Pediatric NeuroPsychology Associates

Early Developmental and Social-Communication Questionnaire

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

Instructions

Please answer the following questions based on what you remember about your son earlier in his life, including infancy, toddlerhood, and the preschool years, as well as how he is now. For each item, select Yes, No, or Unsure for Prior (earlier in his life) and for Current (how he is now).

If you answer Yes, please indicate how often the behavior occurred or occurs and how much it interfered or interferes with daily functioning. Please also provide a specific example whenever possible. For behaviors that occurred earlier in life, include your son's approximate age or developmental period when you can.

When answering, consider not only whether a behavior or skill was or is present, but also its quality, spontaneity, flexibility, consistency, and coordination with other behaviors. Consider how your son typically functions across different people, settings, and situations rather than focusing only on isolated occurrences.

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

Although the questions are written about the past, please consider both the past and the present when answering each question.

1. Early Sensory Experiences, Grooming, Eating, and Sleep

1. When your son was younger, was he unusually bothered by particular sounds?
Examples: hand dryers, toilets flushing, vacuum cleaners, blenders, alarms, dogs barking, babies crying, 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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

2. Was he unusually bothered by bright lights, visual clutter, flashing lights, or visually busy places?
Examples: fluorescent lights, sunlight, decorated classrooms, crowded 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

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

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

4. When a sensory experience bothered him, did he have difficulty calming down or returning to the activity?
Examples: covering his ears, crying, freezing, hiding, leaving the area, becoming angry, refusing to continue, 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

5. Did he have unusually strong reactions to grooming or personal-care activities?
Examples: hair brushing, hair washing, haircuts, nail trimming, toothbrushing, bathing, face washing, 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

6. Was he highly selective about food because of texture, smell, temperature, color, shape, brand, or presentation?
Examples: eating only crunchy foods, gagging on soft or mixed textures, refusing foods that touched, or requiring food to be 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

7. Did he repeatedly mouth, chew, or swallow nonfood items beyond the typical mouthing stage of infancy?
Examples: eating or swallowing dirt, sand, paint, chalk, crayons, paper, soap, fabric, hair, or other nonfood objects; persistent mouthing of objects well past infancy.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

8. Did he repeatedly seek strong movement, pressure, touch, or oral sensations?
Examples: spinning, jumping, crashing into cushions, hanging upside down, seeking tight hugs, squeezing into small spaces, rubbing textures, chewing clothing, or chewing nonfood 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

9. Did he frequently smell, lick, touch, rub, or closely inspect objects or people?
Examples: smelling toys, food, clothing, or people; rubbing certain surfaces; licking objects; or bringing objects close to his 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

10. Was he unusually interested in watching movement, lights, reflections, spinning objects, wheels, fans, or objects falling?
Examples: repeatedly watching ceiling fans, spinning wheels, reflections, moving shadows, or objects dropping or rolling.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

11. Did he respond to pain, temperature, hunger, wet clothing, or toileting needs differently from other children?
Examples: barely reacting to a significant injury, becoming extremely upset by a minor injury, not noticing wet clothing, resisting weather-appropriate clothing, or waiting until the last moment to use the bathroom.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, 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			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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

13. Did he require a highly specific sensory setup to fall asleep or remain asleep?
Examples: a particular blanket, object, light level, sound, body position, temperature, clothing item, pressure, movement, or exact 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

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

1. Did he make repeated hand, finger, or whole-body movements?
Examples: hand flapping, finger flicking, unusual finger positions, rocking, spinning, pacing, bouncing, swaying, body tensing, jumping repeatedly, or walking on his 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

2. If he showed repeated movements, when were they most likely to occur? Check all that apply:

Prior	Current	
		Excited
		Anxious or stressed
		Tired
		Bored or waiting
		Overwhelmed
		Deeply focused
		During calm or unstructured activity
		Other: Prior / Current

3. Did he 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

4. Did he repeatedly line up, sort, arrange, spin, open and close, tap, drop, or closely inspect objects?
Examples: arranging toys by color, size, or type; spinning wheels; opening and closing doors; watching objects fall; or focusing on buttons, hinges, or moving parts.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

5. Did he focus more on parts of toys than on using the entire toy for ordinary or pretend play?
Examples: spinning a toy car's wheels instead of driving the car or repeatedly opening a toy door without developing a play story.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

