

# DIAGNOSTIC CHECKLIST FORM E-2

AUTISM RESEARCH INSTITUTE  
4182 Adams Avenue, San Diego, CA 92116

Name Of Child \_\_\_\_\_ Birthdate \_\_\_\_\_

Name Of Person completing Form \_\_\_\_\_ Relationship \_\_\_\_\_ Mother  
To Child: \_\_\_\_\_ Father \_\_\_\_\_ other \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Country \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Father's Occupation \_\_\_\_\_

Father's Past Occupation(s) \_\_\_\_\_ Mother's Occupation \_\_\_\_\_ Mother's Past Occupation(s) \_\_\_\_\_

Has This Child Been Diagnosed Before?  yes  no If yes, what was diagnosis? \_\_\_\_\_

Diagnosed By: \_\_\_\_\_ Where? \_\_\_\_\_

Any other diagnoses? \_\_\_\_\_

**PURPOSE:** This checklist, Form E-2, is designed for completion by parents of children who have been, or who may be, diagnosed as "autistic," "PDD," "autistic-like," or similar designations. Form E-2 is intended to clarify the diagnosis of such children. Completed forms sent to the Autism Research Institute will be computer scored and the result sent to the person or agency submitting the Form E-2 to the Autism Research Institute.

**INSTRUCTIONS:** Please  or X one answer to each question. Additional information is welcome; write it near the question, or copy the question number on a blank sheet of paper and add the information there. Please try to answer all questions.

**1. Present age of child:**

- 1 Under 3 years old
- 2 Between 3 and 4 years old
- 3 Between 4 and 5 years old
- 4 Between 5 and 6 years old
- 5 Over 6 years old (Age: \_\_\_\_\_ years)

(\*Note: This Check List is designed primarily for children 3 to 5 years old. If child is over 5, answer as well as you can by recall of child's behavior.)

**2. Indicate child's sex:**

- 1 Boy
- 2 Girl

**3. Child's birth order and number of mother's other children:**

- 1 Child is an only child
- 2 Child is first born of \_\_\_\_\_ children
- 3 Child is last born of \_\_\_\_\_ children
- 4 Child is middle born; \_\_\_\_\_ children are older and \_\_\_\_\_ are younger than this child
- 5 Foster child, or don't know

**4. Were pregnancy and delivery normal?**

- 1 Pregnancy and delivery both normal
- 2 Problems during both pregnancy and delivery
- 3 Pregnancy troubled, routine delivery
- 4 Pregnancy untroubled; problems during delivery
- 5 Don't know

**5. Was the birth premature (birth weight under 5 lbs)?**

- 1 Yes (about \_\_\_\_\_ weeks early; \_\_\_\_\_ lbs)
- 2 No
- 3 Don't know

**6. Was the child given oxygen in the first week?**

- 1 Yes
- 2 No
- 3 Don't know

**7. Appearance of child during first few weeks after birth:**

- 1 Pale, delicate looking
- 2 Unusually healthy looking
- 3 Average, don't know, or other

**8. Unusual conditions of birth and infancy (check only one number in left-hand column):**

- 1 Unusual conditions (indicate which: blindness\_\_\_\_, cerebral palsy\_\_\_\_, birth injury\_\_\_\_, seizures\_\_\_\_, blue baby\_\_\_\_, very high fever\_\_\_\_, jaundice\_\_\_\_, other\_\_\_\_)
- 2 Twin birth (identical\_\_\_\_, fraternal\_\_\_\_)
- 3 Both 1 and 2
- 4 Normal, or don't know

**9. Concerning baby's health in first 3 months:**

- 1 Excellent health, no problems
- 2 Respiration (frequent infections\_\_\_\_, other\_\_\_\_)
- 3 Skin (rashes\_\_\_\_, infection\_\_\_\_, allergy\_\_\_\_, other\_\_\_\_)
- 4 Feeding (learning to suck\_\_\_\_, colic\_\_\_\_, vomiting\_\_\_\_, other\_\_\_\_)
- 5 Elimination (diarrhea\_\_\_\_, constipation\_\_\_\_, other\_\_\_\_)
- 6 Several of above (indicate which): 2\_\_\_\_, 3\_\_\_\_, 4\_\_\_\_, 5\_\_\_\_

