIATENESS OF SOCIAL RESPONSES

THE FOCUS OF THIS ITEM IS ON HOW THE SUBJECT RESPONDS WHEN ADULTS OTHER THAN PARENTS ATTEMPT TO INTERACT WITH HER/HIM IN EVERYDAY, BUT NONROUTINE SITUATIONS.

Now can we turn to how [subject] responds to what other people say or do?

Does s/he consistently respond to the approaches of others in familiar situations?

How does s/he respond if a friend of yours whom s/he doesn't know well approaches and speaks to her/him?

What about someone s/he really likes?

How does s/he respond if someone unfamiliar (such as at church or in a shop) appropriately talks to her/him or tries to attract her/his attention?

Does s/he look directly at her/him?

Does s/he smile or show pleasure?

Would s/he show other reactions, such as interest or tentativeness? (GET EXAMPLES. PROBE TO DETERMINE CONSISTENCY AND CIRCUMSTANCES. IF THE CHILD SOUNDS SHY, SEEK FURTHER EXAMPLES OF PEOPLE WHO ARE MORE FAMILIAR.)

What about when s/he was 4 to 5 years of age?

0 = appropriate response to overtures by familiar and unfamiliar adults

1 = some clear positive responses and interactions, but not consistent

2 = responds to parents/caregiver and others in familiar settings, but responses are stereotyped, inappropriate, or very limited

3 = little or no interest in or response to people, except parents/caregiver or very familiar significant others

8 = N/A

9 = N/K or not asked

CURRENT

☐

MOST
ABNORMAL
4.0-5.0

☐

Now I'd like to talk about the way [subject] plays and the kinds of things s/he is interested in.

Favorite Activities/Toys

If [subject] could choose anything s/he likes to do, what would be her/his favorite activities? How about favorite toys or any other kinds of objects? (ASK FOR INFORMATION ABOUT THE MAIN ACTIVITIES AND TOYS, AND RECORD THEM INTO THE SEPARATE COLUMNS BELOW.)

Favorite Activities

Favorite Toys/Objects

60. INITIATION OF APPROPRIATE ACTIVITIES

THIS ITEM CONCERNS HOW THE SUBJECT SPONTANEOUSLY KEEPS HIMSELF/HERSELF OCCUPIED AND INVOLVED IN A RANGE OF NON-ODD AND NONREPETITIVE ACTIVITIES WHEN NOT SUPERVISED OR DIRECTED.

How good is [subject] at organizing her/his own play or activities without your help? - 3.1

That is, does s/he find things to do without your directing her/him?

What kind of things does s/he do if left to her/his own devices? (GET EXAMPLES.)

What about when s/he was 4 to 5 years old?

0 = spontaneously takes up a range of appropriate play activities, without prompting or organization by other people

1 = spontaneously initiates only a limited range of appropriate activities

2 = engages in passive, but otherwise appropriate, activity, such as watching TV or listening to the radio

3 = engages in no active or constructive play, or engages only in repetitive activities or motor stereotypes

8 = N/A

9 = N/K or not asked

CURRENT

☐

MOST
ABNORMAL
4.0-5.0

☐

ITEMS 61 TO 64:

For children under 4.0 years, only the "current" coding is applicable.

For those aged 10.0 years or older, code only "most abnormal 4.0-5.0 years."

61. IMITATIVE SOCIAL PLAY

THE FOCUS OF THIS ITEM IS ON THE CHILD'S RECIPROCAL PARTICIPATION AS BOTH LEADER AND FOLLOWER IN EARLY SOCIAL GAMES THAT REQUIRE IMITATION AND COORDINATION OF SIMPLE ACTIONS. DO NOT COUNT BALL GAMES.

As a young child, did [subject] enter into the spirit of social games such as "Here We Go 'Round the Mulberry Bush" or "Ring A Ring O'Roses?"

That is, did s/he spontaneously join in and try to initiate the various actions?

What about teasing games such as "I'm going to get you!" or having your fingers walking toward her/him?

What about with other familiar adults?

How did s/he join in the game?

Can s/he play peek-a-boo? How do you play it?

How about pat-a-cake? Simon says?

What about at age 4 to 5?

Code play with an adult or another child.

0 = normal social play, including clear evidence that the child initiates and responds to simple infant social games and can take both parts

1 = some to-and-fro (i.e., reciprocal) social play, but limited in amount, duration, or contexts in which shown (e.g., only plays peekaboo or pat-a-cake with parents/caregiver)

2 = little to-and-fro social play (e.g., plays peekaboo or pat-a-cake in a limited way only, but not reciprocal)

3 = no evidence of to-and-fro social play

8 = N/A

9 = N/K or not asked

CURRENT
(UNDER 10.0)

☐

MOST
ABNORMAL
4.0-5.0

☐

62. INTEREST IN CHILDREN

For subjects aged 10.0 years or older, probe only for the 4.0- to 5.0-year period.

THE FOCUS HERE IS ON THE SUBJECT'S INTEREST IN WATCHING AND INTERACTING WITH OTHER CHILDREN OF THE SAME AGE.

