

**11 CORE PRINCIPLES FOR MANAGING ADHD CHILDREN**

1. **Immediacy of Consequences** - Use feedback and consequences as quickly following the target behaviours as possible.
2. **Frequency of Consequences** - ADHD children require feedback and consequences much more often than normal children to assist them in better controlling their behaviour and increasing their work productivity.
3. **Saliency of Consequences** - ADHD children seem to need more salient, higher magnitude consequences than normal children to manage their behaviour.
4. **More Frequent Changes in Rewards** - ADHD children may need a wider variety and more frequent changes in their reward systems. They become bored quickly and to keep them engaged a large menu of selection is suggested e.g. a reward jar, time alone with one parent, a special story or game before bedtime, etc.
5. **ACT Don't Yack!** - ADHD is not due to a failure of knowledge or reasoning. The more you talk, the more you postpone using more appropriate consequences, Use feedback, rewards and punishments swiftly and often, as noted above, and reduce your repetition of rules, commands, reasons, and verbal reprimands.
6. **Positives Before Negatives** - When attempting to change a problematic behaviour, first phrase it in the positive or affirmative; what do you want the child to be doing. Then set up a reward program to encourage the further development of this behaviour. After 7-14 days of implementing your incentive program, begin selectively punishing the child for the display of the inappropriate alternative behaviour. Punishment used first and used frequently often fails to manage behaviour when it does not occur in the context of adequate ongoing rewards.
7. **Anticipate Problems** - ADHD children often have trouble in the same situations over repeated occasions such that you can come to anticipate what settings and contexts elicit their behaviour problems most often. By anticipating these and setting up a plan to manage the problem before it occurs, you can reduce the likelihood of the problem arising. Therefore, just before the child moves into a problem situation, do these five steps:
  - 1) Review 2-3 rules with the child that they have trouble following in the situation. Have the child repeat them back.
  - 2) Set up a small immediate incentive for the child to earn if they successfully follow the rules and review this with the child before the event.

- 3) Set up a small immediate punishment for disobeying the rules, again review first.
  - 4) As you enter the situation, begin giving the child feedback for his/her successful adherence to the plan.
  - 5) Deliver you consequences immediately upon the occurrence of the positive/negative behaviour.
- 
8. **Keep a Disability Perspective** - ADHD is a neuro-developmental disorder which has a strong biological/genetic predisposition. Although these children do not look physically disabled, they are neurologically handicapped. This handicap manifests itself in the way they regulate their behaviour. Remember this is a disabled child.
  9. **Maintain a Sense of Priorities** - Develop a hierarchy of priorities you are striving to accomplish with this child and which have some social/developmental significance. Learn to know which battles to fight and which not to fight. Do not engage in conflicts with the child of trivial, insignificant misbehaviours or minor rule violations.
  10. **Do Not Personalize the Child's Problems** - Maintain a sense of humour, perspective, and personal/emotional distance from the child's problems. Your methods and programs will not work all the time with an ADHD child. When they fail, do not necessarily attribute this to your own failure or inadequacies as a caregiver/teacher to this child. ADHD children typically show wide variability in their behavioural control and work production for not apparent reason related to the context. Expect variability and occasional lapses in behavioural control as part of the child's disability no matter how excellent your management methods may be.
  11. **Practice Forgiveness** - At the end of the day, FORGIVE the child his/her misconduct, forgive others their misunderstandings of you in your care of the child, and forgive yourself for the mistakes you certainly going to make in a managing such a child. Remember, *to err is human, to forgive is divine*. Try it!

# CHILD SYMPTOM INVENTORY - 4: PARENT CHECKLIST

CHILD'S NAME	GENDER	DATE OF BIRTH	AGE
SCHOOL	GRADE	TODAY'S DATE	
NAME OF PERSON COMPLETING FORM	RELATION TO CHILD		

**DIRECTIONS:** CHECK WHICH RATING BEST DESCRIBES YOUR CHILD'S OVERALL BEHAVIOR. ANSWER EACH QUESTION TO THE BEST OF YOUR ABILITY.

