

**BEHAVIOR-DISTURBED CHILDREN (AUTISM) QUESTIONNAIRE**

NAME OF CHILD \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_ DATE TODAY \_\_\_\_\_

COMPLETED BY \_\_\_\_\_ RELATIONSHIP \_\_\_\_\_

Has your child been diagnosed? Yes \_\_\_\_\_ No \_\_\_\_\_.

If so, what was the diagnosis? \_\_\_\_\_

Who made it? Name \_\_\_\_\_ Address \_\_\_\_\_

City, State \_\_\_\_\_ Telephone \_\_\_\_\_ Fax \_\_\_\_\_

**A. IF IT APPLIES, PLEASE CHECK EITHER THE YES OR THE NO BOX IN THIS SECTION.**

QUESTION	YES	NO
Does your child enjoy being swung, bounced on your knee, etc?		
Does your child take an interest in other children?		
Does your child like climbing on things, such as up stairs?		
Does your child enjoy playing peek-a-boo/hide-and-seek?		
Does your child ever pretend, for example, to talk on the phone or take care of a doll or pretend other things?		
Does your child ever use his/her index finger to point, to ask for something?		
Does your child ever use his/her index finger to point, to indicate interest in something?		
Can your child play properly with small toys (e.g. cars or blocks) without just mouthing, fiddling, or dropping them?		
Does your child ever bring objects over to you (parent) to show you something?		
Does your child look you in the eye for more than a second or two?		
Does your child ever seem oversensitive to noise? (e.g., plugging ears)		
Does your child smile in response to your face or your smile?		
Does your child imitate you? (e.g., you make a face-will your child imitate it?)		
Does your child respond to his/her name when you call?		
If you point at a toy across the room, does your child look at it?		
Does your child walk?		
Does your child look at things you are looking at?		
Does your child make unusual finger movements near his/her face?		
Does your child try to attract your attention to his/her own activity?		
Have you ever wondered if your child is deaf?		
Does your child understand what people say?		
your child sometimes stare at nothing or wander with no purpose?		
Does your child look at your face to check your reaction when faced with something unfamiliar?		

**B. CARS: Childhood Autism Rating Scale (sample)**

The following items are a sample of the questions found on the Childhood Autism Rating Scale (Eric Schopler, Robert Reichler, MD, and Barbara Rothen Renner, Western Psychological Services, Los Angeles: 1993), also known as the CARS. This instrument is often used to evaluate young children who may have autistic spectrum disorders. Evaluators using the CARS rate the child on a scale from 1 to 4 in each of 15 areas.

**Relating to People**

1	No evidence of difficulty or abnormality in relating to people. The child's behavior is appropriate for his or her age. Some shyness, fussiness, or annoyance at being told what to do may be observed, but not to an atypical degree.
1.5	(if between these points)
2	Mildly abnormal relationships. The child may avoid looking the adult in the eye, avoid the adult or become fussy if interaction is forced, be excessively shy, not be as responsive to the adult as is typical, or cling to parents somewhat more than most children of the same age.
2.5	(if between these points)

3	Moderately abnormal relationships. The child shows aloofness (seems unaware of adult) at times. Persistent and forceful attempts are necessary to get the child's attention at times. Minimal contact is initiated by the child.
3.5	(if between these points)
4	Severely abnormal relationships. The child is consistently aloof or unaware of what the adult is doing. He or she almost never responds or initiates contact with the adult. Only the most persistent attempts to get the child's attention have any effect.

## Body Use

1	Age appropriate body use. The child moves with the same ease, agility, and coordination of a normal child of the same age.
1.5	(if between these points)
2	Mildly abnormal body use. Some minor peculiarities may be present, such as clumsiness, repetitive movements, poor coordination, or the rare appearance of more unusual movements.
2.5	(if between these points)
3	Moderately abnormal body use. Behaviors that are clearly strange or unusual for a child of this age may include strange finger movements, peculiar finger or body posturing, staring or picking at the body, self-directed aggression, rocking, spinning, finger-wiggling, or toe-walking.
3.5	(if between these points)
4	Severely abnormal body use. Intense or frequent movements of the type listed above are signs of severely abnormal body use. These behaviors may persist despite attempts to discourage them or involve the child in other activities.

## Adaptation to Change

1	Age appropriate response to change. While the child may notice or comment on changes in routine, he or she accepts these changes without undue distress.
1.5	(if between these points)
2	Mildly abnormal adaptation to change. When an adult tries to change tasks the child may continue the same activity or use the same materials.
2.5	(if between these points)
3	Moderately abnormal adaptation to change. The child actively resists changes in routine, tries to continue the old activity, and is difficult to distract. He or she may become angry and unhappy when an established routine is altered.
3.5	(if between these points)
4	Severely abnormal adaptation to change. The child shows severe reactions to change. If a change is forced, he or she may become extremely angry or uncooperative and respond with tantrums.

