Pediatric NeuroPsychology Associates

Developmental and Social-Communication Questionnaire

Parent Questionnaire for Age 10+: Earlier-in-Life and Current Behavior

Instructions

Please answer the following questions based on what you remember about your daughter earlier in life, including infancy, toddlerhood, preschool, and the early school years, as well as how she functions now. For each item, answer for Earlier in Life and Current behavior when applicable.

If you answer Yes, indicate how often the behavior occurred or occurs and how much it interfered or interferes with daily functioning. Provide a specific example whenever possible. For earlier behaviors, include an approximate age or developmental period when you can.

For current social and communication skills, consider not only whether she knows how to perform the skill, but whether she does it spontaneously, flexibly, and consistently across people and settings; whether prompting, coaching, rehearsal, or advance preparation is needed; how much conscious effort it requires; and whether she can maintain the skill when stressed or when the situation is unstructured.

Select Not observed when there has not been enough opportunity to judge a behavior or when an age-specific item is not yet applicable. Items marked early development only are intended to capture developmental history and do not require a Current rating.

Some questions may seem similar. This is intentional because related behaviors can appear differently across situations and stages of development. Please answer each item based on the specific behavior being described.

1. Sensory Experiences, Grooming, Eating, Body Awareness, and Sleep

1. Was she unusually bothered by particular sounds?
Examples: hand dryers, toilets flushing, vacuum cleaners, blenders, alarms, dogs barking, babies crying, cafeterias, assemblies, crowded rooms, or several people talking at once.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

2. Was she unusually bothered by bright lights, visual clutter, flashing lights, or visually busy places?
Examples: fluorescent lights, sunlight, decorated classrooms, crowded hallways or stores, reflections, or flashing screens.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

3. Did she react strongly to particular clothing, textures, or types of touch?
Examples: clothing tags, seams, socks, tight or wet clothing, certain fabrics, light touch, unexpected touch, hugs, grooming, or being bumped by another person.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

4. When a sensory experience bothered her, did she have difficulty calming down or returning to what she was doing?
Examples: covering her ears, freezing, leaving the area, becoming angry or irritable, refusing to continue, shutting down, or remaining upset after the sensation ended.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

5. Did she have unusually strong reactions to grooming or personal-care activities?
Examples: hair brushing or washing, haircuts, nail trimming, toothbrushing, bathing, face washing, shaving when applicable, applying sunscreen, or changing clothes.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

6. Was she highly selective about food because of texture, smell, temperature, color, shape, brand, presentation, or foods touching?
Examples: eating a very narrow range, gagging on particular textures, avoiding mixed foods, requiring specific brands, or needing food prepared in an exact way.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

7. Did she repeatedly mouth, chew, or swallow nonfood items beyond the age when this would typically be expected?
Examples: chewing clothing, pencils, paper, plastic, or other objects; persistent mouthing; or swallowing nonfood items.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

8. Did she repeatedly seek strong movement, pressure, touch, or oral sensations?
Examples: spinning, jumping, pacing, crashing into cushions, seeking tight pressure, squeezing into small spaces, rubbing textures, chewing objects, or needing frequent movement.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

9. Did she frequently smell, lick, touch, rub, or closely inspect objects or people in an unusual way?
Examples: smelling objects or people, rubbing particular surfaces, licking objects, or bringing objects very close to her eyes.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

10. Was she unusually interested in watching movement, lights, reflections, spinning objects, mechanical parts, or repeated visual patterns?
Examples: watching fans, wheels, reflections, moving shadows, loading animations, objects dropping or rolling, or mechanical movement for extended periods.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

11. Did she notice or respond to body sensations differently from other children her age?
Examples: barely reacting to a significant injury or reacting strongly to minor pain; not noticing hunger, thirst, fatigue, temperature, wet clothing, or the need to use the bathroom until it became urgent.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

12. Was toilet training delayed, refused, or unusually difficult?
Examples: training much later than expected; refusing the toilet; withholding urine or bowel movements; insisting on a diaper; smearing; or needing an exact, unchanging toileting routine.

	Answer			
	Yes	No	Unsure	
Earlier in life				Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

13. Did she require a highly specific sensory setup to fall asleep or remain asleep?
Examples: a particular blanket or object, exact light or sound level, body position, temperature, clothing, pressure, movement, fan, white noise, or arrangement of objects.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

2. Repetitive Movements, Speech, Object Use, and Focused Interests

1. Did she make repeated hand, finger, or whole-body movements?
Examples: hand flapping, finger flicking, unusual finger positions, rocking, spinning, pacing, bouncing, swaying, body tensing, repeated jumping, or walking on her toes.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

2. If she showed repeated movements, when were they most likely to occur?

Earlier in life	Current		
☐		Excited	
☐	☐	Anxious or stressed	
☐		Tired	
☐		Bored or waiting	
☐	☐	Overwhelmed	
☐		Deeply focused	
☐		During calm or unstructured activity	
☐	☐	Other:	Earlier in life / Current

3. Did she have difficulty stopping repeated movements when redirected or asked to stop?
Examples: immediately beginning again, becoming uncomfortable, becoming upset, or appearing to need to complete the movement.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

4. Did she repeatedly line up, sort, arrange, spin, open and close, tap, drop, or closely inspect objects?
Examples: arranging items by color, size, type, or exact position; repeatedly opening and closing things; spinning or tapping objects; or focusing on buttons, hinges, menus, parts, or moving components.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

5. Did she focus unusually on parts, details, or features of objects rather than on their broader purpose or use?
Examples: earlier in life, spinning a toy car's wheels instead of driving it; later, repeatedly inspecting device features, menus, mechanical parts, labels, or small details.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

6. Did she immediately repeat words, questions, or sentences after hearing them?
Examples: responding to a question by repeating part or all of the question instead of answering, or echoing another person's words.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

7. Did she repeat memorized phrases from television, movies, books, songs, videos, games, or earlier conversations?
Examples: quoting exact dialogue, using a character's voice, repeating lines from online content, or using memorized phrases that did not fully fit the situation.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

8. Did she repeatedly make particular nonword sounds?
Examples: humming, squealing, clicking, growling, throat sounds, sound effects, repeated vocal noises, or repeated sounds outside an appropriate playful context.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

9. Did she use made-up words, invented terms, or private phrases that had a special meaning mainly to her?
Examples: neologisms, personal metaphors, phrases borrowed from one situation and reused with a private meaning, or expressions family members had to learn to interpret.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

10. Did she repeatedly ask the same question after receiving an answer?
Examples: repeatedly asking what would happen next, where someone was going, when something would occur, or asking again despite already knowing the answer.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

11. Did she require another person to give the same answer or use the same words each time?
Examples: becoming upset if the wording changed or insisting that a parent or other person repeat an exact response.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

12. Did she have an interest, topic, person, object, game, show, subject, or activity that was unusually intense, narrow, specific, or absorbing for her age?
Examples: spending an unusually large amount of free time or conversation on one topic; having extensive knowledge; or showing an intensity that stood out even when the topic itself was age-appropriate.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

13. Did she repeatedly watch, listen to, read, replay, or revisit the same content more than expected for her age?
Examples: repeatedly watching the same show, episode, video, scene, stream, or clip; rereading the same material; replaying a game sequence; listening to the same recording; or returning to familiar content to notice details or experience it again.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

14. Did she show an unusually early or intense fascination with letters, numbers, logos, symbols, or written words?
Examples: naming letters or numbers very early; reciting the alphabet or counting long before expected; recognizing logos, signs, or symbols; early word recognition without matching comprehension; or an unusual focus on letters, numbers, or symbols during play.

