

**DIRECTIONS**

For each question, select the number that best describes the child's behavior *over the past 6 months*.

Child's Name: \_\_\_\_\_ Chronological Age: \_\_\_\_\_

Child's Gender:  Female  Male Ethnicity: \_\_\_\_\_

Respondent's Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Relationship to Child:  Mother;  Father;  Other \_\_\_\_\_

	1 = NOT TRUE	2 = SOMETIMES TRUE	3 = OFTEN TRUE	4 = ALMOST ALWAYS TRUE
Item	1	2	3	4
1. Seems much more fidgety in social situations than when alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Expressions on his or her face don't match what he or she is saying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Seems self-confident when interacting with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. When under stress, he or she shows rigid or inflexible patterns of behavior that seem odd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Doesn't recognize when others are trying to take advantage of him or her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Would rather be alone than with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is aware of what others are thinking or feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Behaves in ways that seem strange or bizarre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Clings to adults, seems too dependent on them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Takes things too literally and doesn't get the real meaning of a conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Has good self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Is able to communicate his or her feelings to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Is awkward in turn-taking interactions with peers (e.g. doesn't seem to understand the give-and-take of conversations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Is not well coordinated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Is able to understand the meaning of other people's tone of voice and facial expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Avoids eye contact or has unusual eye contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Recognizes when something is unfair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Has difficulty making friends, even when trying his or her best	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Gets frustrated trying to get ideas across in conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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20. Shows unusual sensory interests (e.g., mouthing or spinning objects) or strange ways of playing with toys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Is able to imitate others' actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Plays appropriately with children his or her age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Does not join group activities unless told to do so	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Has more difficulty than other children with changes in his or her routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Doesn't seem to mind being out of step with or "not on the same wavelength" as others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Offers comfort to others when they are sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Avoids starting social interactions with peers or adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Thinks or talks about the same thing over and over	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Is regarded by other children as odd or weird	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Becomes upset in a situation with lots of things going on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Can't get his or her mind off something once he or she starts thinking about it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Has good personal hygiene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Is socially awkward, even when he or she is trying to be polite	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Avoids people who want to be emotionally close to him or her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Has trouble keeping up with the flow of a normal conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Has difficulty relating to adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Has difficulty relating to peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Responds appropriately to mood changes in others (e.g. when a friend's or playmate's mood changes from happy to sad)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Has an unusually narrow range of interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Is imaginative, good at pretending (without losing touch with reality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Wanders aimlessly from one activity to another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Seems overly sensitive to sounds, textures, or smells	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Separates easily from caregivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Doesn't understand how events relate to one another (cause and effect) the way other children his or her age do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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45. Focuses his or her attention to where others are looking or listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Has overly serious facial expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Is too silly or laughs inappropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Has a sense of humor, understands jokes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Does extremely well at a few tasks, but does not do as well at most other tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Has repetitive, odd behaviors such as hand flapping or rocking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Has difficulty answering questions directly and ends up talking around the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Knows when he or she is talking too loud or making too much noise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Talks to people with an unusual tone of voice (e.g., talks like a robot or like he or she is giving a lecture)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Seems to react to people as if they are objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Knows when he or she is too close to someone or is invading someone's space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Walks in between two people who are talking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Gets teased a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Concentrates too much on parts of things rather than seeing the whole picture. For example, if asked to describe what happened in a story, he or she may talk only about the kind of clothes the characters were wearing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Is overly suspicious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Is emotionally distant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Is inflexible, has a hard time changing his or her mind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Gives unusual or illogical reasons for doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Touches others in an unusual way (e.g., he or she may touch someone just to make contact and then walk away without saying anything)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Is too tense in social settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Stares or gazes off into space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>