Autism Checklist DSM IV Criteria

Student Name: __________________________  SBCSC ID#: ______________  STN#: __________________

School_________________________  Grade__________  Date____________________

A total of six (or more) items from (1), (2), and (3), with at least two from (1), and one each from (2) and (3).

1. Quantitative impairment in social interaction, as manifested by at least two of the following:
   - Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction
   - Failure to develop peer relationships appropriate to the development level
   - A lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g. by lack of showing, bringing, or pointing out objects)
   - Lack of social or emotional reciprocity

2. Qualitative impairments in communication as manifested by at least one of the following:
   - Delay in, or total lack of, the development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime)
   - In individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others
   - Stereotyped and repetitive use of language or idioms
   - Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level

3. Restricted repetitive and stereotyped patterns of behavior, interests, and activities, as manifested by at least one of the following:
   - Encompassing preoccupation with one of more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus
   - Apparently inflexible adherence to specific, nonfunctional routines or rituals
   - Stereotyped and repetitive motor mannerisms (e.g. hand or finger flapping or twisting, or complex whole-body movements)
   - Persistent preoccupation with parts of objects

Delays or abnormal functioning in at least one of the following areas, with onset prior to age 3 years:
   - Social interaction
   - Language as used in social communication, or
   - Symbolic or imaginative play

The disturbance is not better accounted for by Rett's Disorder or Childhood Disintegrative Disorder.

M-Team Members:

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<thead>
<tr>
<th>Role</th>
<th>Agree</th>
<th>Disagree</th>
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<tr>
<td>Psychologist</td>
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<td>Autism Consultant/Teacher</td>
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<td>Cross Cat Teacher</td>
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<td>General Ed Teacher</td>
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<td>Speech/Language Path</td>
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<td>Other</td>
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