	Answer		
	Yes	No	Unsure
Earlier in life			
Current	*N/A - early development only*		

Approximate age(s):

If yes, please describe an example:

15. Did she prefer engaging with a preferred interest over interacting with others, or become significantly distressed when she could not engage in it?
Examples: choosing the topic, activity, game, or content rather than joining peers or family; becoming anxious, irritable, upset, or dysregulated when access was limited; or becoming so absorbed in a game, show, project, topic, or other preferred activity that she lost track of time, did not notice other responsibilities, or had difficulty shifting attention to tasks or expectations that needed to be completed.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

16. Did her intense interests change over time, but with one highly absorbing interest often dominating at a given period?
Examples: moving from one consuming interest to another every few weeks or months while almost always having one dominant topic or activity.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

17. Did she bring a preferred interest into activities or conversations that were not related to it?
Examples: redirecting unrelated conversations toward the same topic, connecting assignments or creative activities back to the preferred interest, or repeatedly returning to it after others changed topics.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

18. Did she expect other people to listen to, discuss, watch, or participate in her preferred interest repeatedly?
Examples: repeatedly directing family members or peers to talk about, watch, play, draw, research, or otherwise engage with the preferred topic.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

19. Did she become unusually attached to a particular object or feel that she needed to carry or keep it with her?
Examples: a toy, collectible, string, rock, object part, device, notebook, piece of clothing, or another item that seemed unusually important to have nearby.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

20. Did she become significantly upset when someone interrupted a repetitive behavior, removed a preferred object, or tried to shift her to another topic or activity?
Examples: protesting, becoming angry, repeatedly returning to the behavior, or having difficulty engaging in the next activity.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

3. Flexibility, Transitions, Routines, and Rituals

1. Did she become significantly upset when plans did not occur as expected?
Examples: a class or activity was cancelled, a familiar person was absent, a preferred item was unavailable, transportation changed, a family plan shifted, or something happened in a different order than expected.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

2. Did she have difficulty accepting another person's way of doing something?
Examples: someone arranging materials differently, using another route, explaining a task differently, changing the order of steps, or approaching a shared task in another way.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

3. Did she need familiar activities to occur in an exact order or manner?
Examples: morning or bedtime routines, meals, leaving the house, getting ready for school, homework, gaming routines, or saying goodbye.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

4. Did she require particular objects, people, words, actions, routes, or sequences during familiar routines?
Examples: the same seat, cup, route, person, phrase, device setup, object placement, order of events, or sequence of steps.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

5. Did she ask other people to repeat or restart something when it was not done or said "correctly"?
Examples: repeating a sentence, restarting a song or video, walking back through a doorway, repositioning an object, redoing a step, or replaying part of an interaction.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

6. Did she carry out repetitive or ritualized actions beyond a general preference for routine?
Examples: counting; arranging for symmetry; repeating an action a set number of times; touching, tapping, checking, rereading, or redoing something in a fixed way; or needing to finish a sequence before moving on.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

If yes, did she describe these actions as related to a fear that something bad might happen, a need for things to feel "just right," a preference for sameness, or something else? Please describe:

7. Did she require repeated warnings, countdowns, schedules, reminders, or detailed explanations before changing activities or plans?
Examples: needing timers, repeated reminders, advance notice, calendars, written plans, or reassurance about exactly what would happen next.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

8. Did she have unusual difficulty stopping an activity she enjoyed?
Examples: ending a game, putting away a device, leaving an activity, stopping a preferred project, ending a conversation about an interest, or getting ready for bed.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

9. During difficult transitions, did she argue, freeze, refuse, withdraw, run away, become aggressive, shut down, or repeatedly ask questions?
Examples: negotiating repeatedly, becoming unable to begin the next task, leaving the area, or becoming increasingly distressed as the transition approached.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

10. Did she remain upset after a transition or unexpected change had occurred, or have difficulty participating in what came next?
Examples: continuing to discuss the prior plan, refusing the next activity, withdrawing, or needing extended time to recover.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

11. Did the original plan, routine, arrangement, or activity usually need to be restored before she could calm or move on?

Examples: returning to the original route, replacing an item, redoing a step, restoring an arrangement, or restarting an activity.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

12. Did family members regularly change plans, repeat routines, provide extensive advance preparation, or avoid certain situations to prevent significant distress?

Examples: using the same route, limiting schedule changes, bringing specific objects, giving repeated reassurance, or accommodating rituals.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

13. Did she show unusually strong resistance to everyday requests or expectations, including at times activities she otherwise wanted or enjoyed?

Examples: delaying, negotiating, distracting, changing the subject, becoming silly, withdrawing, refusing when directly asked, or becoming distressed when expected to complete an ordinary activity.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

14. Did she frequently need to determine how, when, or in what order activities occurred, or become significantly distressed when another person took the lead?

Examples: needing to set the terms of shared activities, group projects, routines, or plans; difficulty when someone else was in charge; or distress when she could not control what happened next.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

15. Did she have difficulty changing her approach when a familiar strategy, rule, or way of solving a problem did not work in a new situation?
Examples: continuing to use the first method she learned even when it was ineffective; having difficulty trying another strategy; becoming stuck when instructions or circumstances differed from what she had practiced; struggling to recognize when a rule had an exception; or needing someone to explicitly show her how a previously learned skill applied in a new situation.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

4. Early Social Initiation, Joint Attention, and Nonverbal Communication

1. Did she rarely approach other people simply to share something or be social, rather than to obtain help, information, or an object?
Examples: rarely showing something interesting, sharing a joke, pointing something out, sending or bringing something over simply to share enjoyment, or initiating just to connect.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

2. As a young child, did she rarely point to objects in the distance simply to share interest with another person?
Examples: pointing mainly to request an object, or not pointing to an airplane, animal, unusual vehicle, interesting object, or funny event merely to share attention.

	Answer			
	Yes	No	Unsure	
Earlier in life				Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

3. When she pointed to, showed, brought, sent, or shared something with someone, did she often fail to check the person's reaction?
Examples: sharing information or an object without looking toward the person, pausing for a response, or showing clear shared enjoyment; then immediately returning to the topic or activity.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

4. Was her use of eye gaze during social interaction reduced, fleeting, inconsistent, avoided, overly intense, or otherwise unusual for the situation?
Examples: making little eye contact; looking only briefly; looking past or to the side; staring at times; or using eye gaze mainly when reminded rather than spontaneously.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

5. Did she have difficulty naturally coordinating eye gaze, gestures, facial expressions, tone, and words within the same interaction?
Examples: speaking while looking away; smiling without directing the expression toward someone; using gestures separately from speech; or showing less coordination between verbal and nonverbal communication than expected.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

6. Did she use a limited range of gestures, use gestures inconsistently, or use them mainly after prompting?
Examples: rarely waving, nodding, shaking her head, shrugging, showing, indicating size or direction, or using gestures to add meaning during conversation.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

7. Did she have difficulty following another person's point, gaze, or other nonverbal indication of what to attend to?
Examples: looking at the person rather than the indicated object, missing what someone was referring to, or requiring a verbal explanation before shifting attention.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

8. Did she respond inconsistently, minimally, or unusually when someone greeted her, smiled at her, praised her, or playfully tried to gain her attention?
Examples: not orienting, giving a delayed or rehearsed response, showing little shared excitement, responding only after prompting, or continuing what she was doing without acknowledgment.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

9. As a young child, did she rarely imitate another person's facial expressions, gestures, sounds, movements, or actions for social enjoyment?
Examples: limited participation in copying games, action songs, silly faces, dance movements, animal sounds, or playful imitation; copying an action without looking toward or sharing enjoyment with the other person.