6. Did he immediately repeat words, questions, or sentences after hearing them?
Example: responding to 'Do you want juice?' by repeating, 'Do you want juice?' instead of answering.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

7. Did he repeat memorized phrases from television programs, movies, books, songs, or earlier conversations?
Examples: quoting exact dialogue, speaking in a character's voice, or using memorized phrases that did not completely 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

8. Did he repeatedly make particular nonword sounds?
Examples: humming, squealing, clicking, growling, throat sounds, animal noises, or repeated sound effects outside of appropriate pretend play.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

9. Did he use made-up words, invented terms, or private phrases that had a special meaning mainly to him?
Examples: neologisms or invented words; unusual or personal metaphors; phrases borrowed from one situation and reused with a private meaning; or expressions that 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

10. Did he repeatedly ask the same question after receiving an answer?
Examples: repeatedly asking what would happen next, where someone was going, or when an activity would occur.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

11. Did he 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 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

12. Did he have an interest, topic, character, object, or activity that was unusually intense, narrow, specific, or absorbing for his age?
Examples: spending an unusually large amount of play, conversation, or free time on one topic or activity; having extensive knowledge about a specific subject; focusing intensely on categories, systems, maps, schedules, how things work, a fictional world, television program, book series, person, animal, vehicle, collection, or particular toy; or showing an intensity of interest 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

13. Did he repeatedly watch, listen to, read, or replay the same content more than expected for his age?
Examples: repeatedly watching the same show, episode, video, or scene; replaying specific portions; rereading the same book or passage; listening to the same song or recording repeatedly; 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

14. Did he 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			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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

15. Did he prefer his interest over interacting with others, or become distressed when he could not engage in it?
Examples: choosing to pursue the topic, object, or activity alone rather than join peers; or becoming anxious, upset, or dysregulated when access to it was limited or not allowed.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

16. Did his intense interests change over time, but with usually one all-absorbing interest dominating at any given period?
Examples: moving from one consuming interest to another every few weeks or months, but almost always having a single dominant topic, object, or activity at a time.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

17. Did he bring a preferred interest into activities or conversations that were not related to it?
Examples: making most pretend-play stories about the same subject or returning to the topic during unrelated conversations.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

18. Did he expect other people to listen to, discuss, or participate in his preferred interest repeatedly?
Examples: repeatedly directing family members or peers to talk about, watch, draw, or act out 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

19. Did he become unusually attached to a particular object or feel that he needed to carry it with him?
Examples: a favorite toy, toy part, string, lid, rock, household object, or another unusual item.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

20. Did he become significantly upset when someone interrupted a repetitive behavior, removed a preferred object, or tried to shift him to another topic or activity?
Examples: protesting, crying, becoming angry, repeatedly returning to the behavior, or being unable to engage 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

3. Flexibility, Transitions, Routines, and Rituals

1. Did he become significantly upset when plans did not occur as expected?
Examples: an activity was cancelled, a familiar person was absent, a preferred item was unavailable, or the family went somewhere different.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

2. Did he have difficulty accepting another person's way of doing something?
Examples: a parent dressing him in a different order, arranging materials differently, using another route, or placing an object in a different location.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

3. Did he need familiar activities to occur in an exact order or manner?
Examples: dressing, meals, bedtime, bathing, getting into the car, entering school, 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

4. Did he require particular objects, people, words, or actions during familiar routines?
Examples: the same cup, chair, blanket, route, caregiver, phrase, song, object placement, or sequence.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

5. Did he ask other people to repeat or restart something when it was not done or said 'correctly'?
Examples: repeating a sentence, restarting a song, walking back through a doorway, repositioning an object, 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

6. Did he carry out repetitive or ritualized actions beyond a general preference for routine?
Examples: counting things; lining up or 'evening up' objects for symmetry; repeating an action a set number of times; touching, tapping, or checking objects in a fixed order; 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

If yes, did he 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 he require repeated warnings, countdowns, visual schedules, or detailed explanations before changing activities?
Examples: needing multiple reminders, timers, pictures, 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

8. Did he have unusual difficulty stopping an activity he enjoyed?
Examples: leaving the playground, turning off a television program, ending a game, stopping water play, cleaning up, 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