**10. Has the child been given an electroencephalogram (EEG)?**

- 1 Yes, it was considered normal
- 2 Yes, it was considered borderline
- 3 Yes, it was considered abnormal
- 4 No, or don't know, or don't know results

**11. In the first year, did the child react to bright lights, bright colors, unusual sounds, etc.?**

- 1 Unusually strong reaction (pleasure\_\_\_\_, dislike\_\_\_\_)
- 2 Unusually unresponsive
- 3 Average, or don't know

**12. Did the child behave normally for a time before his abnormal behavior began?**

- 1 Never was a period of normal behavior
- 2 Normal during first 6 months
- 3 Normal during first year
- 4 Normal during first 1-1/2 years
- 5 Normal during first 2 years
- 6 Normal during first 3 years
- 7 Normal during first 4-5 years

**13. (Age 4-8 months) Did the child reach out or prepare himself to be picked up when mother approached him?**

- 1 Yes, or I believe so
- 2 No, I don't think he did
- 3 No, definitely not
- 4 Don't know

**14. Did the child rock in his crib as a baby?**

- 1 Yes, quite a lot
- 2 Yes, sometimes
- 3 No, or very little
- 4 Don't know

**15. At what age did the child learn to walk alone?**

- 1 8-12 months
- 2 13-15 months
- 3 16-18 months
- 4 19-24 months
- 5 25-36 months
- 6 37 months or later, or does not walk alone