	Answer			
	Yes	No	Unsure	
Earlier in life				Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

10. Were her facial expressions limited, difficult to read, exaggerated, or not consistently directed toward other people?
Examples: a neutral expression during exciting events, the same expression across different emotions, smiling without directing it toward someone, exaggerated expressions, or others needing to infer how she felt from behavior rather than her face.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

11. Did she laugh, cry, smile, or show emotion in a way that did not seem to match the situation?
Examples: laughing when others were serious, showing a flat or neutral reaction during exciting or distressing events, or emotional expression that seemed out of step with what was happening.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

12. Did she have difficulty recognizing what another person meant from facial expressions, gestures, posture, tone of voice, or other subtle nonverbal cues?
Examples: not recognizing that someone was bored, uncomfortable, annoyed, joking, sarcastic, impatient, embarrassed, excluding her, trying to end the interaction, or that the mood of a group had changed unless someone stated it directly.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

__ Prompted, not spontaneous
__ Harder when stressed/unstructured
__ Needs rehearsal/preparation
__ Requires substantial effort
__ Varies by person/setting

13. As a young child, did she ever use another person's hand or body as a tool without first looking at, speaking to, or gesturing toward the person?
Examples: placing an adult's hand on a container, pulling an adult toward an object, or physically moving the adult's hand to complete a task.

	Answer			
	Yes	No	Unsure	
Earlier in life	__	__	__	Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

5. Reciprocal Interaction, Higher-Order Language, and Social Understanding

1. Did she have difficulty sustaining several related back-and-forth turns during conversation without another person directing each turn?
Examples: answering once without continuing; shifting to her own topic; requiring repeated questions; not adding new information; or doing better when the conversation followed a familiar structure.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

☐ Prompted, not spontaneous ☐ Needs rehearsal/preparation ☐ Varies by person/setting
☐ Harder when stressed/unstructured ☐ Requires substantial effort

2. When someone commented on what she was doing, thinking about, or discussing, did she often fail to acknowledge or build upon the comment?
Examples: giving a minimal response, continuing without including the other person, or returning immediately to her own activity or topic.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

☐ Prompted, not spontaneous ☐ Needs rehearsal/preparation ☐ Varies by person/setting
☐ Harder when stressed/unstructured ☐ Requires substantial effort

3. When she asked someone a question, did she have difficulty listening to the answer or responding to what the person said?
Examples: asking the next prepared question, interrupting, walking away, repeating the question, or returning to her own topic without acknowledging the answer.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

☐ Prompted, not spontaneous ☐ Needs rehearsal/preparation ☐ Varies by person/setting
☐ Harder when stressed/unstructured ☐ Requires substantial effort

4. Did she rarely ask spontaneous questions about other people's activities, experiences, thoughts, opinions, or feelings?
Examples: rarely asking what someone did, what happened, what they think, why they feel a certain way, or following up on something another person previously shared unless prompted.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

5. Did she have difficulty answering the specific question another person asked?
Examples: repeating the question, giving an unrelated or overly detailed answer, answering a different question, providing a memorized response, or returning to a preferred topic.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

6. Did she have difficulty giving enough background information or adjusting the amount of detail so another person could follow what she meant?
Examples: beginning in the middle, omitting who or what she meant, assuming the listener already knew the context, giving too much or too little detail, or not adjusting an explanation based on what the listener already knew.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

7. Did she often fail to notice when another person was confused, bored, no longer listening, or trying to end or shift the interaction?
Examples: continuing to talk, not adjusting the amount of detail, missing indirect cues, or requiring a direct statement to stop or change topics.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Needs rehearsal/preparation
- Varies by person/setting
- Harder when stressed/unstructured
- Requires substantial effort

8. Did she have difficulty recognizing when something she said or did was being received negatively, or adjusting her behavior in response?
Examples: continuing a topic, joke, comment, action, or behavior after others appeared uncomfortable, annoyed, embarrassed, or uninterested; needing direct explanation; or repeating the behavior in similar situations despite prior feedback.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Needs rehearsal/preparation
- Varies by person/setting
- Harder when stressed/unstructured
- Requires substantial effort

9. When these skills would be expected for her age, did she tend to interpret language literally or have difficulty understanding implied, figurative, indirect, humorous, or double meanings?
Examples: difficulty with sarcasm, idioms, teasing, irony, exaggeration, hints, indirect requests, jokes with an unstated meaning, inferences, or social statements whose meaning depended on context rather than the exact words.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Needs rehearsal/preparation
- Varies by person/setting
- Harder when stressed/unstructured
- Requires substantial effort

10. Did she have difficulty understanding that another person could interpret the same situation differently, have mixed or hidden feelings, or act for reasons that were not obvious to her?
Examples: assuming others knew what she knew; expecting others to share her point of view; difficulty understanding why someone acted differently than expected; missing that a person was hiding disappointment, embarrassment, jealousy, or another feeling.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

☐ Prompted, not spontaneous ☐ Needs rehearsal/preparation ☐ Varies by person/setting

☐ Harder when stressed/unstructured ☐ Requires substantial effort

11. Did she have difficulty clarifying or repairing her message when someone did not understand her?
Examples: repeating the same words in the same way, becoming frustrated, abandoning the message, or relying on another person to explain rather than rephrasing or providing additional context.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

☐ Prompted, not spontaneous ☐ Needs rehearsal/preparation ☐ Varies by person/setting

☐ Harder when stressed/unstructured ☐ Requires substantial effort

12. Did she have difficulty taking turns leading and following during interactions?
Examples: controlling the topic or activity, insisting on her rules, talking at the other person, passively following without contributing ideas, or becoming upset when another person led.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

☐ Prompted, not spontaneous ☐ Needs rehearsal/preparation ☐ Varies by person/setting

☐ Harder when stressed/unstructured ☐ Requires substantial effort

13. Did she have difficulty choosing a topic or comment that fit the social situation or what other people were talking about?

Examples: beginning with an unrelated topic; introducing a preferred or unexpected topic without connecting it to the conversation; making comments that seemed out of context; offering compliments that were unusually intense, formal, personal, or disproportionate to the relationship or situation; or having difficulty adjusting what she said to the person, setting, or conversation.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous | Needs rehearsal/preparation | Varies by person/setting

Harder when stressed/unstructured | Requires substantial effort

14. Were her back-and-forth conversation skills mainly strongest during preferred interests, familiar scripts, or highly structured interactions?