9. During difficult transitions, did he cry, argue, freeze, refuse, run away, become aggressive, or repeatedly ask questions?
Examples: dropping to the floor, hiding, negotiating repeatedly, or becoming unable to begin 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

10. Did he remain upset after the transition had occurred or have difficulty participating in the next activity?
Examples: continuing to cry, repeatedly discussing the prior activity, refusing the next activity, 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

11. Did the original plan, routine, or activity usually need to be restored before he could calm down?
Examples: returning to the original route, repeating a step, replacing an object, 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

12. Did family members regularly change plans, repeat routines, or avoid certain situations to prevent him from becoming significantly upset?
Examples: using the same route, avoiding schedule changes, bringing specific objects, or completing rituals to prevent distress.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

13. Did he show unusually strong resistance to everyday requests or expectations, including at times activities he 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

14. Did he have a strong need to feel in control of situations, activities, or how things were done?
Examples: needing to set the terms of play or routines, difficulty when others were "in charge," or distress when he couldn't 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

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

1. Did he rarely approach other people simply to share something or be social, rather than to obtain help, information, or an object?
Examples: rarely showing a drawing, sharing a joke, pointing something out, inviting someone to play, or calling someone over simply to share enjoyment.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

2. Did he 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			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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

3. When he pointed to, showed, or brought someone an object, did he often fail to look back toward the person to check the person's reaction?
Examples: handing over or pointing to an object without coordinating eye contact, facial expression, or shared enjoyment; immediately returning attention to the object.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

4. Was his 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 of people; glancing rather than looking directly; staring at times; or using eye gaze mainly when reminded rather than spontaneously during 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

5. Did he have difficulty naturally coordinating eye contact, gestures, facial expressions, and words within the same interaction?
Examples: pointing without looking toward the person; speaking while looking away; smiling without directing the expression toward someone; or using the behaviors separately rather than together.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

6. Did he use a limited range of gestures, use gestures inconsistently, or use them mainly after prompting?
Examples: rarely waving, nodding, shaking his head, shrugging, showing, giving, indicating size, raising his arms, or acting out an action; using another person's hand instead of gesturing.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

7. Did he have difficulty following another person's point or direction of gaze?
Examples: looking at the person's finger rather than the indicated object; requiring repeated prompts; or not shifting attention when someone tried to share something interesting.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

8. Did he respond inconsistently, minimally, or unusually when someone greeted him, smiled at him, praised him, or playfully tried to gain his attention?
Examples: not orienting; giving a delayed or rehearsed response; showing little shared excitement; responding only after prompting; or continuing his activity without acknowledging the 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

9. Did he 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 hand motions; copying an action without looking toward or sharing enjoyment with the other 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

10. Were his 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 looking toward someone; exaggerated expressions; or family members needing to infer how he felt from behavior rather than his 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

11. Did he laugh, cry, or show emotion that did not seem to match the situation, or for no clear reason?
Examples: laughing or giggling with nothing apparently funny; crying or becoming upset for no clear reason; 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

12. Did he have difficulty recognizing what another person meant from facial expressions, gestures, posture, or tone of voice?
Examples: not recognizing that someone was upset, serious, joking, uncomfortable, impatient, or no longer interested unless the person 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

13. Did he 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			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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

5. Reciprocal Interaction and Social Use of Language

1. Did he have difficulty sustaining several related back-and-forth turns during conversation or play without an adult directing each turn?
Examples: answering once without continuing; shifting to his own topic; requiring repeated questions; not adding new information; or participating only when the activity followed a familiar script.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

2. When someone commented on what he was doing, did he often fail to acknowledge or build upon the comment?
Examples: not responding; giving a minimal response; continuing without including the other person; or returning immediately to his 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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

3. When he asked someone a question, did he have difficulty listening to the answer or responding to what the person said?
Examples: walking away after asking; asking the next prepared question; repeating the question; interrupting; or returning to his preferred 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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

4. Did he rarely ask spontaneous questions about other people's activities, experiences, thoughts, or feelings?
Examples: rarely asking, 'What are you doing?' 'Where did you go?' 'What happened?' or 'Why are you sad?' unless prompted or seeking specific information.