16. Which describes the change from crawling to walking?  
 \_\_\_1 Normal change from crawling to walking  
 \_\_\_2 Little or no crawling, gradual start of walking  
 \_\_\_3 Little or no crawling, sudden start of walking  
 \_\_\_4 Prolonged crawling, sudden start of walking  
 \_\_\_5 Prolonged crawling, gradual start of walking  
 \_\_\_6 Other, or don't know
17. During the child's first year, did he seem to be unusually intelligent?  
 \_\_\_1 Suspected high intelligence  
 \_\_\_2 Suspected average intelligence  
 \_\_\_3 Child looked somewhat dull
18. During the child's first 2 years, did he like to be held?  
 \_\_\_1 Liked being picked up; enjoyed being held  
 \_\_\_2 Limp and passive on being held  
 \_\_\_3 You could pick child up and hold it only when and how it preferred  
 \_\_\_4 Notably stiff and awkward to hold  
 \_\_\_5 Don't know
19. Before age 3, did the child ever imitate another person?  
 \_\_\_1 Yes, waved bye-bye  
 \_\_\_2 Yes, played pat-a-cake  
 \_\_\_3 Yes, other (\_\_\_\_\_) )  
 \_\_\_4 Two or more of above (which? 1\_\_\_\_, 2\_\_\_\_, 3\_\_\_\_)  
 \_\_\_5 No, or not sure
20. Before age 3, did the child have an unusually good memory?  
 \_\_\_1 Remarkable memory for songs, rhymes, TV commercials, etc., in words  
 \_\_\_2 Remarkable memory for songs, music (humming only)  
 \_\_\_3 Remarkable memory for names, places, routes, etc.  
 \_\_\_4 No evidence for remarkable memory  
 \_\_\_5 Apparently rather poor memory  
 \_\_\_6 Both 1 and 3  
 \_\_\_7 Both 2 and 3
21. Did you ever suspect the child was very nearly deaf?  
 \_\_\_1 Yes  
 \_\_\_2 No
22. (Age 2-4) Is child "deaf" to some sounds, but hears others?  
 \_\_\_1 Yes, can be "deaf" to loud sounds, but hear low ones  
 \_\_\_2 No, this is not true of him
23. (Age 2-4) Does child hold his hands in strange postures?  
 \_\_\_1 Yes, sometimes or often  
 \_\_\_2 No
24. (Age 2-4) Does child engage in rhythmic or rocking activity for very long periods of time (like on rocking-horse or chair, jump-chair, swing, etc.)?  
 \_\_\_1 Yes, this is typical  
 \_\_\_2 Seldom does this  
 \_\_\_3 Not true of him
25. (Age 2-4) Does the child ever "look through" or "walk through" people, as though they weren't there?  
 \_\_\_1 Yes, often  
 \_\_\_2 Yes, I think so  
 \_\_\_3 No, doesn't do this
26. (Age 2-5) Does child have any unusual cravings for things to eat or chew on?  
 \_\_\_1 Yes, salt or salty foods  
 \_\_\_2 Yes, often chews metal objects  
 \_\_\_3 Yes, other (\_\_\_\_\_) )  
 \_\_\_4 Yes, more than 2 above (which? \_\_\_\_\_)  
 \_\_\_5 No, or not sure
27. (Age 2-4) Does child have certain eating oddities such as refusing to drink from a transparent container, eating only hot (or cold) food, eating only one or two foods, etc.?  
 \_\_\_1 Yes, definitely  
 \_\_\_2 No, or not to any marked degree  
 \_\_\_3 Don't know
28. Would you describe your child around age 3 or 4 as often seeming "in a shell," or so distant and "lost in thought" that you couldn't reach him?  
 \_\_\_1 Yes, this is a very accurate description  
 \_\_\_2 Once in a while he might possibly be like that  
 \_\_\_3 Not an accurate description
29. (Age 2-5) Is he cuddly?  
 \_\_\_1 Definitely, likes to cling to adults  
 \_\_\_2 Above average (likes to be held)  
 \_\_\_3 No, rather stiff and awkward to hold  
 \_\_\_4 Don't know
30. (Age 3-5) Does the child deliberately hit his own head?  
 \_\_\_1 Never, or rarely  
 \_\_\_2 Yes, usually by slapping it with his hand  
 \_\_\_3 Yes, usually by banging it against someone else's legs or head  
 \_\_\_4 Yes, usually by hitting walls, floor, furniture, etc.  
 \_\_\_5 Several of above (which? 2\_\_\_\_, 3\_\_\_\_, 4\_\_\_\_)
31. (Age 3-5) How well physically coordinated is the child (running, walking, balancing, climbing)?  
 \_\_\_1 Unusually graceful  
 \_\_\_2 About average  
 \_\_\_3 Somewhat below average, or poor
32. (Age 3-5) Does the child sometimes whirl himself like a top?  
 \_\_\_1 Yes, does this often  
 \_\_\_2 Yes, sometimes  
 \_\_\_3 Yes, if you start him out  
 \_\_\_4 No, he shows no tendency to whirl
33. (Age 3-5) How skillful is the child in doing fine work with his fingers or playing with small objects?  
 \_\_\_1 Exceptionally skillful  
 \_\_\_2 Average for age  
 \_\_\_3 A little awkward, or very awkward  
 \_\_\_4 Don't know
34. (Age 3-5) Does the child like to spin things like jar lids, coins, or coasters?  
 \_\_\_1 Yes, often and for rather long periods  
 \_\_\_2 Very seldom, or never
35. (Age 3-5) Does child show an unusual degree of skill (much better than normal child his age) at any of the following:  
 \_\_\_1 Assembling jig saw or similar puzzles  
 \_\_\_2 Arithmetic computation  
 \_\_\_3 Can tell day of week a certain date will fall on  
 \_\_\_4 Perfect musical pitch  
 \_\_\_5 Throwing and/or catching a ball  
 \_\_\_6 Other (\_\_\_\_\_) )  
 \_\_\_7 More than one of above (which? \_\_\_\_\_)  
 \_\_\_8 No unusual skill, or not sure
36. (Age 3-5) Does the child sometimes jump up and down gleefully when pleased?  
 \_\_\_1 Yes, this is typical  
 \_\_\_2 No or rarely
37. (Age 3-5) Does child sometimes line things up in precise, evenly-spaced rows and insist they not be disturbed?  
 \_\_\_1 No  
 \_\_\_2 Yes  
 \_\_\_3 Not sure
38. (Age 3-5) Does the child refuse to use his hands for an extended period of time?  
 \_\_\_1 Yes  
 \_\_\_2 No
39. Was there a time before age 5 when the child strongly insisted on listening to music on records?  
 \_\_\_1 Yes, insisted on only certain records  
 \_\_\_2 Yes, but almost any record would do  
 \_\_\_3 Liked to listen, but didn't demand to  
 \_\_\_4 No special interest in records
40. (Age 3-5) How interested is the child in mechanical objects such as the stove or vacuum cleaner?  
 \_\_\_1 Little or no interest  
 \_\_\_2 Average interest  
 \_\_\_3 Fascinated by certain mechanical things