Examples: talking extensively about a preferred topic but giving brief responses about ordinary topics; doing well in rule-based or predictable conversations but struggling when conversation was open-ended or shifted unexpectedly.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous | Needs rehearsal/preparation | Varies by person/setting

Harder when stressed/unstructured | Requires substantial effort

15. Was her conversational style unusually formal, adult-like, rehearsed, scripted, or less spontaneous and flexible than that of same-age peers?

Examples: using advanced or book-like vocabulary even when the wording did not fit the listener or social situation; speaking in an unusually formal manner; using rehearsed or scripted phrasing; or having difficulty shifting to simpler, more casual, or more natural wording when appropriate.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous | Needs rehearsal/preparation | Varies by person/setting

Harder when stressed/unstructured | Requires substantial effort

16. Did she speak in an unusually flat, sing-song, mechanical, loud, quiet, high-pitched, or character-like voice?
Examples: limited changes in emotional tone, unusual rhythm, exaggerated intonation, speaking too loudly or softly for the setting, or sounding like a character or memorized model.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous
Needs rehearsal/preparation
Varies by person/setting
Harder when stressed/unstructured
Requires substantial effort

17. Did she have difficulty understanding or reasoning about information that was hypothetical, abstract, implied, or not directly stated?
Examples: difficulty imagining "what if" situations; drawing conclusions from information that was not explicitly stated; understanding broader or abstract ideas; identifying cause-and-effect relationships; or following how events and characters' actions fit together across a story or explanation.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

6. Friendship Depth, Peer Groups, and Social Belonging

For friendship and peer-group items, select Not observed if there has not been enough opportunity to observe the behavior.

1. Did she have difficulty developing or maintaining reciprocal friendships with same-age peers, even if she had one or more friends?
Examples: friendships based mainly on proximity or one shared interest; waiting for others to initiate; frequent misunderstandings; one-sided interaction; or friendships ending without her understanding why.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous
Needs rehearsal/preparation
Varies by person/setting
Harder when stressed/unstructured
Requires substantial effort

2. Did her friendships have less mutual sharing, emotional support, compromise, or knowledge of each other than would be expected for her age?
Examples: knowing many facts about a friend but little about the friend's feelings or experiences; rarely sharing personal experiences both ways; limited mutual support; or one person adapting much more than the other.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Needs rehearsal/preparation
- Varies by person/setting
- Harder when stressed/unstructured
- Requires substantial effort

3. Did she have difficulty independently initiating contact with peers outside structured settings?
Examples: rarely texting or calling first, inviting someone to spend time together, asking to join plans, or suggesting an activity unless a parent or peer prompted her.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Needs rehearsal/preparation
- Varies by person/setting
- Harder when stressed/unstructured
- Requires substantial effort

4. Did she have difficulty independently maintaining friendships over time?
Examples: not following up after spending time together, relying on parents to arrange contact, forgetting to respond, not reaching out between school activities, or friendships fading when the structured setting ended.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Needs rehearsal/preparation
- Varies by person/setting
- Harder when stressed/unstructured
- Requires substantial effort

5. Did she have difficulty entering an established peer group or figuring out how to join an ongoing interaction?
Examples: standing nearby, waiting to be invited, entering at an awkward time, interrupting, changing the topic, needing another person to bring her in, or avoiding the group despite wanting to join.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous | Needs rehearsal/preparation | Varies by person/setting

Harder when stressed/unstructured | Requires substantial effort

6. Did she need an unusually long time to become comfortable or begin interacting when meeting new peers or entering unfamiliar social situations?
Examples: remaining quiet or reserved at first; observing for an extended period before joining; giving very brief responses until she became familiar with the person; staying close to someone she already knew; or becoming socially engaged only after substantial time or repeated contact.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous | Needs rehearsal/preparation | Varies by person/setting

Harder when stressed/unstructured | Requires substantial effort

7. Was she much more comfortable socially one-to-one than in larger peer groups?
Examples: interacting well with one familiar peer but becoming quiet, peripheral, confused, controlling, or less engaged when several peers were together.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous | Needs rehearsal/preparation | Varies by person/setting

Harder when stressed/unstructured | Requires substantial effort

8. Did she have difficulty understanding her role within different peer groups or adjusting her behavior across groups?
Examples: using the same style with close friends, acquaintances, classmates, teammates, and unfamiliar peers; not knowing when to speak, joke, disclose, lead, or stay in the background; or seeming unsure where she fit.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Needs rehearsal/preparation
- Varies by person/setting
- Harder when stressed/unstructured
- Requires substantial effort

9. Did she have difficulty keeping up with changing peer-group dynamics, alliances, inside jokes, or shifts in who was included?
Examples: not noticing that friendships had changed, being surprised by exclusion, missing subtle tension within a group, or continuing to treat a relationship as close after the other person had pulled away.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Needs rehearsal/preparation
- Varies by person/setting
- Harder when stressed/unstructured
- Requires substantial effort

10. Did she tend to interact primarily with the same small group of familiar peers and have difficulty expanding beyond that group?
Examples: consistently choosing the same one or two peers, declining opportunities with others, having difficulty when preferred peers were absent, or participating comfortably only with a very familiar group.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Needs rehearsal/preparation
- Varies by person/setting
- Harder when stressed/unstructured
- Requires substantial effort

11. Did she consistently prefer interacting with younger children, older adolescents, or adults rather than same-age peers?
Examples: seeking younger peers because the interaction felt easier to direct or predict, preferring older peers or adults, or communicating comfortably across ages but having more difficulty with same-age peers.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

12. With a preferred friend, did she depend unusually heavily on that person to initiate, organize, explain, or maintain social interactions?
Examples: following the friend's lead, relying on the friend to choose activities, explain group rules, speak for her, help her enter groups, or repair misunderstandings.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

13. Did she have difficulty compromising, sharing decision-making, or balancing her own preferences with a friend's preferences?
Examples: insisting on her plan, giving in completely without expressing a preference, becoming upset when a friend wanted something different, or needing adult help to negotiate.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

14. After a disagreement, did she have difficulty discussing the problem calmly, considering the other person's perspective, compromising, or repairing the relationship?
Examples: repeating her point without responding to what the other person said; interrupting, speaking over the other person, or raising her voice to make sure her point was heard; insisting on her interpretation of what happened; having difficulty generating a mutually acceptable solution; walking away without resolving the disagreement; or needing an adult to help repair the relationship.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous
Needs rehearsal/preparation
Varies by person/setting
Harder when stressed/unstructured
Requires substantial effort

15. Did she have difficulty understanding why a friendship changed, became more distant, or ended?
Examples: being surprised when a peer stopped contacting her, not recognizing repeated signs that the other person wanted distance, or continuing to pursue the relationship without understanding what had changed.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous
Needs rehearsal/preparation
Varies by person/setting
Harder when stressed/unstructured
Requires substantial effort

16. Did she often feel different from peers, lonely, unsure where she fit socially, or concerned that she did not have enough friends or close friendships?
Examples: saying she felt "different," "awkward," lonely, or outside the group; worrying that she had no friends or that others did not consider her a friend; wanting more or closer friendships; describing peers as confusing; or wanting social connection but feeling uncertain about how to belong.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous
Needs rehearsal/preparation
Varies by person/setting
Harder when stressed/unstructured
Requires substantial effort

17. Was she more socially successful in structured activities than in unstructured or peer-led settings?
Examples: doing well when roles and rules were explicit but struggling during lunch, free periods, parties, hangouts, team downtime, or spontaneous group conversation.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous
Needs rehearsal/preparation
Varies by person/setting
Harder when stressed/unstructured
Requires substantial effort

7. Early Play and Current Leisure / Independent Activity

1. Was her spontaneous pretend play limited, delayed, or absent?
Examples: little interest in pretending, using toys only literally, or pretending mainly after an adult modeled it.