	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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

5. Did he have difficulty answering the specific question that 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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

6. Did he have difficulty describing an event with enough background information for another person to follow it?
Examples: not identifying who or what he meant; beginning in the middle; omitting who was present, where it happened, or what happened next; giving disconnected details; or assuming the listener already knew the 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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

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

	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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

8. Did he have difficulty recognizing when something he said or did was being received negatively by other people, or adjusting his behavior in response?
Examples: continuing a topic, joke, comment, action, or behavior after others appeared uncomfortable, annoyed, embarrassed, or uninterested; needing someone to directly explain why the behavior was not appropriate; 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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

9. When these skills would be expected for his age, did he tend to interpret language literally or have difficulty understanding jokes, teasing, sarcasm, figurative expressions, or indirect language?
Examples: taking phrases such as 'it's raining cats and dogs' or 'hold your horses' literally; not recognizing gentle teasing or sarcasm; becoming confused by idioms, exaggeration, or indirect requests; or needing things stated plainly and 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

10. Did he have difficulty understanding that another person could know, see, or feel something different from what he did?
Examples: not understanding why someone was upset; assuming others already knew what he knew; difficulty with hide-and-seek, surprises, or simple secrets; or expecting others to share his thoughts, preferences, or point of view.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

11. Did he have difficulty clarifying his meaning when someone did not understand him?
Examples: repeating the same words in the same way; becoming frustrated; abandoning the message; or relying on another person to explain rather than rephrasing, pointing, or showing.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

12. Did he have difficulty taking turns leading and following during interactions?
Examples: controlling the topic or activity; insisting on his rules; talking at the 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

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

Examples: beginning an interaction with an unrelated topic; introducing a preferred or unexpected topic without connecting it to the ongoing conversation; making a comment that seemed out of context; or having difficulty adjusting the topic to the person, setting, or 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

14. Did he 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 typically reserved for close family or friends; discussing another person's private information; giving more personal detail than the situation called for; or not recognizing that some topics were inappropriate for a particular 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

15. Were his back-and-forth conversation or play skills mainly limited to preferred interests, familiar scripts, or highly structured activities?

Examples: talking extensively about a preferred topic but giving brief responses about ordinary topics; interacting well during rule-based games but struggling during open-ended conversation or play.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

16. Was his conversational style unusually formal, adult-like, rehearsed, or less spontaneous and flexible than that of other children his age?
Examples: using advanced or book-like wording; speaking in a rehearsed manner; using unusually formal phrasing for the situation; or having difficulty generating flexible wording 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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

17. Did he 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, or speaking like a television character.

	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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

6. Peer Relationships and Group Activities

1. Did he show limited interest in joining other children, or appear interested but not know how to join?
Examples: showing little interest in joining; appearing interested but unsure how to enter; watching from the side; remaining near the group without participating; copying the activity without communicating; waiting for an adult to help; or continuing his own activity instead.

	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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

2. Did he have difficulty spontaneously approaching children he knew well?
Examples: waiting for the other child to initiate; standing nearby without speaking; joining only through a familiar activity; or requiring adult prompting to greet, ask to play, or offer an idea.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

3. Did he show limited or inconsistent interest in unfamiliar children?
Examples: ignoring them, moving away, freezing, watching without approaching, or showing interest only when the child had a preferred toy or 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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

4. When another child greeted him, offered him a toy, or invited him to play, did he sometimes fail to orient toward or respond appropriately to the child?
Examples: not looking up; not answering; taking the toy without acknowledging the child; giving a delayed response; or continuing his own 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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

5. Even after he became comfortable with another child, did the interaction remain one-sided, parallel, or centered mainly on his own interests?
Examples: limited exchange of ideas; little shared enjoyment; playing beside rather than with the child; directing the activity; or not adjusting to the child's actions.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

6. Did he need an adult to tell him what to say, assign him a role, or otherwise help him enter an activity that was already taking place?
Examples: needing a parent or teacher to introduce him, provide exact words, negotiate entry, or organize the play before he could participate.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

7. Did he have difficulty gaining another child's attention in a socially appropriate way before speaking or joining an activity?
Examples: standing too close; grabbing or touching; interrupting; speaking without checking whether the child was listening; or copying the activity without asking 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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

8. Did he have difficulty developing or maintaining reciprocal friendships, even if he had one or more preferred friends?
Examples: friendships based mainly on proximity or a shared interest; waiting for others to initiate; frequent misunderstandings; one-sided interaction; or friendships ending without his 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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

9. With a preferred friend, did he depend unusually heavily on that child to initiate, organize, explain, or maintain their interactions?