41. (Age 3-5) How does child usually react to being interrupted at what he is doing?  
 \_\_\_1 Rarely or never gets upset  
 \_\_\_2 Sometimes gets mildly upset; rarely very upset  
 \_\_\_3 Typically gets very upset
42. (Age 3-5) Will the child readily accept new articles of clothing (shoes, coats, etc.)?  
 \_\_\_1 Usually resists new clothes  
 \_\_\_2 Doesn't seem to mind, or enjoys them
43. (Age 3-5) Is child upset by certain things that are not "right" (like crack in wall, spot on rug, books leaning in bookcase, broken rung on chair, pipe held and not smoked)?  
 \_\_\_1 Not especially  
 \_\_\_2 Yes, such things often upset him greatly  
 \_\_\_3 Not sure
44. (Age 3-5) Does child adopt complicated "rituals" which make him very upset if not followed (like putting many dolls to bed in a certain order, taking exactly the same route between two places, dressing according to a precise pattern, or insisting that only certain words be used in a given situation)?  
 \_\_\_1 Yes, definitely  
 \_\_\_2 Not sure  
 \_\_\_3 No
45. (Age 3-5) Does child get very upset if certain things he is used to are changed (like furniture or toy arrangement, or certain doors which must be left open or shut)?  
 \_\_\_1 No  
 \_\_\_2 Yes, definitely  
 \_\_\_3 Slightly true
46. (Age 3-5) Is the child destructive?  
 \_\_\_1 Yes, this is definitely a problem  
 \_\_\_2 Not deliberately or severely destructive  
 \_\_\_3 Not especially destructive
47. (Age 3-5) Is the child unusually physically pliable (can be led easily; melts into your arms)?  
 \_\_\_1 Yes  
 \_\_\_2 Seems normal in this way  
 \_\_\_3 Definitely not pliable
48. (Age 3-5) Which single description, or combination of two descriptions, best characterizes the child?  
 \_\_\_1 Hyperactive, constantly moving, changes quickly from one thing to another  
 \_\_\_2 Watches television quietly for long periods  
 \_\_\_3 Sits for long periods, staring into space or playing repetitively with objects, without apparent purpose  
 \_\_\_4 Combination of 1 and 2  
 \_\_\_5 Combination of 2 and 3  
 \_\_\_6 Combination of 1 and 3
49. (Age 3-5) Does the child seem to want to be liked?  
 \_\_\_1 Yes, unusually so  
 \_\_\_2 Just normally so  
 \_\_\_3 Indifferent to being liked; happiest when left alone
50. (Age 3-5) Is child sensitive and/or affectionate?  
 \_\_\_1 Is sensitive to criticism and affectionate  
 \_\_\_2 Is sensitive to criticism, *not* affectionate  
 \_\_\_3 Not sensitive to criticism, is affectionate  
 \_\_\_4 Not sensitive to criticism *nor* affectionate
51. (Age 3-5) Is it possible to direct child's attention to an object some distance away or out a window?  
 \_\_\_1 Yes, no special problem  
 \_\_\_2 He rarely sees things very far out of reach  
 \_\_\_3 He examines things with fingers and mouth only
52. (Age 3-5) Do people consider child especially attractive?  
 \_\_\_1 Yes, very good-looking child  
 \_\_\_2 No, just average  
 \_\_\_3 Faulty in physical appearance
53. (Age 3-5) Does the child look up at people (meet their eyes) when they are talking to him?  
 \_\_\_1 Never, or rarely  
 \_\_\_2 Only with parents  
 \_\_\_3 Usually does
54. (Age 3-5) Does the child take an adult by the wrist to use adult's hand (to open door, get cookies, turn on TV, etc.)?  