<b>CATEGORY A</b>	NEVER	SOME-TIMES	OFTEN	VERY OFTEN
1. FAILS TO GIVE CLOSE ATTENTION TO DETAILS OR MAKES CARELESS MISTAKES				
2. HAS DIFFICULTY PAYING ATTENTION TO TASKS OR PLAY ACTIVITIES				
3. DOES NOT SEEM TO LISTEN WHEN SPOKEN TO DIRECTLY				
4. HAS DIFFICULTY FOLLOWING THROUGH ON INSTRUCTIONS AND FAILS TO FINISH THINGS				
5. HAS DIFFICULTY ORGANIZING TASKS AND ACTIVITIES				
6. AVOIDS DOING TASKS THAT REQUIRE A LOT OF MENTAL EFFORT (SCHOOLWORK, HOMEWORK, ETC.)				
7. LOSES THINGS NECESSARY FOR ACTIVITIES				
8. IS EASILY DISTRACTED BY OTHER THINGS GOING ON				
9. IS FORGETFUL IN DAILY ACTIVITIES				
10. FIDGETS WITH HANDS OR FEET OR SQUIRMS IN SEAT				
11. HAS DIFFICULTY REMAINING SEATED WHEN ASKED TO DO SO				
12. RUNS ABOUT OR CLIMBS ON THINGS WHEN ASKED NOT TO DO SO				
13. HAS DIFFICULTY PLAYING QUIETLY				
14. IS "ON THE GO" OR ACTS AS IF "DRIVEN BY A MOTOR"				
15. TALKS EXCESSIVELY				
16. BLURTS OUT ANSWERS TO QUESTIONS BEFORE THEY HAVE BEEN COMPLETED				
17. HAS DIFFICULTY AWAITING TURN IN GROUP ACTIVITIES				
18. INTERRUPTS PEOPLE OR BUTTS INTO OTHER CHILDREN'S ACTIVITIES				

<b>CATEGORY B</b>		NEVER	SOME-TIMES	OFTEN	VERY OFTEN
19.	LOSES TEMPER				
20.	ARGUES WITH ADULTS				
21.	DEFIES OR REFUSES WHAT YOU TELL HIM/HER TO DO				
22.	DOES THINGS TO DELIBERATELY ANNOY OTHERS				
23.	BLAMES OTHERS FOR OWN MISBEHAVIOR OR MISTAKES				
24.	IS TOUCHY OR EASILY ANNOYED BY OTHERS				
25.	IS ANGRY AND RESENTFUL				
26.	TAKES ANGER OUT ON OTHERS OR TRIES TO GET EVEN				

<b>CATEGORY C</b>		NEVER	SOME-TIMES	OFTEN	VERY OFTEN
27.	PLAYS HOOKEY FROM SCHOOL				
28.	STAYS OUT AT NIGHT WHEN NOT SUPPOSED TO				
29.	LIES TO GET THINGS OR TO AVOID RESPONSIBILITY ("CONS" OTHERS)				
30.	BULLIES, THREATENS, OR INTIMIDATES OTHERS				
31.	STARTS PHYSICAL FIGHTS				
32.	HAS RUN AWAY FROM HOME OVERNIGHT				
33.	HAS STOLEN THINGS WHEN OTHERS WERE NOT LOOKING				
34.	HAS DELIBERATELY DESTROYED OTHERS' PROPERTY				
35.	HAS DELIBERATELY STARTED FIRES				
36.	HAS STOLEN THINGS FROM OTHERS USING PHYSICAL FORCE				
37.	HAS BROKEN INTO SOMEONE ELSE'S HOUSE, BUILDING, OR CAR				
38.	HAS USED A WEAPON WHEN FIGHTING (BAT, BRICK, BOTTLE, ETC.)				
39.	HAS BEEN PHYSICALLY CRUEL TO ANIMALS				
40.	HAS BEEN PHYSICALLY CRUEL TO PEOPLE				
41.	HAS BEEN PREOCCUPIED WITH OR INVOLVED IN SEXUAL ACTIVITY				

<b>CATEGORY D</b>		NEVER	SOME-TIMES	OFTEN	VERY OFTEN
42.	IS OVERCONCERNED ABOUT ABILITIES IN ACADEMIC, ATHLETIC, OR SOCIAL ACTIVITIES				
43.	HAS DIFFICULTY CONTROLLING WORRIES				
44.	ACTS RESTLESS OR EDGY				
45.	IS IRRITABLE FOR MOST OF THE DAY				
46.	IS EXTREMELY TENSE OR UNABLE TO RELAX				
47.	HAS DIFFICULTY FALLING ASLEEP OR STAYING ASLEEP				
48.	COMPLAINS ABOUT PHYSICAL PROBLEMS (HEADACHES, UPSET STOMACH, ETC.) FOR WHICH THERE IS NO APPARENT CAUSE				