	Answer			
	Yes	No	Unsure	
Earlier in life				Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

2. Did she have difficulty using one object to represent something else during pretend play?
Examples: rarely using a block as a phone, a stick as a wand, a box as a car, or another object symbolically unless someone demonstrated it first.

	Answer			
	Yes	No	Unsure	
Earlier in life				Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

3. Did she rely mainly on copied or memorized pretend stories rather than creating her own?
Examples: reenacting television scenes, books, movies, advertisements, or adult demonstrations with the same dialogue, sequence, roles, or ending.

	Answer			
	Yes	No	Unsure	
Earlier in life				Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

4. Was her pretend play repetitive, rigid, or limited in variety?
Examples: reenacting the same scene, repeating the same story or dialogue, using toys in only one way, or becoming upset when the play changed.

	Answer			
	Yes	No	Unsure	
Earlier in life				Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

---

5. Did she have difficulty participating in a shared pretend-play story with another child?
Examples: playing family, school, store, doctor, superheroes, or another scenario without coordinating roles, ideas, or actions with the other child.

	Answer			
	Yes	No	Unsure	
Earlier in life				Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

6. Did she have difficulty accepting, building on, or extending a role or idea introduced by another child during pretend play?
Examples: rejecting the suggestion, changing it back to her own idea, ignoring what the other child added, returning to a familiar script, or waiting for someone else to direct each step.

	Answer			
	Yes	No	Unsure	
Earlier in life				Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

---

7. Did she become rigid, controlling, or upset when another child changed the storyline, used a toy differently, or led part of the play?
Examples: correcting the child, taking the toy, stopping the game, restarting the scene, or insisting that the play return to her original plan.

	Answer			
	Yes	No	Unsure	
Earlier in life				Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

8. Did she mainly play beside other children rather than engaging in coordinated, shared play with them?
Examples: remaining physically close while following her own activity, using similar toys without exchanging ideas, or interacting only briefly before returning to solitary play.

	Answer		
	Yes	No	Unsure
Earlier in life			
Current	*N/A - early development only*		

Approximate age(s):

If yes, please describe an example:

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9. Did she have difficulty independently choosing and beginning a variety of age-appropriate activities during free time?
Examples: repeatedly asking what to do, waiting passively, returning only to one preferred activity, or requiring another person to select or organize the activity.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

10. Did she rely on one preferred activity, game, topic, or form of media for a large portion of her free time, with relatively little variety?
Examples: defaulting to the same game, show, device, topic, hobby, or project whenever unstructured time was available.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

11. During shared leisure activities, did she have difficulty incorporating other people's preferences, ideas, or changes to the plan?
Examples: wanting to choose the activity every time, resisting another person's suggestion, correcting how others participated, or withdrawing if the activity changed.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

12. Did she require frequent adult involvement, reassurance, or direction to remain engaged in age-appropriate independent activities?
Examples: repeatedly interrupting, asking what to do next, abandoning the activity when an adult was unavailable, or needing another person to structure each step.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

13. When a minor problem occurred during an activity, did she become stuck, upset, or immediately require someone else to solve it?
Examples: abandoning the activity, repeatedly requesting help, becoming frustrated by a small obstacle, or having difficulty modifying the plan.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

8. Affection, Emotional Awareness, Empathy, and Social Referencing

1. Was the way she spontaneously sought affection or closeness noticeably different from other children her age?
Examples: rarely seeking affection; seeking closeness mainly for pressure or physical comfort; approaching without socially engaging the person; accepting affection only in particular ways; or becoming upset if it did not occur as expected.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

2. Was the way she spontaneously offered affection noticeably limited or poorly coordinated with the other person's response?
Examples: rarely expressing fondness, offering affection mainly after prompting, hugging too tightly or unexpectedly, or not noticing whether the other person welcomed it.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

3. Did she respond unusually or inconsistently when a familiar person offered affection?
Examples: remaining still, stiffening, pulling away, tolerating only certain types of touch, not acknowledging the person, or accepting affection only when she initiated it.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

4. When she was hurt, frightened, embarrassed, or overwhelmed, did she rarely seek comfort from a familiar person or seek help without sharing the emotional experience?
Examples: withdrawing alone, asking for a practical problem to be fixed without communicating distress, or seeking physical pressure rather than social reassurance.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

5. Did she have difficulty calming even when a familiar person provided reassurance, comfort, or support?
Examples: remaining highly distressed, rejecting comfort, becoming more upset when approached, or calming only after the situation or routine was restored.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

6. Did she sometimes fail to notice when another person was crying, hurt, visibly upset, embarrassed, or distressed?
Examples: continuing her activity, appearing unaware, noticing only after someone explained, or focusing on the facts of what happened without attending to the person's feelings.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

7. Did she have difficulty spontaneously attempting to comfort or support someone who was upset?
Examples: not knowing what to do, giving factual advice without emotional acknowledgment, needing a prompt to ask what happened, offer comfort, bring something, or get help.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

8. Did she have difficulty spontaneously sharing her own feelings or emotional experiences with other people?
Examples: rarely telling others when she was excited, worried, hurt, embarrassed, disappointed, or proud; answering questions about feelings but rarely bringing them up independently; or describing what happened without communicating how she felt.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

9. In unfamiliar or uncertain situations when she was younger, did she rarely look toward a parent's face or use the parent's tone of voice to determine how to respond?
Examples: proceeding without checking, becoming distressed without seeking information, or relying on direct instruction rather than the parent's expression.

	Answer		
	Yes	No	Unsure
Earlier in life			
Current	*N/A - early development only*		

Approximate age(s):

If yes, please describe an example:

10. When exploring an unfamiliar setting as a young child, did she rarely check back visually or physically with a parent?
Examples: moving away without looking back, not returning to share discoveries, or requiring direct monitoring rather than spontaneously referencing the parent.

	Answer			
	Yes	No	Unsure	
Earlier in life	☐	☐	☐	Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

11. When separating from a parent as a young child, was her response unusually limited, delayed, or focused more on disruption to the routine than on the parent's departure?
Examples: not looking up, not saying goodbye, appearing unaware, reacting mainly to the change in routine, or showing distress only after the parent had left.

	Answer			
	Yes	No	Unsure	
Earlier in life	☐	☐	☐	Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

12. When a parent returned after a separation as a young child, was her response to the reunion unusually limited or not clearly directed toward reconnecting?
Examples: not approaching or looking toward the parent, immediately requesting an object, showing something without checking the parent's reaction, or continuing an activity without acknowledgment.

