

**South Bend Community School Corporation  
Special Education Services**

**Autism Spectrum Disorder Checklist-DSM-5 Criteria**

Student Name: \_\_\_\_\_ SBCSC ID#: \_\_\_\_\_ STN#: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Persistent deficits in social communication and social interaction across multiple contexts, as manifested by all three of the following, currently or by history** (examples are illustrative, not exhaustive):

- \_\_\_\_\_ **Deficits in social-emotional reciprocity** (ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.)
- \_\_\_\_\_ **Deficits in nonverbal communicative behaviors used for social interaction** (ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.)
- \_\_\_\_\_ **Deficits in developing, maintaining, and understanding relationships** (ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.)

**Restricted, repetitive patterns of behavior, interests, or activities, as manifested by at least two of the following, currently or by history** (examples are illustrative, not exhaustive)

- \_\_\_\_\_ **Stereotyped or repetitive motor movements, use of objects, or speech** (e.g. simple motor stereotypes, lining up toys or flipping objects, echolalia, idiosyncratic phrases)
- \_\_\_\_\_ **Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior** (e.g. extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route or eat food everyday).
- \_\_\_\_\_ **Highly restricted, fixated interests that are abnormal in intensity or focus** (e.g. strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interest).
- \_\_\_\_\_ **Hyper- or Hypo reactivity to sensory input or unusual interests in sensory aspects of the environment** (e.g. apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).

**Symptoms must be present in the early developmental period (but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life)**

**Symptoms cause clinically significant impairment in social, occupational or other important areas of current functioning.**

**These disturbances are not better explained by intellectual disability or global developmental delay. Intellectual disability and autism spectrum disorder frequently co-occur; to identify both, social communication should be below that expected for general developmental level.**

M-Team Members:	Agree	Disagree
Psychologist	_____	_____
Autism Consultant	_____	_____
Special Ed Teacher	_____	_____
General Ed Teacher	_____	_____
SLP	_____	_____
Parent	_____	_____
Other	_____	_____