<b>CATEGORY E</b>		NEVER	SOME-TIMES	OFTEN	VERY OFTEN
49.	SHOWS EXCESSIVE FEAR TO SPECIFIC OBJECTS OR SITUATIONS (ANIMALS, HEIGHTS, STORMS, INSECTS, ETC.)				
50.	CANNOT GET DISTRESSING THOUGHTS OUT OF HIS/HER MIND (WORRIES ABOUT GERMS OR DOING THINGS PERFECTLY, ETC.)				
51.	FEELS COMPELLED TO PERFORM UNUSUAL HABITS (HAND WASHING, CHECKING LOCKS, REPEATING THINGS A SET NUMBER OF TIMES)				
52.	HAS EXPERIENCED AN EXTREMELY UPSETTING EVENT AND CONTINUES TO BE BOTHERED BY IT				
53.	DOES UNUSUAL MOVEMENTS FOR NO APPARENT REASON (EYE BLINKING, TWITCHING, LIP LICKING, HEAD JERKING, ETC.)				
54.	MAKES VOCAL SOUNDS FOR NO APPARENT REASON (COUGHING, THROAT CLEARING, SNIFFLING, GRUNTING, ETC.)				

<b>CATEGORY F</b>					
55.	HAS STRANGE IDEAS OR BELIEFS THAT ARE NOT REAL (CHILD'S FOOD IS POISONED, PEOPLE ARE TRYING TO GET HIM/HER, ETC.)				
56.	HAS AUDITORY HALLUCINATIONS--HEARS VOICES TALKING TO OR TELLING HIM/HER TO DO THINGS				
57.	HAS EXTREMELY STRANGE AND ILLOGICAL THOUGHTS OR IDEAS				
58.	LAUGHS OR CRIES AT INAPPROPRIATE TIMES OR SHOWS NO EMOTION IN SITUATIONS WHERE MOST OTHERS OF SAME AGE WOULD REACT				
59.	DOES EXTREMELY ODD THINGS (EXCESSIVE PREOCCUPATION WITH FANTASY FRIENDS, TALKS TO SELF IN A STRANGE WAY, ETC.)				

<b>CATEGORY G</b>					
60.	IS DEPRESSED FOR MOST OF THE DAY				
61.	SHOWS LITTLE INTEREST IN (OR ENJOYMENT OF) PLEASURABLE ACTIVITIES				
62.	HAS RECURRENT THOUGHTS OF DEATH OR SUICIDE				
63.	FEELS WORTHLESS OR GUILTY				
64.	HAS LOW ENERGY LEVEL OR IS TIRED FOR NO APPARENT REASON				
65.	HAS LITTLE CONFIDENCE OR IS VERY SELF CONSCIOUS				
66.	FEELS THAT THINGS NEVER WORK OUT RIGHT				

67.	HAS EXPERIENCED A BIG CHANGE IN HIS/HER NORMAL APPETITE OR WEIGHT (CIRCLE YES OR NO)	NO	YES
68.	HAS EXPERIENCED A BIG CHANGE IN HIS/HER NORMAL SLEEPING HABITS--CANNOT SLEEP OR SLEEPS TOO MUCH (CIRCLE YES OR NO)	NO	YES
69.	HAS EXPERIENCED A BIG CHANGE IN HIS/HER NORMAL ACTIVITY LEVEL--OVERACTIVE OR INACTIVE (CIRCLE YES OR NO)	NO	YES
70.	HAS EXPERIENCED A BIG CHANGE IN HIS/HER ABILITY TO CONCENTRATE (CIRCLE YES OR NO)	NO	YES
71.	HAS EXPERIENCED A BIG DROP IN SCHOOL GRADES OR SCHOOLWORK (CIRCLE YES OR NO)	NO	YES

<b>CATEGORY H</b>		NEVER	SOME-TIMES	OFTEN	VERY OFTEN
72.	HAS A PECULIAR WAY OF RELATING TO OTHERS (AVOIDS EYE CONTACT, ODD FACIAL EXPRESSIONS OR GESTURES, ETC.)				
73.	DOES NOT PLAY OR RELATE WELL WITH OTHER CHILDREN				
74.	NOT INTERESTED IN MAKING FRIENDS				
75.	IS UNAWARE OR TAKES NO INTEREST IN OTHER PEOPLE'S FEELINGS				
76.	HAS A SIGNIFICANT PROBLEM WITH LANGUAGE				
77.	HAS DIFFICULTY MAKING SOCIALLY APPROPRIATE CONVERSATION				
78.	TALKS IN A STRANGE WAY (REPEATS WHAT OTHERS SAY; CONFUSES WORDS LIKE "YOU" AND "I"; USES ODD WORDS OR PHRASES, ETC.)				
79.	IS UNABLE TO "PRETEND" OR "MAKE BELIEVE" WHEN PLAYING				
80.	SHOWS EXCESSIVE PREOCCUPATION WITH ONE TOPIC				
81.	GETS VERY UPSET OVER SMALL CHANGES IN ROUTINE OR SURROUNDINGS				
82.	MAKES STRANGE REPETITIVE MOVEMENTS (FLAPPING ARMS, ETC.)				
83.	HAS STRANGE FASCINATION FOR PARTS OF OBJECTS				