What does [subject] think about other children of approximately the same age whom s/he does not know? Is s/he interested in them?

What does s/he do when another child comes to your house or s/he sees a child in another familiar situation (e.g. church, playgroup)? -

What about when [subject] was 4 to 5 years old?

Code in relation to children of approximately the same age whom the subject does not know. Do not code interest in babies here.

CURRENT
(UNDER 10.0)

☐

0 = often watches other children and sometimes makes a clear effort to approach them or get their attention

MOST
ABNORMAL
4.0-5.0

☐

1 = usually watches other children or indicates interest in them to parent/caregiver in some way (e.g., by pointing, vocalizing, or trying to imitate what they are doing, but no attempt to seek them out); or approaches other children without trying to get their attention

2 = occasionally watches other children, but almost never tries to approach them, or to direct parent's/caregiver's attention to them, or copy them

3 = shows no, or almost no, interest in other children

8 = N/A

9 = N/K or not asked

63. RESPONSE TO APPROACHES OF OTHER CHILDREN

For subjects aged 10.0 years or older, probe only for the 4.0- to 5.0-year period.

THE AIM HERE IS TO DETERMINE HOW THE SUBJECT RESPONDS WHEN OTHER CHILDREN APPROACH HER/HIM AND WHETHER THIS RESPONSE CONSTITUTES AN EFFORT TO KEEP AN INTERACTION GOING.

What about if another child approaches her/him?

Does s/he behave differently with [sibling] or with a child s/he has seen many times before?

Does the other child's age make a difference?

Does s/he ever actively avoid other children?

What about at age 4 to 5?

Code in relation to peers and older children; do not include responses to babies.

0 = generally responsive to other children's approaches, although may be hesitant initially if other children are too rough or intrusive; sometimes makes a clear effort to keep an interaction going with a child other than a sibling by gesturing, vocalizing, offering an object, etc.

1 = sometimes responsive to other children's approaches, but response is limited, somewhat unpredictable, or only to a sibling or a very familiar child

2 = rarely or never responds to the approach of even a familiar child (although may show interest in nonapproaching children or babies)

3 = consistently and persistently avoids approaches of other children

8 = N/A

9 = N/K or not asked

CURRENT
(UNDER 10.0)

MOST
ABNORMAL
4.0-5.0

64. GROUP PLAY WITH PEERS

For subjects aged 10.0 years or older, probe only for the 4.0- to 5.0-year period.

THE FOCUS IS ON THE SUBJECT'S PARTICIPATION IN GROUPS OF OTHER CHILDREN IN SPONTANEOUS GAMES OR ACTIVITIES. COOPERATION MUST INVOLVE THE SUBJECT ATTENDING TO HER/HIS PEERS AND MODIFYING HER/HIS BEHAVIOR IN A WAY THAT CLEARLY DEMONSTRATES SPONTANEOUS, FLEXIBLE, INTERACTIVE PLAY. CHASING AND BALL GAMES SHOULD BE INCLUDED ONLY IF SPONTANEOUS, FLEXIBLE, AND INTERACTIVE. NOTE PREVIOUS COMMENTS REGARDING CARE IN INTERPRETING PLAY WITH SIBLINGS.

How does [subject] play with others of her/his age when there are more than two together?

What is their play like?

Is [subject] different with children or others outside your immediate family?

Does [subject] play cooperatively in games that need some form of joining in—such as musical games or hide-and-seek or ball games? (GIVE EXAMPLES AS APPROPRIATE FOR MENTAL AGE LEVEL.)

Would s/he initiate such games?

Or actively seek to join in?

Can s/he take different parts in these games (like being chased or doing the chasing, or hiding and looking for the other person)? *-NO*

What about when [subject] was 4 to 5 years old?

0 = actively seeks and plays cooperatively in several different groups (three or more subjects) in a variety of activities or situations

1 = some cooperative play, but of insufficient initiative, flexibility, frequency, or variety to code "0"

2 = enjoys "parallel" active play (such as jumping in turn on a trampoline or falling down with others during Ring A "Ring O'Roses"), but little or no cooperative play

3 = seeks no play that involves participation in groups of other children, though may chase or play catch

8 = N/A

9 = N/K or not asked

CURRENT
(OVER 4.0 AND
UNDER 10.0)

☐

MOST
ABNORMAL
4.0-5.0

☐

65. FRIENDSHIPS

For subjects aged 5.0 years and older only.

FOR THE PURPOSE OF THIS ITEM, FRIENDSHIP IS DEFINED AS A SELECTIVE, RECIPROCAL RELATIONSHIP BETWEEN TWO PERSONS OF APPROXIMATELY THE SAME AGE WHO SEEK EACH OTHER'S COMPANY AND SHARE ACTIVITIES AND INTERESTS.

Does s/he have any particular friends or a best friend? — **Ho**

In what way does s/he show that they are her/his friends?

Do you know the names of any of her/his friends?

Does s/he see any of them outside of school, like around the neighborhood or in another social setting (e.g., clubs)?

Does s/he ever go out with them such as to the cinema/theatre/concerts? Do they share interests? (PROBE AS APPROPRIATE AND NOTE EXAMPLES.)