 \_\_\_1 Yes, this is typical  
 \_\_\_2 Perhaps, or rarely  
 \_\_\_3 No
55. (Age 3-5) Which set of terms best describes the child?  
 \_\_\_1 Confused, self concerned, perplexed, dependent, worried  
 \_\_\_2 Aloof, indifferent, self-contented, remote
56. (Age 3-5) Is the child extremely fearful?  
 \_\_\_1 Yes, of strangers or certain people  
 \_\_\_2 Yes, of certain animals, noises or objects  
 \_\_\_3 Yes, of 1 and 2 above  
 \_\_\_4 Only normal fearfulness  
 \_\_\_5 Seems unusually bold and free of fear  
 \_\_\_6 Child ignores or is unaware of fearsome objects
57. (Age 3-5) Does he fall or get hurt in running or climbing?  
 \_\_\_1 Tends toward falling or injury  
 \_\_\_2 Average in this way  
 \_\_\_3 Never, or almost never, exposes self to falling  
 \_\_\_4 Surprisingly safe despite active climbing, swimming, etc.
58. (Age 3-5) Is there a problem in that the child hits, pinches, bites or otherwise injures *himself* or *others*?  
 \_\_\_1 Yes, self only  
 \_\_\_2 Yes, others only  
 \_\_\_3 Yes, self and others  
 \_\_\_4 No (not a problem)
59. At what age did the child say his first words (even if later stopped talking)?  
 \_\_\_1 Has never used words  
 \_\_\_2 8-12 months  
 \_\_\_3 13-15 months  
 \_\_\_4 16-24 months  
 \_\_\_5 2 years-3 years  
 \_\_\_6 3 years-4 years  
 \_\_\_7 After 4 years old  
 \_\_\_8 Don't know
- 59a. On lines below list child's first six words (as well as you can remember them)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
60. (Before age 5) Did the child start to talk, then become silent again for a week or more?  
 \_\_\_1 Yes, but later talked again (age stopped \_\_\_\_\_, duration \_\_\_\_\_)  
 \_\_\_2 Yes, but never started again (age stopped \_\_\_\_\_)  
 \_\_\_3 No, continued to talk, or never began talking
61. (Before age 5) Did the child start to talk, then stop, and begin to whisper instead, for a week or more?  
 \_\_\_1 Yes, but later talked again (age stopped \_\_\_\_\_, duration \_\_\_\_\_)  
 \_\_\_2 Yes, still only whispers (age stopped talking \_\_\_\_\_)  
 \_\_\_3 Now doesn't even whisper (stopped talk \_\_\_\_\_; stopped whispering \_\_\_\_\_)  
 \_\_\_4 No, continued to talk, or never began talking
62. (Age 1-5) How well could the child pronounce his first words when learning to speak, and how well could he pronounce difficult words between 3 and 5?  
 \_\_\_1 Too little speech to tell, or other answer  
 \_\_\_2 Average or below average pronunciation of first words ("wabbit," etc.), and also poor at 3 to 5  
 \_\_\_3 Average or below on first words, unusually good at 3-5  
 \_\_\_4 Unusually good on first words, average or below at 3-5  
 \_\_\_5 Unusually good on first words, and also at 3-5
63. (Age 3-5) Is the child's vocabulary (the number of things he can name or point to accurately) greatly out of proportion to his ability to "communicate" (to answer questions or tell you something)?  
 \_\_\_1 He can *point* to many objects I name, but doesn't speak or "communicate"  
 \_\_\_2 He can correctly *name* many objects, but not "communicate"  
 \_\_\_3 Ability to "communicate" is pretty good—about what you would expect from the number of words he knows  
 \_\_\_4 Doesn't use or understand words