<b>CATEGORY I</b>		NEVER	SOME-TIMES	OFTEN	VERY OFTEN
84.	TRIES TO AVOID CONTACT WITH STRANGERS; ABNORMALLY SHY				
85.	IS EXCESSIVELY SHY WITH PEERS				
86.	IS GENERALLY WARM AND OUTGOING WITH FAMILY MEMBERS AND FAMILIAR ADULTS				
87.	WHEN PUT IN AN UNCOMFORTABLE SOCIAL SITUATION, CHILD CRIES, FREEZES, OR WITHDRAWS FROM INTERACTING				

<b>CATEGORY J</b>		NEVER	SOME-TIMES	OFTEN	VERY OFTEN
88.	GETS VERY UPSET WHEN CHILD EXPECTS TO BE SEPARATED FROM HOME OR PARENTS				
89.	WORRIES THAT PARENTS WILL BE HURT OR LEAVE HOME AND NOT COME BACK				
90.	WORRIES THAT SOME DISASTER (GETTING LOST, KIDNAPPED, ETC.) WILL SEPARATE CHILD FROM PARENTS				
91.	TRIES TO AVOID GOING TO SCHOOL IN ORDER TO STAY HOME WITH PARENT				
92.	WORRIES ABOUT BEING LEFT AT HOME ALONE OR WITH A SITTER				
93.	AFRAID TO GO TO SLEEP UNLESS NEAR PARENT				
94.	HAS NIGHTMARES ABOUT BEING SEPARATED FROM PARENT				
95.	COMPLAINS ABOUT FEELING SICK WHEN CHILD EXPECTS TO BE SEPARATED FROM HOME OR PARENTS				
96.	WETS BED AT NIGHT				
97.	WETS OR SOILS UNDERWEAR DURING DAYTIME HOURS				

THANK YOU!

# CHILD SYMPTOM INVENTORY - 4: TEACHER CHECKLIST

CHILD'S NAME	AGE	GENDER
SCHOOL	GRADE	DATE

NAME OF PERSON COMPLETING THIS FORM: \_\_\_\_\_ POSITION: \_\_\_\_\_

LENGTH OF TIME YOU HAVE KNOWN STUDENT: \_\_\_\_\_ LENGTH OF TIME EACH DAY WITH STUDENT: \_\_\_\_\_

TYPE OF CLASS (E.G., REGULAR 2ND GRADE, RESOURCE ROOM, 6TH GRADE ENGLISH): \_\_\_\_\_

CURRENT SPECIAL EDUCATION SERVICES (E.G., RESOURCE ROOM, SPEECH THERAPY): \_\_\_\_\_

CURRENT SPECIAL EDUCATION LABEL (E.G., LEARNING DISABILITY): \_\_\_\_\_

CURRENT ACADEMIC PERFORMANCE: CHECK APPROPRIATE GRADE LEVEL (G.L.)

SUBJECT	2 OR MORE YRS. BELOW G.L.	1 TO 2 YEARS BELOW G.L.	AT OR ABOUT G.L.	1 TO 2 YEARS ABOVE G.L.	2 OR MORE YEARS ABOVE G.L.
READING					
WRITING					
SPELLING					
ARITHMETIC					

**DIRECTIONS:** CHECK WHICH RATING BEST DESCRIBES THIS CHILD'S OVERALL BEHAVIOR IN OR AROUND SCHOOL. ANSWER EACH QUESTION TO THE BEST OF YOUR ABILITY.