Are her/his relationships with others normal? (IF NOT) In what way are they abnormal? (FOCUS ON SUBJECT'S DEVELOPMENTAL LEVEL— I.E., MENTAL AGE, NOT CHRONOLOGICAL AGE.)

Was it the same in the past, or did s/he have fewer/more friends when s/he was younger?

0 = one or more relationships with person **in approximately own age group** with whom subject shares non-stereotyped activities of personal variety; whom subject sees outside prearranged group (such as club); and with whom there is definite reciprocity and mutual responsiveness

1 = one or more relationships that involve some personal shared activities outside a prearranged situation, with some initiative taken by subject, but limited in terms of restricted interests (e.g., model railways) or less than normal responsiveness/reciprocity

2 = people with whom subject has some kind of personal relationship involving seeking of contact, but **only** in group situation (such as club, church, etc.) or in school or at work

3 = no **peer** relationships that involve selectivity and sharing

8 = N/A (subject is outside the specified age range, or there has been an **unusually serious** lack of opportunity for peer contact)

9 = N/K or not asked

CURRENT
(5.0 OR OLDER)

MOST
ABNORMAL
10.0-15.0

66. SOCIAL DISINHIBITION

For subjects aged 4.0 or older only.

SOCIAL DISINHIBITION REFERS TO BEHAVIOR THAT IS NOT APPROPRIATELY MODULATED ACCORDING TO THE SOCIAL EXPECTATIONS IN THE SUBJECT'S SOCIOCULTURAL ENVIRONMENT. SUCH DISINHIBITION MAY ARISE FROM A VARIETY OF CAUSES, BUT THE AIM HERE IS TO ASK ABOUT THAT WHICH ARISES FROM A LACK OF AWARENESS OF SOCIAL CUES. CODE INAPPROPRIATE QUESTIONS OR STATEMENTS IN ITEM 36, NOT HERE.

As they grow up, children ordinarily learn that they need to behave differently in different social situations. For example, they are usually more shy or reserved with people that they do not know very well or in certain situations such as church.

Does [subject] vary in her/his behavior according to whom s/he is with or where s/he is?

Is s/he ever cheeky or rude, or even inappropriately friendly to strangers?

Does s/he seem aware of social cues or social rules?

Is s/he more socially naïve than other children/people (that is, unable to understand what one should say or do in particular social situations)?

Does s/he ever approach or touch strangers inappropriately?

What does s/he do if you visit a friend's home?
(GET EXAMPLES.)

Was this ever a problem (after [subject] turned 4), in a way that it would not have been for other children that age?

All codings should be as judged by interviewer on basis of descriptions obtained and **not** on informant's inference.

0 = normal social inhibition

1 = occasional cheekiness or disinhibition more than others at same developmental level, but not to the extent of embarrassment: somewhat socially naïve or imperceptive for developmental level

2 = definite lack of appreciation of social cues, contexts, or requirements: definitely lacks normal social inhibitions and sometimes behaves in socially embarrassing ways; fails to modulate behavior according to social context

3 = marked social disinhibition: appears unaware of social cues and social requirements so that behavior frequently embarrassing or inappropriate

8 = N/A

9 = N/K or not asked

CURRENT
(4.0 AND ABOVE)

☐

MOST
ABNORMAL
4.0-5.0

☐

INTERESTS AND BEHAVIORS

FOR ITEMS 67 TO 78, "INTERFERENCE WITH" REFERS TO DIFFICULTIES FOR THE FAMILY, AND "SOCIAL IMPAIRMENT" REFERS TO SUBJECT'S OWN LIMITATION OR HANDICAP AS A RESULT OF THE AMOUNT OF TIME SPENT IN ABNORMAL ACTIVITY. ALL BEHAVIORS MUST HAVE OCCURRED OVER A 3-MONTH PERIOD TO BE CODED. IT IS IMPORTANT TO ENSURE THAT EXAMPLES FOR "CURRENT" AND "EVER" CODINGS ARE OBTAINED, WHERE SPECIFIED.

CODING INFORMATION FOR ITEMS 67 TO 78:

Code 2 involves some disturbance or reorganization of family life that can be tolerated by most families OR involves some limited interference with subject participating in other activities.

Code 3 requires major disruption or prevention of some family activities OR disruption or prevention of activities by the subject.

67. UNUSUAL PREOCCUPATIONS

AN UNUSUAL PREOCCUPATION IS DEFINED AS AN INTEREST THAT IS ODD OR PECULIAR IN QUALITY—THAT IS UNUSUAL IN ITS INTENSITY AND LACK OF SOCIAL FEATURES—AND WHICH IS REPETITIVE OR STEREOTYPED IN ONE OR MORE OF ITS FEATURES OR ELEMENTS.

Does [subject] have any unusual or peculiar interests—I mean ones that preoccupy her/him even when the focus of interest is not physically present and might seem odd to other people? For example, is s/he unusually interested in things like metal objects, lights, street signs, or toilets?

How much does s/he talk about them?

Does this interest influence how s/he behaves?

