

MGH AUTISM SPECTRUM DISORDER DSM-5 DIAGNOSTIC SYMPTOM CHECKLIST[®]

Name _____

Age _____ years

Gender: Male / Female

- Assessment Guidelines:**
1. Incorporate information from clinical observation and all available sources
 2. Offer suggested prompts to elicit features of concern

Diagnostic Features

Absent (No=1) Unsure (Subthr=2) Present (Full=3)

A Deficits in Social Communication and Interaction

(as manifested by lifetime history of **all three** of the following)

- | | - | ± | + |
|---|---|---|---|
| 1. Deficits in social-emotional reciprocity | - | ± | + |
| <ul style="list-style-type: none"> • Does not share or respond appropriately to others' feelings • Seems unaware of others' feelings or is unable to express his/her feelings • Does not offer or seek comfort or seeks comfort in an odd way • Socially inappropriate responses • Inability to share spontaneously their own or others' enjoyment, achievements, or interests • Inability to engage in a cooperative (give and take) activity with others • Difficulty in initiating or in sustaining a conversation • Limited ability to engage in back and forth reciprocal conversation (especially on other person's topic of interest) • Does not talk to be friendly or social (lacks ability to make small talk) | | | |
| 2. Deficits in nonverbal communicative behaviors used for social interaction | - | ± | + |
| <ul style="list-style-type: none"> • Poor eye contact (impaired joint attention: does not use or respond to eye gaze or pointing to share attention) • Does not show or understand gestures (facial expression [social smile] or body language) • Does not use or understand tone of voice (e.g., sarcasm) | | | |
| 3. Deficits in developing, maintaining, and understanding relationships | - | ± | + |
| <ul style="list-style-type: none"> • Limited interest in peers • Difficulty making or maintaining friendship with <u>peers</u> • Rigid or atypical social interests and behaviors • Difficulty adopting behavior to different social contexts (contextually inappropriate behavior) • Does/did not engage in pretend play • Inability to imitate others' personal behaviors • Too literal and doesn't get the implied meaning of conversation (puns, jokes) | | | |

B Restricted, Repetitive Patterns of Behavior, Interests, or Activities

(as manifested by lifetime history of **at least two** of the following)

- | | - | ± | + |
|--|---|---|---|
| 1. Stereotyped or repetitive motor movements, speech, or use of objects | - | ± | + |
| <p><u>Stereotyped and repetitive motor mannerisms</u></p> <ul style="list-style-type: none"> • Flapping, clapping, finger flicking • Whole body movement (e.g., rocking, swaying) • Lining-up, flipping, or spinning objects <p><u>Repetitive, stereotyped or idiosyncratic speech</u></p> <ul style="list-style-type: none"> • Often uses odd phrases or words (including neologisms) • Repeats words, sentences, or scripts (scripting) in the exact same way (including delayed echolalia) • Refers to self in third person (pronominal reversal) • Has unusual tone (monotonous, high-pitched, robotic) or style of speech (pedantic, professorial) | | | |
| 2. Inflexible adherence to routines or ritualized patterns of verbal or nonverbal behavior | - | ± | + |
| <ul style="list-style-type: none"> • Strong need for sameness from day-to-day (routine bound) • Gets unusually upset if routine or environment changes (transitional difficulties) • Verbal or nonverbal rituals (fixed sequence of utterances or nonverbal behaviors) • Has a hard time changing his/her mind (highly opinionated/rule bound) | | | |
| 3. Highly restricted, fixated interests that are abnormal in intensity or focus | - | ± | + |
| <ul style="list-style-type: none"> • Very narrow range of interests (circumscribed, non-progressive, non-social) • Unusual intensity of interest(s) that are odd or peculiar in quality (e.g., preoccupation with names of train stations, war battles, etc.) • Extreme preoccupation with usual interest(s) • Engages in certain activities repetitively (e.g., watching the same movie over and over again) | | | |
| 4. Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment | - | ± | + |
| <ul style="list-style-type: none"> • Unusual attachment to object(s) • Does not use objects for their intended purpose (e.g., plays with the wheels of a toy car) • Tendency to hyper-focus on minor details without ability to grasp the broader concept <p><u>Sensory Dysregulation (touch, sound, smell, taste, light, pain, kinetic, temperature, pressure, proprioceptive)</u></p> <ul style="list-style-type: none"> • Hypersensitive to neutral stimuli (Sensory Integration Issues) • Hyposensitive to certain stimuli • Extreme response to certain neutral or pleasant stimuli • Unusual sensory interests (unusual fascination to certain neutral or unpleasant stimuli) | | | |

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C Symptoms Present in the Early Developmental Period - ± +

D Clinically Significant Impairment in Social, Occupational, or other Important Areas of Functioning

- | | | | | |
|---|----|---|---|---|
| 1. Severity of deficits in social communication and interaction (Domain-A) | <1 | 1 | 2 | 3 |
| Level 1: Without support, some significant deficits in social communication | | | | |
| Level 2: Marked deficits with limited initiations and reduced/atypical responses | | | | |
| Level 3: Minimal social communication | | | | |
| 2. Severity of restricted, repetitive, and stereotyped patterns of behaviors (Domain-B) | <1 | 1 | 2 | 3 |
| Level 1: Significant interference in at least one context | | | | |
| Level 2: Obvious to the casual observer and occurs across contexts | | | | |
| Level 3: Marked interference in daily life | | | | |

Diagnosis (ASD if Domain A and B criteria are met; SCD if only Domain A criteria are met) - SCD ASD

Specifiers

- | | | | |
|---|-------------------|-------------------|-----------------------|
| 1. Associated with Intellectual Disability (ID; IQ < 70) | - | ± | + |
| 2. Associated with a structural language impairment: | Lack language | Single words | Phrase |
| | - | ± | + |
| 3. Associated with known factors: | Medical condition | Genetic condition | Environmental factors |
| | - | ± | + |
| <hr/> | | | |
| 4. Associated with another neurodevelopmental, mental, or behavioral disorder | - | ± | + |
| <hr/> | | | |
| 5. Associated with Catatonia | - | ± | + |

Associated Features

- | | | | |
|---|---|---|---|
| 1. Fine or gross motor coordination impairment | - | ± | + |
| 2. Novelty averse behaviors (limited diet) | - | ± | + |
| 3. Self-injurious behaviors | - | ± | + |
| 4. History of developmental regression (loss of acquired social or language skills) | - | ± | + |

Clinician _____

Date _____