	NEVER	SOME-TIMES	OFTEN	VERY OFTEN
<b>CATEGORY A</b>				
1. FAILS TO GIVE CLOSE ATTENTION TO DETAILS OR MAKES CARELESS MISTAKES				
2. HAS DIFFICULTY PAYING ATTENTION TO TASKS OR PLAY ACTIVITIES				
3. DOES NOT SEEM TO LISTEN WHEN SPOKEN TO DIRECTLY				
4. HAS DIFFICULTY FOLLOWING THROUGH ON INSTRUCTIONS AND FAILS TO FINISH THINGS				
5. HAS DIFFICULTY ORGANIZING TASKS AND ACTIVITIES				
6. AVOIDS DOING TASKS THAT REQUIRE A LOT OF MENTAL EFFORT (SCHOOLWORK, HOMEWORK, ETC.)				
7. LOSES THINGS NECESSARY FOR ACTIVITIES				
8. IS EASILY DISTRACTED BY OTHER THINGS GOING ON				
9. IS FORGETFUL IN DAILY ACTIVITIES				

<b>CATEGORY A (Continued)</b>		NEVER	SOME-TIMES	OFTEN	VERY OFTEN
10.	FIDGETS WITH HANDS OR FEET OR SQUIRMS IN SEAT				
11.	HAS DIFFICULTY REMAINING SEATED WHEN ASKED TO DO SO				
12.	RUNS ABOUT OR CLIMBS ON THINGS WHEN ASKED NOT TO DO SO				
13.	HAS DIFFICULTY PLAYING QUIETLY				
14.	IS "ON THE GO" OR ACTS AS IF "DRIVEN BY A MOTOR"				
15.	TALKS EXCESSIVELY				
16.	BLURTS OUT ANSWERS TO QUESTIONS BEFORE THEY HAVE BEEN COMPLETED				
17.	HAS DIFFICULTY AWAITING TURN IN GROUP ACTIVITIES				
18.	INTERRUPTS PEOPLE OR BUTTS INTO OTHER CHILDREN'S ACTIVITIES				

<b>CATEGORY B</b>					
19.	LOSES TEMPER				
20.	ARGUES WITH ADULTS				
21.	DEFIES OR REFUSES WHAT YOU TELL HIM/HER TO DO				
22.	DOES THINGS TO DELIBERATELY ANNOY OTHERS				
23.	BLAMES OTHERS FOR OWN MISBEHAVIOR OR MISTAKES				
24.	IS TOUCHY OR EASILY ANNOYED BY OTHERS				
25.	IS ANGRY AND RESENTFUL				
26.	TAKES ANGER OUT ON OTHERS OR TRIES TO GET EVEN				

<b>CATEGORY C</b>					
27.	PLAYS HOOKEY FROM SCHOOL				
29.	LIES TO GET THINGS OR TO AVOID RESPONSIBILITY ("CONS" OTHERS)				
30.	BULLIES, THREATENS, OR INTIMIDATES OTHERS				
31.	STARTS PHYSICAL FIGHTS				
33.	HAS STOLEN THINGS WHEN OTHERS WERE NOT LOOKING				
34.	HAS DELIBERATELY DESTROYED OTHERS' PROPERTY				
36.	HAS STOLEN THINGS FROM OTHERS USING PHYSICAL FORCE				
38.	HAS USED A WEAPON WHEN FIGHTING (BAT, BRICK, BOTTLE, ETC.)				
40.	HAS BEEN PHYSICALLY CRUEL TO PEOPLE				

<b>CATEGORY D</b>					
42.	IS OVERCONCERNED ABOUT ABILITIES IN ACADEMIC, ATHLETIC, OR SOCIAL ACTIVITIES				
43.	HAS DIFFICULTY CONTROLLING WORRIES				
44.	ACTS RESTLESS OR EDGY				
45.	IS IRRITABLE FOR MOST OF THE DAY				
46.	IS EXTREMELY TENSE OR UNABLE TO RELAX				



<b>CATEGORY E</b>		NEVER	SOME-TIMES	OFTEN	VERY OFTEN
49.	SHOWS EXCESSIVE FEAR TO SPECIFIC OBJECTS OR SITUATIONS (ANIMALS, HEIGHTS, STORMS, INSECTS, ETC.)				
50.	CANNOT GET DISTRESSING THOUGHTS OUT OF HIS/HER MIND (WORRIES ABOUT GERMS OR DOING THINGS PERFECTLY, ETC.)				
51.	FEELS COMPELLED TO PERFORM UNUSUAL HABITS (HAND WASHING, CHECKING LOCKS, REPEATING THINGS A SET NUMBER OF TIMES)				
52.	HAS EXPERIENCED AN EXTREMELY UPSETTING EVENT AND CONTINUES TO BE BOTHERED BY IT				
53.	DOES UNUSUAL MOVEMENTS FOR NO APPARENT REASON (EYE BLINKING, TWITCHING, LIP LICKING, HEAD JERKING, ETC.)				
54.	MAKES VOCAL SOUNDS FOR NO APPARENT REASON (COUGHING, THROAT CLEARING, SNIFFLING, GRUNTING, ETC.)				