How long has it lasted? - 4 yrs

Does this interfere with her/his other activities or with family life?

Are there things that you do differently as a family because of this interest?

How much of a problem is it for the family?

Was there ever anything like this in the past?

Unusual preoccupations must have gone on for at least 3 months to be coded.

0 = no unusual preoccupations

1 = unusual preoccupation that does not interfere with significant activities of family life or does not cause social impairment of the subject

2 = definite, repetitive preoccupation that intrudes into family life, but does not disrupt it significantly; or definite, repetitive preoccupation that does not cause substantial interference with social functioning, but which does constrain or intrude upon subject's other activities

3 = definite preoccupation that causes substantial interference or social impairment and severely limits the subject's other activities

9 = N/K or not asked

CURRENT

☐

EVER

☐

68. CIRCUMSCRIBED INTERESTS

For subjects aged 3.0 years or older only.

A CIRCUMSCRIBED INTEREST IS DEFINED AS A PURSUIT THAT DIFFERS FROM ORDINARY HOBBIES IN ITS INTENSITY; ITS CIRCUMSCRIBED NATURE (I.E., IT MAY INVOLVE A HIGH LEVEL OF EXPERTISE, BUT THIS REMAINS UNUSUALLY FOCUSED AND HAS NOT DEVELOPED INTO A BROADER CONTEXT OF KNOWLEDGE); ITS NONSOCIAL QUALITY (IT MAY BE SHARED WITH ANOTHER INDIVIDUAL WITH A SIMILAR CIRCUMSCRIBED INTEREST BUT NOT AS PART OF A SPECIALIZED CLUB OR ASSOCIATION); AND ITS RELATIVE NONPROGRESSION OR DEVELOPMENT OVER TIME (THAT IS, THE INTEREST PERSISTS, BUT DOES NOT FORM THE BASIS OF A BUILDING UP OF SHARED OR USED EXPERTISE). IT DIFFERS FROM AN "UNUSUAL PREOCCUPATION" (ITEM 67) IN THAT IT LACKS PECULIAR OR ODD CONTENT. CIRCUMSCRIBED INTERESTS ARE UNUSUAL IN THEIR QUALITIES (AS ABOVE) BUT NOT IN THEIR CONTENT.

Does [subject] have any special hobbies/interests that are unusual in their intensity?

How long has s/he had this interest?

In what way is it unusual?

Has it developed or changed at all over time?

Does s/he share the interest with other people? In what way?

Does it (the interest) seem at all encompassing in its intensity?

What happens if you interrupt her/him?

Does it interfere with her/his doing things?

Have there been any special interests in the past?
(GET DETAILS.)

Circumscribed interests must have gone on for at least 3 months to be coded.

CURRENT
(3.0 OR OLDER)

☐

0 = no circumscribed interests

1 = special interest of unusual degree, but not definitely intrusive into or constraining of the subject's or family's other activities

EVER
(3.0 OR OLDER)

☐

2 = definite circumscribed interest that does not cause substantial interference with social functioning, but which does constrain or intrude upon subject's or family's other activities

3 = definite circumscribed interest that causes clear-cut social impairment

8 = N/A (age below 3.0 years)

9 = N/K or not asked

69. REPETITIVE USE OF OBJECTS OR INTEREST IN PARTS OF OBJECTS

THIS ITEM INVOLVES ACTIONS OF A STEREOTYPED OR REPETITIVE NATURE THAT ARE NONFUNCTIONAL AND THAT INVOLVE A FOCUS EITHER ON PARTS OF OBJECTS OR ON A USAGE OF AN OBJECT THAT IS CLEARLY SEPARATE FROM THAT WHICH IS ORDINARILY ACCEPTED

How does s/he play with her/his toys or things around the house? (GET EXAMPLES.)

Will s/he play with the whole toy or does s/he seem to be more interested in a certain part of the toy (e.g., spinning the wheels of a car or opening and shutting its door), rather than using it as it was intended?

Are there particular kinds of objects s/he really likes?

Does s/he ever collect or gather certain sorts of objects?

What does s/he do with them?

Does s/he ever line things up or do the same thing over and over with them, such as drop things from the same distance?

Do these activities change over time or are they exactly the same?

Has s/he ever used objects in these ways in the past?

Repetitive use of objects or interest in parts of objects must have gone on for at least 3 months to be coded.

0 = little or no repetitive use of objects

1 = some repetitive use of objects (e.g., shaking strings or spinning things), or interest in parts (e.g., turning wheels and dials) or very specific types of objects (e.g., collecting bits of paper), in conjunction with several other activities but not causing social impairment

2 = play linked to highly stereotypic use of objects or attention to specific parts or types of objects, but which does not constrain or intrude upon subject's other activities

3 = play linked to highly stereotypic use of objects to an extent that prevents or seriously interferes with other activities

7 = an interest in "infant" toys, such as music boxes or rattles, but play is with a variety of objects and not in a highly stereotypic fashion

8 = N/A (no play with objects)