	Answer			
	Yes	No	Unsure	
Earlier in life	☐	☐	☐	Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

13. Did she have difficulty recognizing, naming, or describing her own emotions?
Examples: not being able to say what she felt or why, describing feelings only as "good," "bad," or "fine," or seeming confused by questions about her emotional state.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous | Needs rehearsal/preparation | Varies by person/setting

__ Harder when stressed/unstructured | __ Requires substantial effort

14. Did she have difficulty noticing, distinguishing, or making sense of emotions and physical body sensations?
Examples: realizing she was upset only after becoming overwhelmed; describing worry as a stomachache or feeling sick; confusing anxiety with anger or excitement; or having difficulty distinguishing emotional distress from hunger, fatigue, illness, or other sensations.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous | Needs rehearsal/preparation | Varies by person/setting

__ Harder when stressed/unstructured | __ Requires substantial effort

9. Early Language Development and Understanding

1. Before she could speak, did she use a limited range of gestures, sounds, or coordinated attention to communicate her needs?
Examples: rarely pointing, showing, giving, looking back and forth, raising her arms, or vocalizing toward another person; pulling an adult by the hand without first looking or gesturing.

	Answer			
	Yes	No	Unsure	
Earlier in life	__	__	__	Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

2. Before she could speak, did she use gestures and sounds mainly to request things, with limited use for sharing interest or enjoyment?
Examples: pointing only to obtain an object, bringing items mainly for help, or rarely showing or pointing something out simply to share it.

	Answer			
	Yes	No	Unsure	
Earlier in life	☐	☐	☐	Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

3. Were her early words used mainly to request objects or assistance, with limited use for greeting, commenting, asking socially directed questions, or sharing interest?
Examples: saying a word to request something but rarely using words to greet, comment, call attention to something interesting, or socially engage another person.

	Answer			
	Yes	No	Unsure	
Earlier in life	☐	☐	☐	Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

4. Did she ever lose, use less often, or stop using words, gestures, eye contact, response to her name, play, or other social or communication skills she had previously shown?
Examples: stopping words she had used, pointing less, becoming less responsive, withdrawing socially, or changing play patterns. If yes, describe the approximate age, whether the change was sudden or gradual, which skills changed, how long it lasted, and whether the skills were later regained.

5. Did she confuse pronouns such as "I" and "you," refer to herself by name, or use unclear pronouns without identifying whom she meant?
Examples: saying "You want cookie" when meaning "I want a cookie," referring to herself by name, or using "she/she/that" without a clear referent.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current				☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s):

Current example:

6. Did she respond inconsistently when her name was called, including when she was not already looking at the speaker?
Examples: requiring repeated calls, responding only to certain people or tones, not pausing a preferred activity, or appearing not to hear despite normal hearing.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

7. Was there a noticeable difference between the size or complexity of her vocabulary and her ability to use language during reciprocal social interactions?
Examples: using long or advanced sentences but having difficulty maintaining a reciprocal conversation, adjusting language to the listener, or using language flexibly in social situations.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

10. Early Developmental and Cross-Setting Patterns

1. As an infant or toddler, did she inconsistently smile back or share enjoyment when another person smiled at her?
Examples: limited response to face-to-face interaction, smiling more at objects than people, responding only after repeated attempts, or smiling without looking toward the person.

	Answer			
	Yes	No	Unsure	
Earlier in life				Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

2. As an infant or toddler, did she rarely point to, show, or bring objects to other people simply to share interest or enjoyment?
Examples: bringing objects mainly for help, pointing mainly to request, showing without checking the person's reaction, or rarely attempting to share discoveries.

	Answer			
	Yes	No	Unsure	
Earlier in life				Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

3. As an infant or toddler, did she show limited interest or enjoyment in reciprocal social games?
Examples: limited engagement in peekaboo, pat-a-cake, chase, imitation games, action songs, or playful back-and-forth routines; enjoying the physical action more than the social exchange.

	Answer			
	Yes	No	Unsure	
Earlier in life				Approximate age(s):
Current	*N/A - early development only*			

If yes, please describe an example:

4. At approximately what age did you or someone else first notice any differences in her social interaction, communication, play, flexibility, sensory responses, or behavior? Please describe what was first noticed.

5. Looking back now, were there developmental differences that you recognize in retrospect but did not consider unusual or concerning at the time? If yes, describe them and provide approximate age(s).

6. Did her social and communication skills often require prompting, coaching, or rehearsal, or appear when she was asked but rarely on her own in everyday situations?
Examples: making eye contact or greeting only on request, asking rehearsed questions, joining interactions after coaching, answering correctly without initiating, or using learned scripts rather than spontaneous responses.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous	Needs rehearsal/preparation	Varies by person/setting
Harder when stressed/unstructured	Requires substantial effort	

7. Were her social and communication skills inconsistent across people, settings, or types of activities?
Examples: interacting well with family but not peers, one-to-one but not in groups, with one preferred friend but not others, in structured settings but not unstructured settings, or communicating more successfully during preferred topics.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous

Needs rehearsal/preparation

Varies by person/setting

__ Harder when stressed/unstructured

__ Requires substantial effort

8. Was she repeatedly described in ways that suggested social distance, rigidity, intensity, or an interaction style that seemed unusual for her age?
Examples: being described as very quiet, socially detached, "in her own world," rigid, intense, controlling, overly formal or mature, unusually independent, or more comfortable with adults than same-age peers.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

9. Did she show a markedly uneven pattern of development or abilities, with some skills appearing unusually advanced while others were noticeably more difficult?
Examples: unusually strong rote memory, early reading, factual knowledge, or technical skills alongside difficulty with reciprocal conversation, play, flexibility, adaptive functioning, or another area.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

10. Who first noticed or commented on developmental or social differences?

Earlier in life	Current	
☐	☐	Parent/caregiver
☐	☐	Other relative
☐	☐	Preschool/daycare provider
☐	☐	Teacher
☐	☐	Pediatrician/medical provider
☐	☐	Therapist/other clinician
☐	☐	No one identified concerns at the time
☐	☐	Other: Earlier in life _____ Current _____

11. Were social, communication, play, sensory, or flexibility differences present before significant academic, emotional, behavioral, or family difficulties developed?
Examples: differences that were noticeable early even if they were subtle, did not cause major impairment at the time, or became more apparent only as expectations increased.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s): Current example:

11. Regulation, Safety, and Co-occurring Features

1. Did she have frequent or intense episodes of dysregulation that were hard to predict, calm, or recover from?
Examples: episodes longer or more intense than expected for her age; becoming unable to regain control after the immediate problem ended; shutting down; or needing a long time, a specific routine, or removal from the setting before recovering.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s): Current example:

2. Did she engage in behaviors that could injure herself when upset, overwhelmed, or seeking sensory input?
Examples: head-banging, biting, hitting or slapping herself, scratching, pinching, skin picking, or striking body parts against surfaces.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Earlier example and approximate age(s): Current example:

3. Did she become physically aggressive toward other people?
Examples: hitting, kicking, biting, scratching, pushing, grabbing, throwing objects, or damaging property during frustration, overwhelm, transitions, or loss of control.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

4. Did she leave, bolt, wander, or show limited awareness of everyday dangers?
Examples: leaving home, school, stores, or activities without telling someone; heading toward streets, water, crowds, or unsafe areas; climbing unsafely; or showing little caution in situations that usually require it.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

5. Did she have unusually intense or specific fears for her age?
Examples: strong fears of particular sounds, animals, medical procedures, weather, elevators, crowds, costumed characters, or other situations or objects.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

6. Did she show unusually little awareness or fear of genuine dangers?
Examples: limited concern about traffic, heights, strangers, water, unsafe online or in-person situations, or other risks that typically cause same-age peers to become cautious.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

7. Did she repeatedly seek reassurance from other people, even after receiving an answer or reassurance?
Examples: repeatedly asking whether everything was okay; whether someone was upset with her; whether she had done something wrong; whether an upcoming event would go as planned; whether something bad might happen; asking "Are you sure?" multiple times; or returning to the same concern after it had already been discussed.