64. When the child spoke his first sentences, did he surprise you by using words he had not used individually before?  
 \_\_\_1 Yes (Any examples? \_\_\_\_\_)  
 \_\_\_2 No  
 \_\_\_3 Not sure  
 \_\_\_4 Too little speech to tell
65. How did child refer to *himself* on first learning to talk?  
 \_\_\_1 "(John) fall down," or "Baby (or Boy) fall down."  
 \_\_\_2 "Me fall down," or "I fall down"  
 \_\_\_3 "(He, Him, She, or Her) fall down"  
 \_\_\_4 "You fall down"  
 \_\_\_5 Any combination of 1, 2, and/or 3  
 \_\_\_6 No speech or too little speech as yet
66. (Age 3-5) Does child repeat phrases or sentences that he has heard in the past (maybe using a hollow, parrot-like voice), what is said having little or no relation to the situation?  
 \_\_\_1 Yes, definitely, except voice not hollow or parrot-like  
 \_\_\_2 Yes, definitely, including peculiar voice tone  
 \_\_\_3 Not sure  
 \_\_\_4 No  
 \_\_\_5 Too little speech to tell
67. (Before age 5) Can child answer a simple question like "What is your first name?" "Why did Mommy spank Billy?"  
 \_\_\_1 Yes, can answer such questions adequately  
 \_\_\_2 No, uses speech, but can't answer questions  
 \_\_\_3 Too little speech to tell
68. (Before age 5) Can the child understand what you say to him, judging from his ability to follow instructions or answer you?  
 \_\_\_1 Yes, understands very well  
 \_\_\_2 Yes, understands fairly well  
 \_\_\_3 Understands a little, if you repeat and repeat  
 \_\_\_4 Very little or no understanding
69. (Before age 5) If the child talks, do you feel he understands what he is saying?  
 \_\_\_1 Doesn't talk enough to tell  
 \_\_\_2 No, he is just repeating what he has heard with hardly any understanding  
 \_\_\_3 Not just repeating—he understands what he is saying, but not well  
 \_\_\_4 No doubt that he understands what he is saying
70. (Before age 5) Has the child used the word "Yes"?  
 \_\_\_1 Has used "Yes" fairly often and correctly  
 \_\_\_2 Seldom has used "Yes," but has used it  
 \_\_\_3 Has used sentences, but hasn't used word "Yes"  
 \_\_\_4 Has used a number of other words or phrases, but hasn't used word "Yes"  
 \_\_\_5 Has no speech, or too little speech to tell
71. (Age 3-5) Does the child typically say "Yes" by repeating the same question he has been asked? (Example: You ask "Shall we go for a walk, Honey?" and he indicates he does want to by saying, "Shall we go for a walk, Honey?" or "Shall we go for a walk?")  
 \_\_\_1 Yes, definitely, does not say "yes" directly  
 \_\_\_2 No, would say "Yes" or "OK" or similar answer  
 \_\_\_3 Not sure  
 \_\_\_4 Too little speech to say
72. (Before age 5) Has the child asked for something by using the same sentence you would use when you offer it to him? (Example: The child wants milk, so he says: "Do you want some milk?" or "You want some milk?")  
 \_\_\_1 Yes, definitely (uses "You instead of "I")  
 \_\_\_2 No, would ask differently  
 \_\_\_3 Not sure  
 \_\_\_4 Not enough speech to tell
73. (Before age 5) Has the child used the word "I"?  
 \_\_\_1 Has used "I" fairly often and correctly  
 \_\_\_2 Seldom has used "I," but has used it correctly  
 \_\_\_3 Has used sentences, but hasn't used the word "I"  
 \_\_\_4 Has used a number of words or phrases, but hasn't used the word "I"  
 \_\_\_5 Has used "I," but only where word "you" belonged  
 \_\_\_6 Has no speech, or too little speech to tell