Examples: waiting for the friend to initiate; following the friend's lead; relying on the friend to choose activities, explain rules, speak for him, help him enter groups, resolve misunderstandings, or adapt the interaction when difficulties occurred.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

10. Did he tend to interact or play primarily with the same small group of familiar children and have difficulty expanding beyond that group?

Examples: consistently choosing the same one or two children; avoiding or struggling to join other children even when opportunities were available; wanting playdates only with particular children; having difficulty playing when preferred peers were absent; or participating comfortably with familiar peers but becoming withdrawn, uncertain, or less engaged with other children.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

11. Did he consistently prefer interacting with children who were younger or older than him rather than with same-age peers?

Examples: seeking out younger children because the interaction was easier to direct or predict; preferring older children or adults; interacting comfortably across age groups 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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

12. During group activities, did he require frequent individual help to follow what the group was doing?
Examples: needing repeated prompts during circle time, songs, crafts, movement games, or group play; watching peers to determine each step.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

13. During group activities, did he have more difficulty than expected for his age waiting briefly, sharing materials, taking turns, or staying engaged with the group between turns?
Examples: leaving after his turn; becoming upset while waiting; taking materials; losing track of the activity; or needing repeated adult prompts.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

14. Did he have difficulty responding flexibly to other children's ideas during play or group activities?
Examples: rejecting suggestions; not adding to another child's idea; insisting on his own roles, rules, or sequence; or becoming upset when another child led.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

15. Did he have difficulty recognizing when another child wanted more space, was becoming uncomfortable, or no longer wanted to interact?
Examples: continuing to approach, talk, touch, or play after the child moved away, stopped responding, appeared annoyed, or asked him to 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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

16. Was he more socially successful during structured, adult-led activities than during free play, outdoor play, parties, or peer-led activities?
Examples: participating well when roles and rules were explicit, but struggling to join, negotiate, or keep up spontaneous play when social expectations were less structured.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

7. Play, Imagination, and Independent Activity

1. Was his 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				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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

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

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

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

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

4. Was his pretend play repetitive, rigid, or limited in variety?
Examples: reenacting the same scene; making figures repeat the same action; repeating the same story, dialogue, role, or ending; using toys in only one way; or becoming upset when the play 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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

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

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

6. Did he have difficulty accepting, building on, or extending a role or idea introduced by another child during pretend play?
Examples: rejecting the role or suggestion; changing it back to his own idea; ignoring what the other child added; repeating his own idea; returning to a familiar script; or waiting for the other child or an adult to direct what happened next.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

7. Did he 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 his original plan.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

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

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

9. Did he have difficulty independently choosing and beginning a variety of activities without an adult organizing the activity for him?
Examples: repeatedly asking what to do; waiting passively; returning only to one preferred activity; or requiring an adult to select materials and explain each step.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

10. Did he require frequent adult involvement, attention, or direction to remain engaged in independent play while a caregiver was nearby but occupied?
Examples: repeatedly interrupting; abandoning play; asking the caregiver to direct each action; or becoming distressed when the caregiver could not participate.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

11. When a small problem occurred during play, did he become stuck, upset, or immediately require an adult to solve it?
Examples: not trying another puzzle piece; abandoning the activity; crying over a minor problem; repeatedly requesting help; or being unable to modify the plan.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

8. Affection, Emotional Awareness, and Social Referencing

1. Did he rarely seek affection spontaneously, seek it only on his own terms, or fail to coordinate affection with social attention?
Examples: rarely seeking hugs or closeness; seeking closeness mainly for pressure or physical comfort; approaching without looking toward or socially engaging the person; accepting affection only in particular ways; or becoming upset if affection 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

2. Did he rarely offer affection spontaneously, or offer it without noticing whether the other person welcomed it?
Examples: limited spontaneous hugging or expressions of fondness; hugging too tightly or unexpectedly; or offering affection mainly after prompting.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

3. Did he respond unusually or inconsistently when a familiar person offered affection?
Examples: remaining still; stiffening; pulling away; tolerating only firm pressure; not looking toward the person; or accepting affection only when he 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