	Answer			IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
				How often				Interference with daily functioning			
	Yes	No	Unsure	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life											
Current											

Earlier example and approximate age(s):

Current example:

12. Social Effort, Compensation, and Recovery

For these items, focus on the effort required to manage social situations, not only on whether she appears socially successful from the outside.

1. Did she appear relatively composed or socially capable at school or in public but show substantially more distress, exhaustion, irritability, withdrawal, or dysregulation later at home?
Examples: saying the day was "fine" but later becoming irritable, shutting down, refusing demands, withdrawing, crying, or needing extended quiet time after leaving the setting.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Needs rehearsal/preparation
- Varies by person/setting
- Harder when stressed/unstructured
- Requires substantial effort

2. Did she watch or copy other people to figure out how to behave socially?
Examples: copying how peers greeted others, spoke, laughed, dressed, used slang, joined groups, reacted to jokes, or handled particular social situations.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Needs rehearsal/preparation
- Varies by person/setting
- Harder when stressed/unstructured
- Requires substantial effort

3. Did she rehearse or plan what to say before social situations, or rely heavily on learned social rules or prepared phrases?
Examples: practicing conversations, jokes, apologies, greetings, responses to questions, presentations, phone calls, or what to say before school, activities, parties, or meeting unfamiliar people.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

4. Did she consciously monitor or control her facial expressions, eye gaze, body language, tone, or behavior so that she would not stand out socially?
Examples: reminding herself to look at people, smile, laugh at the expected time, copy posture, suppress a reaction, or continually monitor how she was coming across.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

5. Did she appear able to manage social situations but require substantially more conscious effort than other people realized?
Examples: mentally tracking social rules, planning responses while listening, monitoring multiple cues at once, feeling exhausted after interactions, or reporting that socializing felt like work even when she appeared successful.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

6. After socially demanding situations or periods, did she need unusually large amounts of quiet time, alone time, or preferred activities before returning to her usual level of functioning?

Examples: retreating to her room, avoiding family interaction, becoming absorbed in an interest, listening to music, gaming, watching videos, or needing quiet before re-engaging; having a delayed crash after several demanding days.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

7. Did she avoid social situations because of the effort required, even when she liked the people involved or wanted social connection?

Examples: wanting friends but declining invitations, avoiding parties or group activities, becoming anxious before social events, or saying she was too tired to interact.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

8. Did sensory sensitivities, rigidity, repetitive behaviors, or emotional distress become more noticeable after school or social events?

Examples: increased sensitivity, pacing, repetitive behavior, irritability, insistence on routines, shutdown, or reduced tolerance for ordinary demands after socially demanding periods.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

9. Did she report feeling confused, left out, disliked, or unsure why peer interactions went wrong even when adults did not notice a problem?
Examples: saying "I don't know what I did," feeling that peers suddenly became upset, misunderstanding joking or indirect cues, or being surprised by exclusion.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

10. Did she suppress, hide, or hold back repetitive movements or self-soothing behaviors around other people, then use them more freely in private?
Examples: stopping fidgeting, rocking, hand movements, humming, pacing, or other self-regulating behaviors in public and releasing them later at home, in the car, or alone.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

11. Did she hide, downplay, or conceal her real interests, preferences, or enthusiasms in order to fit in?
Examples: pretending to like what peers liked, avoiding talking about a favorite topic, changing clothing or interests to match a group, or reserving preferred interests for home or trusted people.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

12. Did she show perfectionism or intense worry about saying or doing the "wrong" thing socially, and replay or analyze interactions afterward?
Examples: fear of embarrassment, apologizing excessively, avoiding situations where she might make a social mistake, repeatedly reviewing what she said, or asking whether an interaction "went okay."

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

13. Did she tend to go along with others, please people, or struggle to say no or express her own preferences to a degree that stood out from peers?
Examples: agreeing to things she did not want to do, letting others decide, hiding opinions, difficulty advocating for herself, or prioritizing acceptance over her own comfort.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

14. Did she develop physical complaints connected to socially demanding days or situations?
Examples: headaches, stomachaches, nausea, fatigue, sleep difficulty, or requests to stay home clustering around school days, group activities, presentations, parties, or other high-demand social situations.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

13. School, Independence, and Self-Advocacy

Judge independence relative to age and opportunity. Select Not observed when the child has not yet been expected to handle the situation independently.

1. Did she have difficulty working with classmates during partner or group work?
Examples: taking over, insisting the task be done her way, not contributing ideas, becoming upset when the group changed the plan, working separately from the group, or needing an adult to structure the interaction.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- ☐ Prompted, not spontaneous
- ☐ Harder when stressed/unstructured
- ☐ Needs rehearsal/preparation
- ☐ Requires substantial effort
- ☐ Varies by person/setting

2. Did she tend to remain quiet, peripheral, or less actively involved during classroom or group activities even when she was able to participate successfully?
Examples: observing rather than contributing, rarely volunteering comments or ideas, participating appropriately when directly invited, or teachers encouraging her to participate more.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

3. Did she have difficulty understanding unwritten social rules that same-age peers seemed to learn without being directly taught?
Examples: standing too close, saying things that were true but hurtful or embarrassing, correcting others, not knowing when to stop talking, or failing to adjust behavior between class, extracurricular activities, public settings, and home.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

4. Did she have difficulty independently asking a teacher, coach, or other adult for clarification or help when she did not understand something?
Examples: remaining stuck rather than asking, waiting until an adult noticed, asking a parent to communicate for her, or needing exact wording before approaching the adult.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

5. Did she have difficulty explaining her needs, preferences, limits, or accommodations to adults outside the family?
Examples: not telling a teacher she was confused or overwhelmed, being unable to explain what would help, agreeing despite discomfort, or relying on a parent to advocate in situations where some self-advocacy would be expected.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous
Needs rehearsal/preparation
Varies by person/setting
Harder when stressed/unstructured
Requires substantial effort

6. Did she have difficulty independently initiating age-appropriate communication with adults when needed?
Examples: emailing or messaging a teacher, speaking with a coach, asking a staff member a question, checking in about a missed assignment, or approaching an unfamiliar adult for appropriate assistance.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous
Needs rehearsal/preparation
Varies by person/setting
Harder when stressed/unstructured
Requires substantial effort

7. Did she have difficulty handling everyday community interactions independently at the level expected for her age?
Examples: ordering food, making a purchase, asking an employee where something was, checking in for an activity, asking for directions, or explaining a simple problem to staff.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous
Needs rehearsal/preparation
Varies by person/setting
Harder when stressed/unstructured
Requires substantial effort

8. When developmentally appropriate, did she have difficulty scheduling or managing simple appointments, activities, or plans even with reasonable adult support?
Examples: calling or messaging to confirm an activity, arranging transportation details, asking about a schedule, or communicating when plans changed.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

9. Did she have difficulty solving everyday social problems without quickly relying on a parent or another adult to take over?
Examples: not knowing how to handle a misunderstanding, missed invitation, change in plans, peer disagreement, lost item, or question for a teacher without asking an adult to manage the interaction.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

10. After a misunderstanding or conflict with a teacher, coach, supervisor, or other adult, did she have difficulty explaining what happened, hearing the other perspective, or repairing the interaction?
Examples: avoiding the adult, becoming highly defensive, repeating her version without responding to new information, or needing a parent to mediate an age-appropriate discussion.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

14. Social Boundaries, Vulnerability, and Age-Appropriate Relationships

Some items in this section may not yet be developmentally applicable. Select Not observed when appropriate.

