**DSM-5 Checklist with Developmental Anchors**

*NOTE: This checklist is merely a tool for facilitating diagnosis specific to ASD in young children. This is not an exhaustive or exclusive list of developmental behavioral markers that rise to the level of clinical significance within these specific ASD related domains.*

**Cluster A: Persistent deficits in social communication and social interaction:**

**Deficits and impairment must be present in all three symptom domains**

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| **DSM-5 Symptom** | **Developmental Markers (*mark “O” for Observed and “R” for Reported*)** |
| \_\_\_ Deficits in social reciprocity | O/R Limited showing, directing attention, sharing of enjoyment/attention with othersO/R Does not frequently initiate interactions with othersO/R Inconsistent response to social bids of othersO/R Inconsistent response to name or attempts to get attentionO/R Limited sharing or back-and-forth playO/R Focused language or communication on particular interests |
| \_\_\_ Atypical nonverbal social behavior | O/R Atypical or inconsistent eye gazeO/R Limited index pointingO/R Limited conventional gesture use (e.g., head shaking/nodding, waving, reaching)O/R Limited other gesture use (e.g., emphasizing, miming, pretend)O/R Physical direction of others (e.g., leading, hand as a tool use)O/R Challenges communicating wants and needsO/R Limited range of directed facial expressions (e.g., extremes only) |
| \_\_\_ Deficits in maintaining relationships  | O/R Limited or inconsistent interest in peer interaction and playO/R Limited or inconsistent skills participating in interactive games with siblings/adultsO/R Challenges appreciating basic social/safety rulesO/R Limited or inconsistent response to approach of novel peers and adultsO/R Limited spontaneous initiation of play/ interactionO/R Limited imitative and pretend play |

**Cluster B: Restricted, repetitive patterns of behavior, interests, or activities:**

**Deficits and impairment in two of the following four domains**

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| **DSM-5 Symptom** | **Developmental Markers (*mark “O” for Observed and “R” for Reported*)** |
| \_\_\_ Stereotyped, repetitive, idiosyncratic speech; motor stereotypes; repetitive use of objects | *Speech/language:*O/R Echolalia, scriptingO/R Atypical jargoning (undirected speech, peculiar vocalizations)O/R Idiosyncratic speech (pronominal reversal, neologisms)*Motor stereotypies:*O/R Body/hand/finger mannerisms/posturing (e.g., hand-flapping, tensing, finger/ear-flicking, hand/finger inspection, rocking, spinning, repetitive clapping, toe-walking, facial grimacing)*Objects:*O/R Repetitive use of objects (e.g., lining-up, organizing, stacking, spinning, dropping, repeated  activation, interest in parts of objects) |
| \_\_\_ Excessive adherence to nonfunctional routines | O/R Requires activities performed in exact same way (e.g., requires caretakers to say things in certain order, motor rituals)O/R Distresses surrounding changing routine (e.g., placement of objects in house, change in physical appearance to others, driving route, order of daily activities, food presentation)O/R Carries out specific sequence in play or other activitiesO/R Insistence on sameness (e.g., extreme reaction to changes) |
| \_\_\_ Atypical sensory behavior (hypo or hyper-sensitivity or interest)  | O/R Visual interest/ inspectionO/R Noise sensitivityO/R Atypical pain threshold / strong interest in physical stimulationO/R Sensory aversions (smells, textures, touch, daily routine challenges)O/R Sensory seeking behavior (sights, smells, mouthing, loud noises, tactile interests) |
| \_\_\_ Restricted/Fixated interests | O/R Requires certain objects to be on his/her person at all times O/R Focused repetitive play (e.g., sorting/stacking/lining-up objects)O/R Unusual interests in objects (e.g., appliances, fans, mirrors, shiny objects, etc.)O/R Intense/rigid focal interests (e.g., cars, trains, specific videos, vacuums) |