4. When he was hurt, frightened, or overwhelmed, did he rarely seek comfort from a familiar caregiver or seek help without sharing the emotional experience?
Examples: withdrawing alone; becoming distressed without approaching; requesting that a problem be fixed without looking toward the caregiver; or seeking 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

5. Did he have difficulty calming even when a familiar caregiver provided reassurance, physical comfort, or support?
Examples: remaining highly distressed; rejecting comfort; becoming more upset when touched; 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

6. Did he sometimes fail to notice when another person was crying, hurt, or visibly upset?
Examples: continuing his activity; appearing unaware; noticing only after someone explained; or focusing on the event 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

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

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

8. Did he have difficulty spontaneously sharing his own feelings or emotional experiences with other people?
Examples: rarely telling others when he was excited, worried, hurt, embarrassed, or disappointed; answering questions about feelings but rarely bringing them up independently; keeping distress to himself; or discussing what happened without communicating how he felt about 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

9. In an unfamiliar or uncertain situation, did he 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 rules or direct instructions rather than the parent's expression.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

10. Did he rarely check back visually or physically with a parent while exploring an unfamiliar setting?
Examples: moving away without looking back; not returning to share discoveries; or requiring direct adult monitoring rather than naturally referencing the parent.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

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

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

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

If yes, Prior example and approximate age(s):

If yes, Current example:

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

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

14. Did he have difficulty noticing, distinguishing, or making sense of emotions and physical body sensations?
Examples: realizing that he was upset only after becoming overwhelmed; describing worry as a stomachache or feeling “sick”; confusing anxiety with anger or excitement; or having difficulty determining whether a sensation reflected hunger, tiredness, illness, or emotional distress.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

9. Early Language Development and Understanding

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

	Answer			
	Yes	No	Unsure	
Prior				Approximate age(s):
Current	*N/A (early development only)*			

If yes, please describe an example:

2. Before he could speak, did he 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 only for help; rarely showing a toy, pointing out an airplane, or making a sound to share something interesting.

	Answer			
	Yes	No	Unsure	
Prior				Approximate age(s):
Current	*N/A (early development only)*			

If yes, please describe an example:

3. Were his early words used mainly to request objects or assistance, with limited use for greeting, commenting, asking socially directed questions, or sharing interest?
Examples: saying 'juice' to request but rarely saying 'look,' greeting people, commenting on events, or naming something simply to share it.

	Answer			
	Yes	No	Unsure	
Prior				Approximate age(s):
Current	*N/A (early development only)*			

If yes, please describe an example:

4. Did he ever lose, use less often, or stop using words, gestures, eye contact, response to his name, play, or other social or communication skills he had previously shown?
Examples: stopping words he had used, pointing less, becoming less responsive, withdrawing socially, or changing play patterns.

Prior Yes No Unsure

If yes:

Approximately how old was he when you first noticed the change? _____

Did the change occur: Suddenly Gradually Unsure

Which skills changed?

Approximately how long did the change last? _____

Were the skills later regained? Fully Partially No Unsure

Please describe what you noticed:

5. Did he confuse pronouns such as 'I' and 'you,' refer to himself by name, or use unclear pronouns without identifying whom he meant?
Examples: saying 'You want cookie' when meaning 'I want a cookie' or using 'he/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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

6. Did he respond inconsistently when his name was called, including when he 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

7. Was there a noticeable difference between the size or complexity of his vocabulary and his ability to use language during back-and-forth social interactions?
Example: using long or advanced sentences but having difficulty maintaining a reciprocal 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

10. Early Developmental and Cross-Setting Patterns

1. As an infant or toddler, did he inconsistently smile back or share enjoyment when another person smiled at him?
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	
Prior				Approximate age(s):
Current	*N/A (early development only)*			

If yes, please describe an example:

2. As an infant or toddler, did he 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	
Prior				Approximate age(s):
Current	*N/A (early development only)*			

If yes, please describe an example:

3. As an infant or toddler, did he 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	
Prior				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 his social interaction, communication, play, flexibility, sensory responses, or behavior?

Approximate age:

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?

