



PEDIATRIC-ABC™

PEDIATRIC-AUTISM & related disorders BEHAVIOR

CHECKLIST

AN EARLY IDENTIFICATION PROFILE OF PERSISTENT DEVELOPMENTAL SYMPTOMS
(Ages 18 months – 48 months)

Dear Parents:

Symptoms of Autism or related Pervasive Developmental Disorders can first manifest in infancy. Early identification and intervention is so very important. Research/long term outcome studies have demonstrated that children with Autism or related pervasive disorders, who are identified at an early age and receive early intervention, show long-lasting and significant gains intellectually and with adaptive behaviors (Lovaas, 1993). The National Institute of Child Health and Human Development encourages early identification and intervention so as to promote a child's potential and quality of life.

The brain learns; often referred to as neuroplasticity. Early childhood is a prime time of development - an open window of opportunity when connections in the brain are powerful. Advanced technology, such as functional magnetic resonance imaging (fMRI), which can demonstrate blood flow in the brain while an individual is learning a task, and Neuropsychological (Brain – Behavior) studies have shown how effectively the brain learns, especially at early ages.

This checklist is an early identification guide of neurodevelopmental delays which often represent Autism or related Pervasive Developmental Disorders. It can help you secure early diagnosis and treatment. The checklist is based upon Neuropsychological (Brain - Behavior) models of early childhood development. The major functions of development and learning involving Attention, Perception, Speech, Language, Memory, Executive Function, Sensory, Motor and Mood are addressed.

You are encouraged to share this profile with your pediatrician/primary care physician, health specialists and educational specialists, so as to secure early age diagnosis and treatment, which can help your child achieve his/her potential.

EARLY IDENTIFICATION AND INTERVENTIONS ARE CRUCIAL!

Warmly,

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AN EARLY IDENTIFICATION PROFILE OF PERVERSIVE DEVELOPMENTAL SYMPTOMS

(Ages 18 months – 48 months)

Child's Name: _____ Date of Birth: _____ Age: _____ Gender: M ___ F ___
 Today's Date: _____ Completed by: _____ Relationship to Child _____

Rate each statement with the number which best fits the child's behavior, and note it in the box opposite the statement: total each category -
0-Not observed 2-Occasionally observed 4-Frequently observed

| | | |
|---|--|--|
| Category A: Attention/Self-Regulatory Behavior | | |
| A1 | Hyperactivity and/or Hypoactivity; excessive fidgetiness and/or daydreaming/staring episodes | |
| A2 | Avoidance of, or decreased eye contact | |
| A3 | Sleep and/or appetite disturbance, i.e.; difficulty falling asleep, nighttime awakening, sensitive eating habits | |
| A4 | Needs much guidance to direct/organize behavior; Self-regulation is decreased | |
| A5 | Heightened repetitive behaviors; Difficulty switching attention when involved in a task | |
| Category A Total: | | |
| Category B: Speech/Language | | |
| B1 | Delayed understanding of language – needs multiple cues or gestures; you may wonder if a problem hearing exists | |
| B2 | Delayed expression of language; heightened use of gestures versus speech | |
| B3 | Poor articulation and/or unusual tone of speech | |
| B4 | Mostly silent or echoes/repeats isolated sounds, words | |
| B5 | Responds mostly to familiar voices; difficulty responding to unfamiliar voices | |
| Category B Total: | | |
| Category C: Memory | | |
| C1 | Difficulty developing a schedule, as with sleeping, eating | |
| C2 | Difficulty remembering how to start or complete familiar tasks | |
| C3 | Difficulty with multistep directions; much repetition is needed | |
| C4 | Can develop excessive routines/patterns | |
| C5 | Does not readily react to familiar cues, gestures, facial expression, such as wave, 'hi' – 'bye' | |
| Category C Total: | | |
| Category D: Mood/Social | | |
| D1 | Easily frustrated or overwhelmed | |
| D2 | Interaction is decreased; withdraws into self | |
| D3 | Transition results in frustration, anxiety | |
| D4 | Frustration results in verbal or physical aggression to self/other/objects | |
| D5 | Does not actively engage in play; mostly side-by-side play | |
| Category D Total: | | |
| Category E: Sensory/Motor | | |
| E1 | Sensory sensitivity, i.e., irritated by clothing, brushing hair, touch, lights, sound, odors, tastes | |
| E2 | Sensory seeking, i.e., rocking, spinning, rhythmic behaviors | |
| E3 | Repetitive behaviors; i.e., eye blinking, nose sniffing, throat clearing, hand flapping; routine behaviors | |
| E4 | Incoordination – can look "clumsy" | |
| E5 | Motor plan, purposeful activity is decreased, i.e., needs more guidance reaching for a toy | |
| Category E Totals: | | |

Part 2: CUMULATIVE PROFILE

Add totals of all Categories A+B+C+D+E Results _____ %

PROFILE: Part 2 0-15%
 16-36%
 37-100%

Normal developmental range.
 Developmental variance is evidenced. Be concerned. Seek professional advice.
 A Pervasive Developmental Disorder (PDD) may exist. Seek formal health/neuro-
 psychological evaluation and treatment.

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