

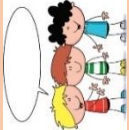
**ABC-R**  
**The Autism Behavior Checklist (Revised 2021)**  
 Rexach, M., 2007. Child-testing.com

Name of Student: _____	DOB: _____	Age: _____
Name of Observer: _____	Role: ( )Parent ( )Teacher ( )Other _____	
Today's date: _____		

**Instructions:** Several behaviors are listed for each of the following 5 main categories: 1- COMMUNICATION 2-SOCIALIZATION 3-SENSORY PROCESSING 4- MOTOR COORDINATION 5-BEHAVIORS & INTERESTS. These will help clue you in on specific target behaviors associated with the category. If other or similar behaviors (associated with that category) are observed, please detail and rate in the space provided. Check off and rate all behaviors that are observed as follows:

**ALMOST ALWAYS (4)    OFTEN (3)    SOMETIMES (2)    RARELY (1)    NOT OBSERVED (0)**

1. COMMUNICATION	<b>A. Lack of Communication</b>	
	(Usually younger children)	
	Does not point to what s/he wants	
	Does not 'mime' or uses gestures to express (i.e. Mime 'eating' if hungry)	
	Does not shake or nod head for 'no' or 'yes'	
	Does not shrug shoulders to show s/he 'doesn't know'	
	Communicates mostly by meltdowns to show disapproval	
	Other similar non-verbal communication behaviors (please rate)	
	<b>B. Impaired Communication</b>	
	If child can speak, cannot start or hold up their end of a conversation appropriately	
	Jargoning: Uses nonsensical speech as a form of communication	
	Disorganized speech: Sentences and dialogue are usually disjointed, not having a logical order or sequence or has been diagnosed with apraxia of speech.	
	Incomplete speech: Sentences are seldom complete or speaks mostly in phrases	
	Flight of ideas: Ideas and thoughts are random; out of context; off timing	
	Conversation are seldom two-way; mostly rambling, does not answer questions directly; answers are off timing	
	Rigidity: Conversations usually revolve around or revert to a certain topic (i.e. Planetary systems, dinosaurs, cartoon)	
	Other similar impaired communication behaviors (please rate)	
	<b>C. Communication Oddities</b>	
	Echolalia: May echo phrases, words, songs, parts of movies etc. in a repetitious manner.	
	Often quotes movie scripts or lines, speaks in character voices	
Inconsistent vocabulary: For instance, can recite embellished movie lines and uses big words taken from TV or book, but shows poor vocabulary in other circumstances		
Unusual pitch and cadence, monotone or flat, inconsistent or unpredictable.		
Other similar communication oddities (please rate)		



**ALMOST ALWAYS (4)    OFTEN (3)    SOMETIMES (2)    RARELY (1)    NOT OBSERVED (0)**

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**2. SOCIALIZATION**

Interactions with others

A. Non-verbal behaviors	
Eye Contact: Lack of, avoids, different from peers, may only meet eye-gaze of certain people or anything in between	
Facial Expression: May seem inappropriate to what the situation warrants, such as sustained grimace, blank gaze, out-of-context laughter, will not greet people with a smile, is flat (usually has same expression on face most of time) or does not exhibit a wide range of different facial expressions – or any combination thereof	
Gestures: Lack of, may not initiate or respond to a hand held out to shake hands, arms out for hugs etc. May not understand typical social 'cues' we take for granted	
Other unusual non-verbal behaviors (please describe and rate)	
B. Friendships	
Isolation: While peers are learning to play together, the child is off by themselves	
Sharing: Does not share objects with others for enjoyment (i.e. offers car or doll to a friend without prompting)	
New People: Child is unusually unsettled and discomforted at the introduction of a "new" (unfamiliar) person or peer, avoids new people or takes a long time to get acquainted with new a new person such as a therapist, teacher or classmate	
Imitation: Children learn to play by imitation, this child is not imitating the other kids or their parents	
Interest in others: Seems to have no strong interest in socializing with peers or shows little enjoyment from playing with other children	
Social approach: May approach peers, but not to play, usually to direct the other child what to do; may appear "bossy"	
Other unusual socializing behaviors (please describe and rate)	
C. Reciprocity	
Lack of social and emotional 'give and take'; Does not respond like others to social or emotional cues	
Does not seem to seek out or enjoy the company of others; may be aloof.	
Does not smile back to others (without prompting)	
Does not greet people (without prompting)	
Does not seem especially happy to see someone they haven't seen for a while	
Does not seem to pick up on the 'vibes' of others	
Does not appear excited in anticipation of an outing or gift (in the same way a peer would)	
Does not attempt to deliberately comfort someone who is crying	
Other unusual behaviors related to reciprocating (please rate)	