Prior ___ Yes ___ No ___ Unsure

If yes, please describe and provide the approximate age(s):

---

6. Did his social and communication skills often require prompting, coaching, or rehearsal, or appear when he was asked but rarely on his own in everyday situations?
Examples: making eye contact or greeting only on request; asking rehearsed questions; joining play only after adult coaching; answering correctly without initiating; or using learned scripts rather than natural 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

7. Were his social and communication skills inconsistent across people, settings, or types of activities, or mainly evident with familiar adults, one preferred friend, or during highly preferred activities?
Examples: interacting well with parents but not peers; one-to-one but not in groups; with one friend but not others; in structured settings but not during free play; 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

8. Was he repeatedly described in ways that suggested social distance, rigidity, or an interaction style that seemed unusual for his age?
Examples: being described as unusually quiet, socially detached, 'in his own world,' rigid, intense, controlling, overly formal or mature, unusually independent of adults or peers, or more comfortable with adults than children.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

9. Did he 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 or factual knowledge alongside difficulty with reciprocal conversation, play, flexibility, adaptive skills, or another area of development.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

11. Regulation, Safety, and Co-occurring Features

1. Did he have frequent or intense meltdowns that were hard to predict, calm, or recover from?
Examples: episodes longer or more intense than expected for his age; little ability to self-calm; episodes in which he appeared unable to regain control even after the immediate problem or demand had ended; or needing a long time, a specific routine, or removal from the setting before he could 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

2. Did he engage in behaviors that could injure himself when upset, overwhelmed, or seeking sensory input?
Examples: head-banging, biting his hand or arm, hitting or slapping himself, scratching or pinching himself, skin picking, or banging 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

3. Did he become physically aggressive toward other people?
Examples: hitting, kicking, biting, scratching, pushing, grabbing, or throwing objects at others during frustration, overwhelm, transitions, or when something was outside his 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

4. Did he bolt, wander off, or show limited awareness of everyday dangers?
Examples: running off in stores or parking lots; leaving the house or yard; heading toward streets, water, or crowds without checking back; climbing to unsafe heights; or showing little fear of real dangers.

	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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

5. Did he have unusually intense or specific fears for his age?
Examples: strong fear of vacuums, hand dryers, toilets flushing, costumed characters, balloons, dogs, 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

6. Did he show unusually little awareness or fear of genuine dangers?
Examples: limited concern about heights, strangers, traffic, water, climbing, or other situations that typically cause children his age 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
Prior											
Current											

If yes, Prior example and approximate age(s):

If yes, Current example:

12. Social Effort, Coping, and After-School Recovery

1. Did he appear relatively composed or comfortable 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 crying, becoming irritable, shutting down, refusing homework, needing extended quiet time, or showing distress primarily 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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

2. Did he watch or copy other children to figure out how to behave socially?
Examples: copying how peers greeted others, spoke, laughed, dressed, joined groups, used slang, or reacted in 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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

3. Did he rehearse or plan what to say before social situations, or rely heavily on learned social rules or prepared phrases?
Examples: practicing greetings, jokes, conversations, apologies, or responses to questions; preparing what to say before school, parties, or playdates; asking prepared questions; or becoming unsure what to do when the situation differed from what he had practiced.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

4. After socially demanding situations or periods, did he need unusually large amounts of quiet time, alone time, or preferred activities before returning to his usual level of functioning?
Examples: retreating to his room, avoiding family interaction, becoming absorbed in a preferred interest, listening to music, drawing, watching videos, or needing quiet time before re-engaging; falling apart on weekends, during school breaks, or at the end of a long stretch of socially demanding days, rather than immediately after any single event.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

5. Did he avoid social situations because of the effort required, even when he liked the people involved?
Examples: wanting friends but declining invitations, avoiding parties, resisting group activities, becoming anxious before social events, or saying he 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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

6. Did sensory sensitivities, rigidity, repetitive behaviors, or emotional distress become more noticeable after school or social events?
Examples: increased sensitivity to clothing, sound, food, touch, grooming, changes in plans, repetitive drawing/writing, pacing, irritability, or insistence on routines after socially 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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

7. Did he report feeling confused, left out, disliked, or unsure why peer interactions went wrong, even when adults did not notice a problem?
Examples: saying "nobody likes me," "I'm weird," "I don't know what I did," "they were mad at me," or misunderstanding teasing, sarcasm, jokes, or indirect social cues.

	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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

8. Did he suppress, hide, or hold back repetitive movements or self-soothing behaviors in public, releasing them only in private?
Examples: stopping fidgeting, rocking, hand movements, humming, or other self-regulating behaviors around others, then doing them freely at home, in the car, or in his room.