74. (Before age 5) How does the child usually say "No" or refuse something?  
 \_\_\_1 He would just say "No"  
 \_\_\_2 He would ignore you  
 \_\_\_3 He would grunt and wave his arms  
 \_\_\_4 He would use some rigid meaningful phrase (like "Don't want it" or "No milk," "No walk!")  
 \_\_\_5 Would use phrase having only private meaning like "Daddy go in car"  
 \_\_\_6 Other, or too little speech to tell

75. (Before age 5) Has the child used one word or idea as a substitute for another, for a prolonged time? (Example: always says "catsup" to mean "red," or uses "penny" for "drawer" after seeing pennies in a desk drawer)  
 \_\_\_1 Yes, definitely  
 \_\_\_2 No  
 \_\_\_3 Not sure  
 \_\_\_4 Too little speech to tell

76. Knowing what you do now, at what age do you think you could have first detected the child's abnormal behavior? That is, when did detectable abnormal behavior actually begin? (Under "A," indicate when you *might* have; under "B" when you *did*.)

A. Might have noticed		B. Actually did notice	
___1	In first 3 months	___1	
___2	4-6 months	___2	
___3	7-12 months	___3	
___4	13-24 months	___4	
___5	2 years-3 years	___5	
___6	3 years-4 years	___6	
___7	After 4th year	___7	

Parents' highest educational level (77 for father, 78 for mother)

77 Father 78 Mother.


1. Did not graduate high school
2. High school graduate
3. Post high school tech. training
4. Some college
5. College graduate
6. Some graduate work
7. Graduate degree (\_\_\_\_\_)

79. Indicate the child's nearest blood relatives, including parents, who have been in a mental hospital or who were known to have been seriously mentally ill or retarded. Consider parents, siblings, grandparents, uncles and aunts.

If none, check here

Relationship	Diagnosis (if known)
___1___	Schizophrenia___ Depressive___ Other___
___2___	Schizophrenia___ Depressive___ Other___
___3___	Schizophrenia___ Depressive___ Other___
___4___	Schizophrenia___ Depressive___ Other___
___5___	Schizophrenia___ Depressive___ Other___

## FORM E-2, PART 2

Please answer the following questions by writing "1" if Very True, "2" if True, and "3" if False on the line preceding the question. Except for the first two questions, which pertain to the child before age 2, answer "Very True" (1) or "True" (2) if the statement described the child any time before his 10th birthday. If the statement is not particularly true of the child before age 10, answer "False" (3).

Remember: 1=VERY TRUE 2=TRUE 3=FALSE.

- |  |   |
|--|---|
| 80. ___ Before age 2, arched back and bent head back, when held                            | 94. ___ Tidy (neat, avoids messy things)  |
| 81. ___ Before age 2, struggled against being held   | 95. ___ Has collected a particular thing (toy horses, bits of glass, etc.)                              |
| 82. ___ Abnormal craving for certain foods   | 96. ___ After delay, repeats <u>phrases</u> he has heard  |
| 83. ___ Eats unusually large amounts of food   | 97. ___ After delay, repeats <u>whole sentences</u> he has heard  |
| 84. ___ Covers ears at many sounds   | 98. ___ Repeats <u>questions</u> or <u>conversations</u> he has heard, over and over, without variation |
| 85. ___ Only certain sounds seem painful to him  | 99. ___ Gets "hooked" or fixated on one topic (like cars, maps, death)                                  |
| 86. ___ Fails to blink at bright lights  | 100. ___ Examines surfaces with fingers   |
| 87. ___ Skin color lighter or darker than others in family (which: lighter ___ darker ___) | 101. ___ Holds bizarre pose or posture  |
| 88. ___ Prefers inanimate (nonliving) things   | 102. ___ Chews or swallows nonfood objects  |
| 89. ___ Avoids people  | 103. ___ Dislikes being touched or held   |
| 90. ___ Insists on keeping certain object with him   | 104. ___ Intensely aware of odors   |
| 91. ___ Always frightened or very anxious  | 105. ___ Hides skill or knowledge, so you are surprised later on  |
| 92. ___ Inconsolable crying  | 106. ___ Seems not to feel pain   |
| 93. ___ Notices changes or imperfections and tries to correct them                         | 107. ___ Terrified at unusual happenings  |
|  | 108. ___ Learned words useless to himself   |
|  | 109. ___ Learned certain words, then stopped using them   |

Please use the rest of this sheet for supplying additional information that you think may be relevant to understanding the cause or diagnosis of the child's illness.

Go on to PART 3

# FORM E-2, PART 3

## Autism Research Institute TREATMENT EFFECTIVENESS SURVEY

ARRI Form 34R

Dear Parent:

Parent experience is an extremely valuable, yet rarely used, source of information for assessing alternative means of treatment. The Autism Research Institute needs your help in evaluating the various forms of therapy, including drugs, which are used in treating autism.

