

Child age: _____ mos
Gender: M F

ASD-PEDS Rating Form

Likert score: 1= Not consistent with ASD; 2= Some consistencies with ASD but at subclinical levels; 3= Obviously consistent with ASD

	Item	1	2	3	Likert 1/2/3			
SOCIAL COMMUNICATION	Socially directed speech and sounds	Child often uses words or other vocalizations for a variety of social purposes (e.g. requesting, protesting, directing attention, sharing enjoyment).	Inconsistent socially directed speech.	Child does not often direct vocalizations (i.e., words, non-word sounds) to others. Most sounds are self-directed or undirected.				
	Frequent and flexible eye contact	Child makes frequent and spontaneous eye contact with others across a variety of activities.	Child's eye contact seems inconsistent. Gaze seems less flexible and harder to catch than expected.	Child infrequently makes eye contact. Might only make eye contact during one activity (e.g., asking for help, when being tickled). Does not look to others in response to name or other social bids.				
	Use of gestures and integration with eye contact and speech/vocalization	Child's gestures are usually combined with vocalizations and eye contact. Child frequently points and uses other gestures to communicate. (e.g., waving, nodding/shaking head).	Child does not always look at others or make a sound when gesturing. Child may sometimes point or use other gestures, but less than expected.	Child does not usually gesture to communicate. May sometimes reach or point, but does not usually combine these with eye gaze or sounds. May move your hand or push on your body to get help.				
	Item	1	2	3				
RESTRICTED/REPETITIVE BEHAVIORS/INTERESTS	Unusual vocalizations	No unusual qualities of speech/language observed. Most of child's vocalizations (i.e., words, non-word sounds) are appropriate for the child's developmental level.	Speech is not clearly unusual, but there are some differences (e.g., volume, slight repetitive quality of speech/language, unclear echoing, some occasional sounds that are unusual).	Child produces unusual jargon, sounds, or speech/language (e.g., undirected jargon, peculiar intonation, unusual/repetitive sounds or speech, echoing, scripting).				
	Unusual or repetitive play	Child plays with toys in appropriate ways (uses toys as expected for developmental level).	Child's play is not clearly unusual, but child is strongly focused on some toys, routines, or activities. May sometimes be hard to shift child's attention to something new.	Child shows clearly repetitive or unusual play (e.g., repeatedly pushing buttons, lining things up, or scrambling/dropping toys, grouping/stacking).				
	Unusual or repetitive body movements	No unusual or repetitive body movements seen.	Unclear unusual/repetitive body movements. Some repetitive jumping or very brief posturing of fingers, hands, or arms that is not clearly atypical.	Child clearly shows unusual or repetitive body movements (e.g., hand-flapping, posturing or tensing body, toe-walking, facial grimacing, hand/finger mannerisms, repetitive patterns of pacing/spinning/bouncing/jumping).				
	Unusual sensory exploration or reaction	No unusual sensory behavior observed.	Unclear sensory exploration or reaction. May have a brief response to a sound, smell, or how something feels or moves.	Child shows sensory differences. May closely inspect objects, overreact to sounds, show intense interest or dislike to textures (e.g., touching, licking, biting, refusing to touch specific toys), or clear self-injurious behavior.				
Did you recommend further evaluation for diagnostic clarification?		ASD if forced to choose?	How certain are you of your diagnostic impression?		Cutoff score	Total Score		
Yes No		Absent Present	1 Completely uncertain	2 Somewhat uncertain	3 Somewhat certain	4 Completely Certain	13 or higher= high likelihood of autism	
Diagnosis issued:								