	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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

9. Did he hide, downplay, or conceal his real interests or enthusiasms in order to fit in?
Examples: pretending to like what peers liked, not talking about a favorite topic around others, or reserving his true interests for home, alone time, or specific safe 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
Prior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Current	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If yes, Prior example and approximate age(s):

If yes, Current example:

10. Did he show perfectionism or intense worry about saying or doing the "wrong" thing socially, and replay, over-analyze, or ruminate on social interactions afterward?
Examples: fear of embarrassment, replaying mistakes, apologizing excessively, avoiding situations where he might get it wrong, or distress over small social errors others didn't notice; repeatedly bringing up something he said, worrying about how he was perceived, asking whether an interaction "went okay," or being unable to let go of a social moment.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

11. Did he tend to go along with others, please people, or struggle to say no or express his own preferences, to a degree that stood out from other children his age?
Examples: agreeing to things he didn't want to do, letting others decide, hiding his own opinions, being described as "easygoing" or "eager to please," or difficulty advocating for himself.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

12. Did he attach very closely to one friend and closely mirror that person, more than other children his age?
Examples: relying on a single friend to navigate social situations, copying that friend's clothing, speech, or interests, or becoming very distressed when that friend was absent or unavailable.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

13. Did he develop physical complaints connected to socially demanding days?
Examples: headaches, stomachaches, nausea, fatigue, or requests to stay home clustering around school days, parties, group activities, 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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

13. School-Age Peer and Classroom Life

For school-age children only. Select Not observed (not applicable) if your child has not yet had enough school experience for you to answer.

1. Did he have difficulty joining or staying involved with other children during recess, lunch, or other unstructured school times?
Examples: walking the edge of the playground alone; staying near an adult; playing his own game nearby; joining only one familiar game; or saying he had no one to play with.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

2. Did he have difficulty working with classmates during partner or group work?
Examples: taking over the task; insisting it be done his way; not contributing ideas; becoming upset when the group changed the plan; or working alone while the others worked 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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

3. Did he tend to remain quiet, peripheral, or less actively involved during classroom or group activities even when he was able to participate successfully?
Examples: standing or sitting somewhat apart from the group; observing rather than contributing; rarely volunteering comments or ideas; participating appropriately when directly invited; or teachers encouraging him to contribute or participate more often.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

4. Did he have difficulty understanding unwritten social rules that other children his age seemed to learn without being taught?
Examples: standing too close; saying things that were true but hurtful or embarrassing; not knowing when to stop talking; correcting adults or classmates; or not adjusting his behavior between the classroom, the playground, 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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

5. Did he have difficulty keeping a back-and-forth conversation going with children his own age?
Examples: talking mainly about his own interests; not asking about the other child; missing changes in topic; giving very brief answers; or talking more easily with adults or younger children.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

6. Did he have difficulty telling the difference between friendly joking and unkind teasing?
Examples: taking a joke seriously; laughing along when he was being made fun of; not recognizing when he was being tricked or set up; or becoming upset by playful teasing.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

7. Was he teased, bullied, left out, or taken advantage of by other children?
Examples: not being invited to play or to parties; being picked last; being talked into doing things that got him in trouble; or other children making fun of how he talked, moved, or what he liked.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

8. Did he become rigid or upset about rules, fairness, or winning and losing during games?
Examples: insisting that rules be followed exactly; arguing when others changed or bent the rules; becoming very upset when he lost; quitting the game; or accusing others of cheating.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

9. Did he react strongly when other children broke classroom or playground rules?
Examples: repeatedly telling the teacher; correcting classmates; or becoming upset by behavior that did not affect him.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

10. Did he have difficulty making new friends or keeping friendships going outside of school?
Examples: not knowing how to ask a classmate to play; not contacting friends; friendships that did not continue outside of class; or relying on a parent to set up all social plans.

	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
Prior												
Current												

If yes, Prior example and approximate age(s):

If yes, Current example:

Additional Information

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

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

Is there anything else about your son's early social development, communication, play, sensory experiences, routines, interests, or behavior that was not captured by the questions above?

Thank you for providing detailed examples. This information will be reviewed together with other developmental, clinical, and educational information.