9 = N/K or not asked

70. COMPULSIONS/RITUALS

THE EMPHASIS OF THIS ITEM IS ON FIXED SEQUENCES THAT ARE PERFORMED AS IF THE SUBJECT FEELS PRESSURE TO COMPLETE THEM IN A PARTICULAR ORDER. **COMPULSIONS** MAY ALSO INCLUDE HAVING TO PLACE PARTICULAR OBJECTS IN EXACT POSITIONS OR RELATIONSHIPS IN SPACE, SUCH AS OPENING ALL DOORS TO A CERTAIN ANGLE OR TURNING ALL LIGHTS OFF. A COMPULSION WITH LIGHTS DIFFERS FROM REPETITIVE USE OF OBJECTS (CODED IN ITEM 69) IN THAT THE SUBJECT INSISTS THAT SEVERAL LIGHTS MUST REMAIN OFF, RATHER THAN CARRYING OUT A REPETITIVE ACTION OF FLICKING LIGHTS OFF AND ON.

RITUALS DIFFER FROM DIFFICULTIES WITH CHANGES AS DESCRIBED IN ITEM 74 IN THAT THEY HAVE SEQUENCE; IN ADDITION, IN A RITUAL OR COMPULSION THE SUBJECT IS IMPOSING AN ORDER ON EVENTS, RATHER THAN RESPONDING TO A PERCEIVED CHANGE. THUS, A SUBJECT WHO NEEDS TO LAY HER/HIS NAPKIN OUT FLAT AND PLACE HER/HIS SPOON ON IT BEFORE S/HE WILL EAT, COULD BE CODED AS HAVING A RITUAL, WHEREAS A SUBJECT WHO IS UPSET IF S/HE IS GIVEN A DIFFERENT NAPKIN WOULD BE CODED ONLY UNDER "DIFFICULTIES WITH MINOR CHANGES IN SUBJECT'S OWN ROUTINES OR PERSONAL ENVIRONMENT" (ITEM 74).

BEDTIME ROUTINES ARE EXPLICITLY EXCLUDED FROM THIS ITEM BECAUSE THEY OCCUR SO COMMONLY IN NORMALLY DEVELOPING CHILDREN.

Are there things that [subject] seems to have to do in a very particular way or order; that is, rituals that s/he has to do or has to have you do?

Like touching particular things or putting things in special places before going on to do something else?

How does s/he react if s/he is unable to complete the whole sequence of her/his activity or is disrupted during the course of her/his actions? (GET DETAILS AND EXAMPLES.)

Was this ever a problem in the past?

(PROBE AS APPROPRIATE, USING PROMPTS OR A BRIEF DEMONSTRATION IF NECESSARY.)

Compulsions/rituals must have gone on for at least 3 months to be coded.

CURRENT

☐

0 = no compulsions/rituals

1 = some activities with unusually fixed sequences, but no activity that appears compulsive in quality

2 = one or more activities that subject has to perform in a special way; subject appears to be under pressure or becomes anxious if activity disrupted, or family goes to unusual lengths to avoid interrupting ritual or to make sure subject is forewarned if it is necessary to interrupt her/him; compulsive quality present, but little interference with family life or social impairment

EVER

☐

3 = one or more activities that subject has to perform in a special way; subject appears to be under **marked** pressure or becomes extremely anxious or distressed if activity disrupted; degree of compulsive quality intrudes upon family life or causes definite social impairment to subject

9 = N/K or not asked

71. UNUSUAL SENSORY INTERESTS

UNUSUAL SENSORY INTERESTS ARE DEFINED AS UNUSUALLY STRONG SEEKING OF STIMULATIONS FROM THE BASIC SENSATIONS OF SIGHT, TOUCH, SOUND, TASTE, OR SMELL THAT ARE DISSOCIATED FROM MEANING. THE FOCUS IS ON THE EXTENT TO WHICH THE ABNORMAL INTEREST DISTURBS OR REPLACES "NORMAL USE" OF THE OBJECT.

Does s/he seem particularly interested in the sight, feel, sound, taste, or smell of things or people? For example, does s/he tend to sniff toys, objects, or people inappropriately?

Or is s/he unusually concerned with the feel or texture of things?

Or does s/he tend to peer at or look at things for long periods of time?

Or does s/he touch things to her/his lips or tongue to see how they feel?

How long has s/he been interested in this? (GET EXAMPLES, SPECIFYING THE SENSE AND CIRCUMSTANCES WHERE SHOWN.)

Has there ever been a time when s/he showed an unusual interest in sensations?

Unusual sensory interests must have gone on for at least 3 months to be coded.

0 = has no unusual sensory interests

1 = shows one or two unusual interests regularly

2 = has unusual sensory interest that takes up a major amount of time or prevents or limits alternative use of that material in its ordinary function

9 = N/K or not asked

CURRENT

☐

EVER

☐

72. UNDUE GENERAL SENSITIVITY TO NOISE

THE FOCUS NEEDS TO BE THE PREDICTABLE, GENERALLY INCREASED SENSITIVITY TO EVERYDAY SOUNDS, SUCH AS HOUSEHOLD APPLIANCES OR TRAFFIC, RATHER THAN A REACTION TO A SUDDEN, HARSH, OR UNEXPECTED NOISE SUCH AS THUNDER OR A LOUDSPEAKER. DO NOT INCLUDE IDIOSYNCRATIC RESPONSES TO HIGHLY SPECIFIC SOUNDS (THESE ARE COVERED BY ITEM 73).