PLEASE HELP by completing this form and returning it to ARI.

We will summarize the results in easy-to-understand form, for publication in ARRI, the ASA Advocate, and elsewhere.

The more data we collect, the more meaningful the results will be. So—parents, please complete and return this form. Parents and professionals, please copy and distribute this form.

THANK YOU—Bernard Rimland, Ph.D.

**ENTER A LETTER TO RATE TREATMENT EFFECTIVENESS:**

<b>A=DEFINITELY HELPED</b> <b>B=MODERATE IMPROVEMENT</b> <b>C=POSSIBLY HELPED</b>	<b>D=NO DEFINITE EFFECT</b> <b>E=A LITTLE WORSE</b> <b>F=MUCH WORSE</b>
---	---

**I. DRUGS** (\*For anti-seizure drugs, use first line to rate behavior, second line for seizure control)

Aderall _____	Cylert _____	Mellaril _____	Secretin _____
Amphetamine _____	Deanol _____	*Mysoline (beh) _____	Intravenous _____
Anafranil _____	*Depakene (beh) _____	*Mysoline (seiz) _____	Transdermal _____
Antibiotics _____	*Depakene (sciz) _____	Naltrexone _____	Stelazine _____
Antifungals _____	Desipramine _____	Pentoxifylline _____	Steroids _____
Diflucan _____	*Dilantin (beh) _____	Paxil _____	(Prednisone, etc.) _____
Nystatin _____	*Dilantin (seiz) _____	Pepcid _____	*Tegretol (beh) _____
Atarax _____	Felbatol _____	Phenergan _____	*Tegretol (seiz) _____
Benedryl _____	Fenfluramine _____	*Phenobarb. (beh.) _____	Thorazine _____
Beta Blocker _____	Halcion _____	*Phenobarb. (seiz) _____	Tofranil _____
Buspar _____	Haldol _____	Prolixin _____	Valium _____
Chloral Hydrate _____	*Klonapin (behav) _____	Prozac _____	*Zarontin (behav) _____
Clonidine _____	*Klonapin (seiz) _____	Risperdal _____	*Zarontin (seiz) _____
Clozapine _____	Lithium _____	Ritalin _____	Zolofl _____
Cogentin _____	Luvox _____	R-THPB _____	Other _____
			Other _____

**II. SUPPLEMENTS**

Vitamin A _____
Calcium _____
Cod liver oil _____
Colostrum _____
Digestive enzymes _____
DMG _____
Fatty acids _____
Folic acid _____
Melatonin _____
SAMe _____
St. John's Wort _____
TMG _____
Vitamin B3 _____
Vitamin B6/mag. _____
Vitamin C _____
Zinc _____
5HTP _____
Other _____
Other _____

**III. DIETS**

Candida Diet _____
Feingold Diet _____
Gluten/Casein-Free _____
Rotation Diet _____
Rem. Chocolate _____
Removed Dairy _____
Removed Eggs _____
Removed Sugar _____
Removed Wheat _____
Other _____
Other _____

**IV. MISC. THERAPIES/CONDITIONS**

Food allergy treatments _____	Sensory integration _____
Behavior mod. _____	Social skills training _____
Berard AIT _____	Speech therapy _____
Detox (chelation) _____	Tomatis Program _____
High fever _____	Transfer factor _____
IVIG _____	Vaccination _____
Neurofeedback _____	<i>Do you feel your child was injured by a vaccine?</i>
Occupational ther. _____	yes ___ no ___ maybe
Options Program _____	<i>If so, which vaccine?</i> _____
child's speech _____	<i>At what age?</i> _____
child's behav. _____	Other _____
parent's attitude _____	Other _____
Patterning _____	Other _____
(Doman Delacato) _____	Other _____

Please send completed form to ARI:  
 Autism Research Institute, 4182 Adams Ave., San Diego, CA 92116  
 Fax: 619-563-6840 or fill out the form at  
[www.AutismResearchInstitute.com](http://www.AutismResearchInstitute.com)