1. Did she have difficulty judging what information was appropriate to share with different people or in different situations?
Examples: sharing overly personal or private information, telling unfamiliar people information usually reserved for close friends or family, discussing someone else's private information, or giving much more personal detail than the situation called for.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

2. Did she have difficulty judging personal space, physical boundaries, or whether another person welcomed touch or closeness?
Examples: standing unusually close, touching without noticing discomfort, continuing physical contact after someone moved away, or needing direct rules about personal space.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

3. Did she have difficulty recognizing when another person wanted to end an interaction, have more space, or reduce contact?
Examples: continuing to talk, message, approach, or pursue plans after the person gave indirect signs of disinterest or discomfort.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

4. Did she have difficulty judging other people's intentions or recognizing when someone might be misleading, manipulating, pressuring, teasing, or taking advantage of her?
Examples: taking another person's words or friendliness at face value; believing implausible stories; not recognizing when someone wanted something from her; assuming another person's intentions were genuine despite warning signs; doing something because a peer said it would make her "cool"; or not realizing that someone was using her for favors, answers, possessions, or social entertainment.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

5. Did she agree to things she did not want to do, tolerate poor treatment, or have difficulty saying no because she wanted acceptance or feared upsetting someone?
Examples: going along with a plan despite discomfort, not expressing boundaries, staying in an unhealthy friendship, or doing something risky to maintain social approval.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

6. When developmentally appropriate, did she have difficulty distinguishing friendliness from romantic or flirtatious interest?
Examples: assuming friendly attention meant romantic interest, missing clear romantic interest, or being unsure how to interpret compliments, teasing, invitations, or increased personal attention.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

7. When developmentally appropriate, did she have difficulty recognizing or responding appropriately to romantic interest, flirting, rejection, or disinterest?
Examples: continuing to pursue someone after the person declined, becoming highly confused by mixed signals, not knowing how to respond to interest, or needing explicit guidance about what rejection meant.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

8. When developmentally appropriate, did she have difficulty understanding mutual consent, privacy, or boundaries within close or romantic relationships?
Examples: needing explicit teaching about asking permission, respecting a "no," private versus public behavior, mutual comfort, or when physical or personal contact was appropriate.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

9. Did she have difficulty recognizing differences in closeness or relationship type and adjusting behavior accordingly?
Examples: treating an acquaintance like a close friend, disclosing personal information too quickly, expecting the same level of contact from all peers, or not recognizing that a relationship had become more or less close.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Needs rehearsal/preparation
- Varies by person/setting
- Harder when stressed/unstructured
- Requires substantial effort

15. Digital and Online Communication

Select Not observed if she does not use texting, group chats, online gaming, social media, or similar forms of communication.

1. Did she have difficulty interpreting tone, emotion, joking, sarcasm, or implied meaning in texts, messages, or online conversations?
Examples: taking a brief message as angry, missing sarcasm, not recognizing teasing, misunderstanding emojis or punctuation, or assuming an online statement was literal.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Needs rehearsal/preparation
- Varies by person/setting
- Harder when stressed/unstructured
- Requires substantial effort

2. Did she have difficulty following group-chat or online-group dynamics?
Examples: missing that the topic had changed, not recognizing inside jokes, not noticing that people were excluding someone, posting at an awkward time, or being unsure when to contribute or stop.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Needs rehearsal/preparation
- Varies by person/setting
- Harder when stressed/unstructured
- Requires substantial effort

3. Did she have difficulty judging what personal information, images, opinions, or details were appropriate to share online?
Examples: posting private information, oversharing with people she did not know well, forwarding someone else's private content, or not recognizing that a post could reach a wider audience.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

4. Did she have difficulty judging how often or how much to message another person?
Examples: sending repeated messages without a response, expecting immediate replies, continuing to contact someone who had stopped responding, or becoming highly distressed by delayed responses.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

5. Did she have difficulty recognizing exclusion, manipulation, pressure, or exploitation in online interactions?
Examples: being drawn into dares, giving information or items to gain acceptance, not recognizing when someone was pretending to be friendly for another purpose, or being pressured in a game, chat, or social-media setting.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE							
					How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

- Prompted, not spontaneous
- Harder when stressed/unstructured
- Needs rehearsal/preparation
- Requires substantial effort
- Varies by person/setting

6. Did she have difficulty managing online conflict or misunderstandings?
Examples: responding impulsively, continuing an argument after others disengaged, posting publicly rather than resolving the issue privately, repeatedly revisiting the conflict, or needing an adult to interpret what happened.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous | Needs rehearsal/preparation | Varies by person/setting

__ Harder when stressed/unstructured | __ Requires substantial effort

7. Did she have difficulty adjusting her communication style across direct messages, group chats, school email, gaming, and other online settings?
Examples: using the same tone or level of detail everywhere, sending very informal messages to teachers, writing overly formal messages to peers, or not recognizing different expectations across platforms.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
Current												

Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous | Needs rehearsal/preparation | Varies by person/setting

__ Harder when stressed/unstructured | __ Requires substantial effort

8. Did online communication make it easier for her to interact socially while also creating difficulties that were less obvious in person?
Examples: communicating much more comfortably in writing than face-to-face, relying heavily on online friendships, appearing socially fluent online but struggling with tone, boundaries, reciprocity, or conflict.

	Answer				IF YES, ANSWER HOW OFTEN AND INTERFERENCE: How often				Interference with daily functioning			
	Yes	No	Unsure	Not observed	Rarely	Sometimes	Often	Very often	None	Mild	Moderate	Severe
Earlier in life												
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Earlier example and approximate age(s):

Current example:

Current skill pattern (check any that apply):

Prompted, not spontaneous | Needs rehearsal/preparation | Varies by person/setting

__ Harder when stressed/unstructured | __ Requires substantial effort

Additional Information

What would you describe as your daughter's strongest social, communication, emotional, relationship, independence, or everyday living skills? Are there particular people, settings, or activities in which these strengths are most apparent?

Which social, communication, flexibility, sensory, relationship, coping, or independence skills have changed the most as she has gotten older? Please describe anything that has improved, become more noticeable, or changed in how it appears.

Are there important differences between how she appears to function and how much effort, preparation, or recovery the situation actually requires?

Is there anything else about her early development, current social communication, friendships, sensory experiences, routines, interests, emotional functioning, independence, online communication, or behavior that was not captured above?

Thank you for providing detailed examples. This information will be reviewed together with other developmental, clinical, educational, and contextual information and is not interpreted as a stand-alone diagnostic instrument.