## Listening Response

1	Age appropriate listening response. The child's listening behavior is normal and appropriate for age. Listening is used together with other senses.
1.5	(if between these points)
2	Mildly abnormal listening response. There may be some lack of response, or mild overreaction to certain sounds. Responses to sounds may be delayed, and sounds may need repetition to catch the child's attention. The child may

	be distracted by extraneous sounds.
2.5	(if between these points)
3	Moderately abnormal listening response. The child's responses to sounds vary; often ignores a sound the first few times it is made; may be startled or cover ears when hearing some everyday sounds.
3.5	(if between these points)
4	Severely abnormal listening response. The child overreacts and/or under reacts to sounds to an extremely marked degree, regardless of the type of sound.

## Verbal Communication

1	Normal verbal communication, age and situation appropriate.
1.5	(if between these points)
2	Mildly abnormal verbal communication. Speech shows overall retardation. Most speech is meaningful; however, some echolalia or pronoun reversal may occur. Some peculiar words or jargon may be used occasionally.
2.5	(if between these points)
3	Moderately abnormal verbal communication. Speech may be absent. When present, verbal communication may be a mixture of some meaningful speech and some peculiar speech such as jargon, echolalia, or pronoun reversal. Peculiarities in meaningful speech include excessive questioning or preoccupation with particular topics.
3.5	(if between these points)
4	Severely abnormal verbal communication. Meaningful speech is not used. The child may make infantile squeals, weird or animal-like sounds, complex noises approximating speech, or may show persistent, bizarre use of some recognizable words or phrases.

## C. AUTISM EVALUATION CHECKLIST (ATEC)

PLEASE PLACE A CHECK IN THE BOX THAT APPLIES

<b>SPEECH/LANGUAGE/COMMUNICATION</b>	<b>NOT TRUE</b>	<b>SOMEWHAT TRUE</b>	<b>VERY TRUE</b>
Knows own name			
Responds to "No" or "Stop"			
Can follow some commands			
Can use one word at a time (No!, Eat, Water, etc)			
Can use 2 words at a time (Don't want, Go home)			
Can use 3 words at a time (want more milk)			
Knows 10 or more words			
Can use sentences with 4 or more words			
Explains what he/she wants			
Asks meaningful questions			
Speech tends to be meaningful/relevant			
Often uses several successive sentences			
Carries on fairly good conversation			
Has normal ability to communicate for his/her age			
<b>SOCIABILITY</b>	<b>NOT DESCRIPTIVE</b>	<b>SOMEWHAT DESCRIPTIVE</b>	<b>VERY DESCRIPTIVE</b>
Seems to be in a shell-you can not reach him/her			
Ignores other people			
Pays little or no attention when addressed			
Uncooperative and resistant			
No eye contact			
Prefers to be left alone			
Shows no affection			
Fails to greet parents			

Avoids contact with others				
Does not imitate				
Dislikes being held/cuddled				
Does not share or show				
Does not wave "bye bye"				
Disagreeable/not compliant				
Temper tantrums				
Lacks friends/companions				
Rarely smiles				
Insensitive to other's feelings				
Indifferent to being liked				
Indifferent if parent(s) leave				
<b>SENSORY/COGNITIVE AWARENESS</b>	<b>NOT DESCRIPTIVE</b>	<b>SOMEWHAT DESCRIPTIVE</b>	<b>VERY DESCRIPTIVE</b>	
Responds to own name				
Responds to praise				
Looks at people and animals				
Looks at pictures (and TV)				
Does drawing, coloring, art				
Plays with toys appropriately				
Appropriate facial expression				
Understands stories on TV				
Understands explanations				
Aware of danger				
Shows imagination				
Initiates activities				
Dresses self				
Curious, interested				
Venturesome – explores				
"Tuned in" – Not spacey				
Looks where others are looking				
<b>HEALTH/PHYSICAL BEHAVIOR</b>	<b>NOT A PROBLEM</b>	<b>MINOR PROBLEM</b>	<b>MODERATE PROBLEM</b>	<b>SERIOUS PROBLEM</b>
Bed-wetting				
Wets pants/diapers				
Soils pants/diapers				
Diarrhea				
Constipation				
Sleep problems				
Eats too much/too little				
Extremely limited diet				
Hyperactive				
Lethargic				
Hits or injures self				
Hits or injures others				
Destructive				
Sound-sensitive				
Anxious/fearful				
Unhappy/crying				
Seizures				
Obsessive speech				
Rigid routines				
Shouts or screams				
Demands sameness				
Often agitated				
Not sensitive to pain				
"Hooked" or fixated on certain objects/topics				
Repetitive movements (stimming, rocking, etc)				