Has s/he ever seemed oversensitive to noise?

Has s/he ever deliberately and regularly put her/his hands over her/his ears in response to ordinary sounds?

Does s/he do this now?

To what kinds of sounds?

Have you ever had to adjust what you do because [subject] was so upset by noises?

To code for general sensitivity to noise, more than one occurrence is required, however clearly it is remembered (must have gone on for at least 3 months to be coded).

CURRENT

☐

0 = no general sensitivity to noise

1 = slight sensitivity to noise: somewhat sensitive to loud sounds such as the vacuum cleaner, motorbikes, or other appliances

EVER

☐

2 = definite sensitivity to noises that are not distressing to most other people, the sensitivity being accompanied by a clear behavioral change (such as avoidance, hands over ears, or crying)

3 = definite sensitivity to noises to the extent that subject's distress/disturbance in relation to certain noises interferes with family or household routines

9 = N/K or not asked

77. HAND AND FINGER MANNERISMS

HAND AND FINGER MANNERISMS OF THE TYPE COVERED BY THIS ITEM TYPICALLY INVOLVE RAPID, VOLUNTARY, REPETITIOUS MOVEMENTS OF THE FINGERS AND HANDS, OFTEN BUT NOT ALWAYS WITHIN THE LINE OF THE SUBJECT'S VISION. DO **NOT** INCLUDE NAIL BITING, HAIR TWISTING, OR THUMB SUCKING. CLAPPING IS **NOT** A HAND MANNERISM, NOR ARE THE NONSPECIFIC OVERFLOW MOVEMENTS SEEN IN INFANTS AND TODDLERS WHEN THEY ARE EXCITED. IF HAND AND FINGER MANNERISMS ONLY OCCUR DURING WHOLE BODY MOVEMENTS, CODE ON ITEM 78 ONLY. DO NOT INCLUDE ROCKING IN EITHER CODE.

Does [subject] have any mannerisms or odd ways of moving her/his hands or fingers? Such as twisting or flicking her/his fingers in front of her/his eyes?

Do they interfere with getting [subject] to do other things? In what way?

What happens if you try to get her/him to stop?

Are there any particular circumstances in which s/he does this more than in others? (GET DETAILS.)

Did s/he ever show any of these types of mannerisms or odd movements in the past? (NOTE EXAMPLES.)

Hand and finger mannerisms must have gone on for at least 3 months to be coded.

CURRENT

☐

0 = no hand and finger mannerisms

1 = occasional hand and finger mannerisms only or type not as clearly specified as for rating of "2"

EVER

☐

2 = definite, frequent hand mannerisms or finger flicking/twisting, but no interference with other activities or distress if interrupted

3 = marked mannerisms of type specified; associated with social impairment or distress when interrupted or infrequent interruption due to others' concern about subject's reaction

8 = N/A (e.g., physically disabled)

9 = N/K or not asked

78. OTHER COMPLEX MANNERISMS OR STEREOTYPED BODY MOVEMENTS (DO NOT INCLUDE ISOLATED ROCKING)

THE FOCUS HERE IS ON COMPLEX, STEREOTYPIC, VOLUNTARY, WHOLE-BODY MOVEMENTS, SUCH AS ARM WAVING WHILE ROCKING UP ONTO TIPTOES.

Does [subject] **have any complicated movements of her/his whole body, such as spinning or repeatedly bouncing up and down?**

Do they interfere at all with getting [subject] to do other things? In what way?

What happens if you try to get her/him to stop? (GET DETAILS.)

In the past, did s/he have any of these movements?
(NOTE EXAMPLES. ISOLATED ROCKING IS EXCLUDED BUT COMPLICATED MANNERISMS THAT INVOLVE ROCKING ONLY AS ONE COMPONENT MAY BE APPLICABLE.)

Complex mannerisms or stereotyped body movements must have lasted 3 months to be coded.

CURRENT

☐

0 = no complex mannerisms or stereotyped body movements

1 = only occasional complex mannerisms or stereotyped body movements

EVER

☐

2 = definite, frequent other mannerisms or stereotypies, but will stop without distress if interrupted

3 = marked mannerisms associated with social impairment

8 = N/A

9 = N/K or not asked

81. AGGRESSION TOWARD CAREGIVERS OR FAMILY MEMBERS

THIS ITEM IS CONCERNED WITH EPISODES OF AGGRESSION WITHIN THE FAMILY, INCLUDING WITH CAREGIVERS, OF SUFFICIENT SEVERITY AND/OR FREQUENCY TO CONSTITUTE A SIGNIFICANT CAUSE FOR CONCERN.

Have there been times when [subject] has been aggressive toward other people within the family (or other caregivers)?

Has s/he ever hit or bitten anyone?

What about when s/he was younger? (GET DETAILS OF CIRCUMSTANCES AND OF AGGRESSIVE ACTS.)

What does s/he do?