<b>CATEGORY F</b>					
55.	HAS STRANGE IDEAS OR BELIEFS THAT ARE NOT REAL (CHILD'S FOOD IS POISONED, PEOPLE ARE TRYING TO GET HIM/HER, ETC.)				
56.	HAS AUDITORY HALLUCINATIONS--HEARS VOICES TALKING TO OR TELLING HIM/HER TO DO THINGS				
57.	HAS EXTREMELY STRANGE AND ILLOGICAL THOUGHTS OR IDEAS				
58.	LAUGHS OR CRIES AT INAPPROPRIATE TIMES OR SHOWS NO EMOTION IN SITUATIONS WHERE MOST OTHERS OF SAME AGE WOULD REACT				
59.	DOES EXTREMELY ODD THINGS (EXCESSIVE PREOCCUPATION WITH FANTASY FRIENDS, TALKS TO SELF IN A STRANGE WAY, ETC.)				

<b>CATEGORY G</b>					
60.	IS DEPRESSED FOR MOST OF THE DAY				
61.	SHOWS LITTLE INTEREST IN (OR ENJOYMENT OF) PLEASURABLE ACTIVITIES				
62.	HAS RECURRENT THOUGHTS OF DEATH OR SUICIDE				
63.	FEELS WORTHLESS OR GUILTY				
64.	HAS LOW ENERGY LEVEL OR IS TIRED FOR NO APPARENT REASON				
65.	HAS LITTLE CONFIDENCE OR IS VERY SELF CONSCIOUS				
66.	FEELS THAT THINGS NEVER WORK OUT RIGHT				

69.	HAS EXPERIENCED A BIG CHANGE IN HER/HER NORMAL ACTIVITY LEVEL (CIRCLE YES OR NO)	NO	YES
70.	HAS EXPERIENCED A BIG CHANGE IN HIS/HER ABILITY TO CONCENTRATE (CIRCLE YES OR NO)	NO	YES
71.	HAS EXPERIENCED A BIG DROP IN SCHOOL GRADES OR SCHOOLWORK (CIRCLE YES OR NO)	NO	YES

**CATEGORY H**

		NEVER	SOME-TIMES	OFTEN	VERY OFTEN
72.	HAS A PECULIAR WAY OF RELATING TO OTHERS (AVOIDS EYE CONTACT, ODD FACIAL EXPRESSIONS OR GESTURES, ETC.)				
73.	DOES NOT PLAY OR RELATE WELL WITH OTHER CHILDREN				
74.	NOT INTERESTED IN MAKING FRIENDS				
75.	IS UNAWARE OR TAKES NO-INTEREST IN OTHER PEOPLE'S FEELINGS				
76.	HAS A SIGNIFICANT PROBLEM WITH LANGUAGE DEVELOPMENT				
77.	HAS DIFFICULTY MAKING SOCIALLY APPROPRIATE CONVERSATION				
78.	TALKS IN A STRANGE WAY (REPEATS WHAT OTHERS SAY; CONFUSES WORDS LIKE "YOU" AND "I"; USES ODD WORDS OR PHRASES, ETC.)				
79.	IS UNABLE TO "PRETEND" OR "MAKE BELIEVE" WHEN PLAYING				
80.	SHOWS EXCESSIVE PREOCCUPATION WITH ONE TOPIC				
81.	GETS VERY UPSET OVER SMALL CHANGES IN ROUTINE OR SURROUNDINGS (CLASS SCHEDULE, ETC.)				
82.	MAKES STRANGE REPETITIVE MOVEMENTS (FLAPPING ARMS, ETC.)				
83.	HAS STRANGE FASCINATION FOR PARTS OF OBJECTS				

**CATEGORY I**

84.	TRIES TO AVOID CONTACT WITH STRANGERS; ABNORMALLY SHY				
85.	IS EXCESSIVELY SHY WITH PEERS				
86.	IS GENERALLY WARM AND OUTGOING WITH FAMILIAR ADULTS				
87.	WHEN PUT IN AN UNCOMFORTABLE SOCIAL SITUATION, CHILD CRIES, FREEZES, OR WITHDRAWS FROM INTERACTING				

Child's Strengths (ATTACH ADDITIONAL PAGE IF NEEDED): \_\_\_\_\_

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---