

**Pre-Referral Checklist for Suspected Autism Spectrum Disorders
For Preschool Children or Those with Little or No Communication System**

Student: _____
Teacher/Position: _____

Grade _____
Birth date: _____

Date: _____

Directions: Going across each row, indicate the statement which best describes the child. As you go through these descriptors, keep in mind what is developmentally appropriate behavior.

Relating to People, Materials, and Affect

Displays a wide range of emotions within the normal limits of development (joy, fear, sadness, embarrassment, guilt)	Displays little variation in emotions	Excessive giggling or silliness, quick change in facial expressions for no apparent reason, flat facial affect with no variation, or facial grimacing
Displays appropriate eye contact for age	Eye contact fleeting or inconsistent	Prolonged or excessive avoidance of eye contact
Asks for help either verbally or with gestures when needed	Infrequently gestures or asks for help or indirectly gestures for help	Never gestures or asks for help when needed or requests help excessively
Displays appropriate fear response	Shows more fearfulness than expected for developmental level	Does not seem to be afraid when fear would be expected or shows excessive fearfulness and is difficult to calm
Shares items with an adult, shows affection to familiar adults; general appropriate response to others	Lack of social responsiveness to adults; lack of initiation of interaction, usually requires intrusion to elicit social response	Unaware or rarely responsive to examiner, intrusion always necessary to elicit any response
Attends to an activity, works on a task or plays with a toy for a period of time expected for developmental age, shift from one task to another with minimal or no redirection	Has difficulty shifting from one task to the next or giving up favored materials but will do so	Does not tolerate changes well, may respond with excessive crying, screaming, hand flapping, grimacing, tantruming, or head banging
Exhibits joy when praised by an adult	Shows slight or inconsistent reactions to social praise	Fails to respond or reacts negatively to social praise

Comments: _____

Sensory Difficulties

<p>Typical visual interests and sensitivities for developmental age</p>	<p>Some excess attention to visual stimuli or unusual avoidance of looking at items</p>	<p>Prolonged attention or unusual avoidance of visual stimuli; Unusual behaviors noted including: lining up blocks, over excited by reflections, holding objects to light, spinning objects</p>
<p>Child can orient her/himself to sounds and noise</p>	<p>Distracted by noises</p>	<p>May be bothered by loud, sudden or certain noises</p>
<p>Child shows no unusual reactions to noise</p>	<p>Unresponsive to noises</p>	<p>Does not seem to notice noises at all</p>
<p>Displays no unusual particular aversion or interest in textures</p>	<p>Prefers certain textures or avoid touching but can be interrupted</p>	<p>Excessive interests in textures (excessive rubbing of objects on face, continual or repetitive handling of various textures, or strong aversion to touching certain objects, fabrics, or textures</p>
<p>Does not lick, mouth, or taste objects</p>	<p>Mouths, tastes, or licks objects excessively for developmental age</p>	<p>Consistently mouths, tastes, or licks objects</p>
<p>No atypical interest in smells</p>	<p>Mild interests with smells</p>	<p>Pays excessive attention to how things smell</p>
<p>No unusual peculiar or repetitive body movements noted</p>	<p>Minor peculiar or repetitive movements of body</p>	<p>Moves parts of his body in stereotypical patterns (spinning, rocking), finger movements, toe-walking, or injures self</p>
<p>Comments:</p>		

Communication/Language

Uses words to communicate	Babbles occasionally, although older than 1.5 years old	Uses babbling as primary means of communication despite being older than 1.5
Uses words and phrases for communication at an age appropriate level or exhibits language typical of language development	Uses single word utterances or occasional age appropriate length of utterance	Rarely uses words or phrases, does not use language to communicate; repeats phrases or jingles, non-verbal; uses the same word over and over whether appropriate or not
Uses language to communicate	Occasionally uses meaningless words, but also uses some language to communicate	Frequently uses words or phrases, idiosyncratic language, occasional use of learned phrases ("cookie please")
No or little repetition of repeating back words or phrases previously heard	Sometimes repeats backs words or phrases heard some time ago	Frequently repeats backs words or phrases heard some time ago
Does not parrot back what is said to her/him	Occasionally repeats back what is said to her/him	Consistently repeats back what is said to her/him
No perseveration on sounds, words, or sentences	Occasionally perseverates on certain sounds or words	Frequently perseverates on certain sounds or words
Uses pronouns correctly for developmental level	Confuses pronouns such as <i>I/you</i> or <i>he/she</i> , or refers to self by name rather than <i>me</i> or <i>I</i>	Frequently reverses pronouns and does not seem to understand <i>I</i> or <i>you</i>
Speech is easy to understand	Speech somewhat difficult to understand, because of articulation, pronunciation or sound confusion	Speech unintelligible due to problems with articulation, pronunciation or sound confusion
Sentences are formed correctly for developmental age	Some difficulty putting words in correct order in speaking	Frequently gets words out of order in a phrase or sentence
Uses language for communication including requesting, social greetings and partings	Seldom initiates communication with an adult or another child	Does not use any spontaneous, functional communication system
Uses a non-verbal communication system	Does not reciprocate when an adult or another child initiates communication	Does not use any functional, communication system
Comments:		

Play and Interests in Materials

Shows typical interest in objects in the room or when new objects are introduced	Examines materials for unusual length of time using one sensory modality, trouble ending exploration, shows little interests in materials	Examines materials inappropriately (throwing, spinning, licking, smelling, or rubbing, preoccupied with parts of materials; excessive interests in reflections), shows no interests in materials
Plays with a variety of toys in the environment; displays knowledge of the function of the toy (i.e. – uses cars on the road)	Needs assistance or modeling on how to use materials or play with new toys	Unaware of what to do with materials or a understanding of when tasks are complete, fleeing attention, erratic or unusual behaviors (jumping up from table, making noises, grimacing, hand flapping)
Attention span is typical for developmental age	Attention span is limited and characteristic of a younger child	Attention is fleeting so child can not finish simple tasks; child is easily distracted or frustrated when attention is required
Is motivated by tangible awards or favored object or food	Inconsistently motivated by tangible reward or momentarily increased, but not sustained	Not motivated by use of food or favorite object
Explores new environments or the classroom environment	Shows prolonged, unusual restlessness or little interest in room	Repetitive or excessive crawling or pacing back of forth in room
Comments:		