What are the circumstances?

What seems to start the aggression?

Has s/he ever really hurt someone? What happened?

Has s/he ever used any kind of implement like a stick or a knife?

How long do the aggressive episodes last (a few minutes or several hours)? How often do they occur?

0 = no aggression or only rare episodes; rare aggressiveness, not a significant problem

1 = mild aggressiveness only (threatening without physical contact; or behavior that might represent just unduly rough play or momentary, provoked lashing out)

2 = definite physical aggression involving hitting or biting but no use of implements

3 = violence that involves the use of implements

9 = N/K or not asked

CURRENT

☐

EVER

☐

82. AGGRESSION TOWARD NONCAREGIVERS OR NONFAMILY MEMBERS

THIS ITEM CONSTITUTES A DIRECT PARALLEL TO ITEM 81 AND IS DIFFERENT ONLY IN SO FAR AS THE AGGRESSION IS DIRECTED TO INDIVIDUALS WHO ARE NOT CAREGIVERS OR MEMBERS OF THE FAMILY. IT INCLUDES AGGRESSION TOWARD BOTH PEERS AND ADULTS.

What about aggression toward people outside the family, as at school or in shops or on buses?

Has s/he ever behaved in ways that might lead other people to think that s/he was going to be aggressive?

Has there ever been a concern that s/he might harm or hurt other people?

What about when s/he was younger?

(GET DETAILS OF CIRCUMSTANCES AND OF AGGRESSIVE ACTS.)

What does s/he do?

What are the circumstances?

What seems to start the aggression?

Has s/he ever really hurt someone? What happened?

Has s/he ever used any kind of implement like a stick or knife?

How long did/do the aggressive episodes last (a few minutes or several hours)?

How often did/do they occur?

0 = aggression rare, not a significant problem

1 = mild aggressiveness only (threatening without physical contact; or behavior that might represent just unduly rough play or momentary provoked lashing out)

2 = definite physical aggression involving hitting or biting but no use of implements

3 = violence that involves the use of implements

9 = N/K or not asked

CURRENT

☐

EVER

☐

83. SELF-INJURY

SELF-INJURY IS A DELIBERATE SELF-DIRECTED AGGRESSIVE ACT (E.G., BITING THE WRIST, BANGING THE HEAD) THAT RESULTS IN TISSUE DAMAGE AND OCCURS OVER A PERIOD OF AT LEAST 3 MONTHS.

Does [subject] ever injure himself/herself deliberately, such as by biting her/his arm or banging her/his head or anything else like this? (GET DETAILS.)

Was this ever a problem in the past?

Self-injury must occur over a period of 3 months to be coded.

0 = no self-injury

1 = slight self-injury (e.g., occasionally bites own hand/arm when annoyed, pulls hair, or slaps face); no substantial tissue damage

2 = self-injury definitely present (e.g., actual bruises or calluses, repeated head banging, hair pulling, biting associated with definite tissue damage; do not count picking of spots)

3 = definite self-injury with serious damage (e.g., skull fracture, eye injury, etc.)

9 = N/K or not asked

CURRENT

☐

EVER

☐

84. HYPERVENTILATION

HYPERVENTILATION INVOLVES EPISODES OF RAPID, DEEP, REPETITIVE BREATHING IN SITUATIONS OTHER THAN THOSE THAT ELICIT PANIC.

Does [subject] **ever breathe in deeply with repeated rapid breaths?**

Does s/he ever sound as if s/he is gasping for air over and over within a period of a few seconds?

- 0 = no hyperventilating
1 = occasional hyperventilating
2 = frequent hyperventilating
9 = N/K or not asked

CURRENT

☐

EVER

☐

85. FAINTS/FITS/BLACKOUTS

THE FOCUS IS ON EPISODES INVOLVING AN UNEXPLAINED CHANGE IN LEVEL OF CONSCIOUSNESS WITH OR WITHOUT FALLING OR JERKING MOVEMENTS OF THE LIMBS.

Has [subject] ever fainted or had a fit/seizure/convulsion?

Has s/he ever had medicine to control fits?

(IF YES, PROBE FOR FURTHER DETAILS ABOUT THE "EPISODES," INCLUDING AGE OF ONSET, FREQUENCY, A CLEAR DESCRIPTION, AND WHETHER THEY REQUIRED INVESTIGATION AND TREATMENT, INCLUDING PAST AND CURRENT MEDICATION AND/OR HOSPITAL ADMISSION.)

0 = no attacks

1 = history of attacks that might be epileptic, but diagnosis not established

2 = definite diagnosis of epilepsy

7 = febrile convulsions only, with no continuing daily medication outside the period of fever

9 = N/K or not asked

CURRENT

☐

EVER

☐

86. AGE WHEN ABNORMALITY FIRST EVIDENT

IF IT IS ALREADY CLEAR THAT BEHAVIOR ABNORMAL BY AGE 3 YEARS, QUESTION ONLY ON EARLIER AGES IN ORDER TO ASSESS PROBABLE TIME THAT ABNORMALITIES FIRST EVIDENT. IF ACCOUNT SO FAR SUGGESTS SUBJECT NORMAL UP TO 3 YEARS, FOCUS FIRST ON AGE 3 YEARS IN ORDER TO DETERMINE IF DEVELOPMENT DEFINITELY NORMAL AT THAT AGE, AND THEN EXPLORE EARLIER AGES. THIS CODING IS MADE ON THE INTERVIEWER'S JUDGEMENT USING ALL AVAILABLE INFORMATION FROM THE INTERVIEW.

When we started talking about [subject], I asked you when you thought that s/he first showed any difficulties in development or behavior. You said that you thought [day/month/year]. (REFER BACK TO ITEM 2) **I'd like now just to check back on those early years.**

Could you tell what [subject] was like about the time of her/his third birthday?

What was her/his play like?

What toys did s/he play with?

Any pretend games?

How was her/his talking then?

What about looking after herself/himself?

Feeding? Toileting? Dressing?

What were her/his relationships with other children like?

Working back again just to check:

what about at age 1 year and at age 2 years?

- 0 = development in the first 3 years of life clearly normal in quality and within normal limits for social, adaptational, language, self-help, and motor milestones; no behavioral problems of a type that might indicate developmental delay or deviance ☐
- 1 = development possibly within normal limits during first 3 years, but uncertainty because of either the quality of behavior or the level of skills
- 2 = development probably abnormal by the age of 3 years, as indicated by developmental delay or deviance, but not of a degree or type that is definitely incompatible with normality
- 3 = development definitely abnormal in the first 3 years but quality of behavior/social relationships/communications not unambiguously autistic at that age
- 4 = development definitely abnormal in the first 3 years and quality of behavior/social relationships/communications strongly indicative of autism at that age
- 9 = N/K or not asked

Isolated Skills (Items 88–93)

For Items 88 to 93, probe as appropriate to the subject's level of functioning and get details of level and pattern of skills, as well as extent to which skill involves meaning and interpretation and can be applied in day-to-day situations. Describe in detail. Code for "current" and "ever."

Does [subject] have any unusually marked special skills? Are there any things that s/he seems to be very good at, either currently or at any time in the past? (GET DETAILS AND EXAMPLES.) Are these skills related to one of her/his special interests or unusual preoccupations?

Is [subject] particularly good with shapes—as in puzzles or jigsaws? *Yes*
Has this ever been a particular ability?

What about her/his memory? Was it ever exceptional? *Yes*

Does s/he have particular musical skills? How about in the past? *Yes*

Is s/he unusually good at drawing? Was s/he in the past? *Yes*

How about reading? In the past? *No*

What about computations? In the past? *Can count to 100, 200, 600*

Throughout this section, the focus should be on a particular skill or ability. Once a decision has been made about the presence or absence of a skill, the next assessment needs to be in relation to how this skill compares with the subject's overall level of functioning and how this would compare with the general population. For example, a child with intellectual disability who could multiply three-figure numbers in her/his head but could not apply this skill would get a code of "2." For Item 93, "computational ability," if s/he could apply the skill in real-life situations, s/he would get a code of "7." If her/his computational skill was average by population norms, but well above her/his mental age, this would be coded "1."

Code special skills on next page.

Special Isolated Skills (Items 88-93)

- 0 = no outstanding skills/knowledge in relation to overall level of ability, whether high or low
- 1 = isolated skill/knowledge that is definitely out of keeping with subject's general level of ability, but not above general population norms
- 2 = isolated skill/knowledge that is definitely above the subject's general level of ability and above the general population's normal level, but is not used functionally or meaningfully to any marked extent (e.g., a preschool child who can read without comprehension or a calendrical calculator would be coded here)
- 7 = isolated skill/knowledge that is above the subject's general level and above the normal population's level of ability and is used meaningfully (i.e., genuine talent or ability used adaptively, such as performing music for others' enjoyment or participating in age-appropriate children's hobbies such as model building or computer programming); subject is recognized by peers as having exceptional skill
- 8 = N/A (e.g., reading in a nonverbal subject)
- 9 = N/K or not asked

	CURRENT	EVER
88. VISUOSPATIAL ABILITY (IN PUZZLES, JIGSAWS, SHAPES, PATTERNS, ETC.)	<input type="checkbox"/>	<input type="checkbox"/>
89. MEMORY SKILL (ACCURATE MEMORY FOR DETAIL, AS OF DATES OR TIMETABLES)	<input type="checkbox"/>	<input type="checkbox"/>
90. MUSICAL ABILITY (RECOGNITION, COMPOSITION, ABSOLUTE PITCH, OR PERFORMANCE)	<input type="checkbox"/>	<input type="checkbox"/>
91. DRAWING SKILL (UNUSUALLY SKILLED USE OF PERSPECTIVE OR CREATIVE APPROACH)	<input type="checkbox"/>	<input type="checkbox"/>
92. READING ABILITY (E.G., EARLY SIGHT READING)	<input type="checkbox"/>	<input type="checkbox"/>
93. COMPUTATIONAL ABILITY (E.G., MENTAL ARITHMETIC)	<input type="checkbox"/>	<input type="checkbox"/>

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