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**3. SENSORY PROCESSING**

Regulation of sensory stimuli

<b>A. Over-Responsive</b>	
Over responds to sensory stimuli most people find quite tolerable	
Overwhelmed with certain sounds (i.e. vacuum cleaner, dishwasher, elevator, movie theatre, certain voices, groups of people talking). Will often covers ears or yell for people to be quiet.	
Avoids or dislikes groups of people. Will seem withdrawn or aloof.	
Avoids or dislikes parks, zoos or environments with a lot of sensory stimulation	
Avoids or minimizes physical sensations such as being touched or hugged	
Avoids new fabrics or textures. Will prefer to wear same clothes	
Avoids grooming activities such as bathing, brushing teeth or brushing/washing hair	
Avoids or dislikes haircuts, hair salons, dentists	
Very picky eater: Limited diet, avoids certain foods or throws up if made aware of foods on plate	
Other similar over-responsive behaviors (please rate)	
<b>B. Under-Responsive</b>	
Unaware of sensory stimuli, responses are delayed, muted or less intensive than others	
Appears quiet and passive, disregarding or not responding to stimuli	
Appears withdrawn, difficult to engage with	
Appears difficult to "read" or figure out their mood	
High tolerance to pain or may not notice pain in response to bumps, falls, cuts, or scrapes.	
Has been diagnosed with depression or other have suggested this condition	
If on depression medication, it has had little or minimal effect	
Poor sensory discrimination, cannot tell if it's a dog barking or person yelling	
Other similar under-responsive behaviors (please rate)	
<b>C. Sensory Craver</b>	
Seeks sensory stimulation	
Appears to have an insatiable desire for sensory input. Is constantly moving, crashing, bumping into, jumping	
Appears to need to touch everything or seeks out objects to play with (i.e. fidget spinners, buttons,)	
Self-injurious behavior including head banging, hand biting, excessive scratching, or using tools to cut or self harm	
Stimming: hand flapping, finger twirling, tics, tapping, rocking or any self-stimulating behavior	
Appears overly affectionate, shows lack of awareness of personal space and boundaries	
Has been diagnosed with ADHD or others have suggested this condition	
If on ADHD medication, it has had little or no effect over these behaviors	
Other similar sensory craving behaviors (please rate)	

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**4. MOTOR COORDINATION**

<b>A. Gross-Motor Skills</b>	
Difficulties with the larger muscles in the arms, legs and torso. <b>Gross motor</b> activities include walking, running, throwing, lifting, kicking, etc	
Shows problems planning and carrying out a sequence of motor actions or performing a new motor task (dyspraxia)	
Poor in sports (i.e. difficulty catching/throwing a ball), dancing, calisthenics	
Unusual gait: Abnormal walking pattern, stumbling, veering to one side or unable to walk straight (cerebellar gait ataxia)	
Prefers sedentary activities or fantasy play (i.e. video games, reading, TV watching)	
Other gross-motor difficulties	
<b>B. Fine-Motor Skills</b>	
Difficulties with dexterity and daily living skills	
Breaks toys, joysticks, pages in books and other fragile objects. Appears clumsy.	
Difficulty with fine-motor tasks such as handwriting, coloring, drawing, lacing, some grooming activities and holding utensils correctly for self-feeding.	
Has been diagnosed with dyslexia or others have suggested this condition	
Other fine-motor difficulties (please rate)	
<b>C. Proprioceptive and Vestibular Awareness</b>	
Difficulties with spatial perception and body awareness	
Postural abnormalities: slouches, awkward posture, appears to have difficulty with body control to maintain a good standing or sitting position	
Frequent crashing, bumping, climbing, falling, or jumping	
Appears to be accident prone. Falls, stumbles, trips/slips	
Frequent kicking while sitting or stomping feet while walking	
Enjoys deep pressure or being "squished"; Prefers tight clothing	
Uses too much force when writing or coloring	
Plays too rough with other children	
Misjudges the amount of force required to pick up objects	
Spatial disorientation: shows left and right confusion and trouble with directionality	
Trouble with size or portion discrimination (i.e. will pour too much milk in cereal, squeeze too much toothpaste, pour too much glue)	
Dislikes or seeks out activities requiring feet to leave the ground	
Moving slowly or cautiously; Frequent motion sickness or dizziness	
Appearing to never become dizzy with excessive spinning	
Poor safety awareness or impulsive jumping, running and/or climbing	
Dislikes/prefers changes in positions	
Rocking, spinning, twirling, or frequent head tilting	

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**5. BEHAVIORS AND INTERESTS**

A. Repetitive and compulsive behaviors	
Hand flapping, rocking, ear flicking, spinning objects, tapping, etc.	
Sounds, phrases, singing or humming	
Patterns of speech are predictable (i.e. will respond the same way to different questions)	
Listens to same song, watches same movie or part of movie (above what is normal is young children) as part of a daily ritual	
Shows Obsessive-Compulsive Disorder (OCD) features such as picking at scabs or insect bites, pulling out hair, grunting or clearing throat/tics, ruminating, excessive hand washing or has been diagnosed with OCD	
Pica: eats non-edible substances such as glue, erasers, paper, wrappers, chalk etc.	
Other similar behaviors (please rate)	
B. Routines	
Will not respond well to abrupt changes to routine. Routines or rituals must be followed, although they appear to have no function. (i.e. sitting in same chair)	
Lining up cars is not necessarily playing 'garage'; if you attempt to join in, the child will tantrum, walk away, push you aside, etc.	
Family members must always sit in same seats; failure may result in meltdown	
Must take same route home; one deviation may cause meltdown.	
Does not respond well new or unfamiliar things, such as new furniture, new clothes, new book, movie, TV show).	
Does not respond well to new places, such as a different supermarket, church, different classroom or may appear excessively shy and withdrawn with new people.	
Other similar behaviors (please rate)	
C. Interests and Selective Attention	
Narrow interests: Tends to only talk about a specific topic (anime, a cartoon/movie/TV character, planets, sharks). Will find an association to the topic of interest (i.e. "What number is this?" An 8, just like a shark's eyes.) Most conversations tend to revert to the topic of interest	
Gets so engrossed into an activity that if pulled away from it may result in meltdown. Has trouble "letting go"	
Preoccupied with specific parts of objects (i.e. wheels of toy cars, doll's eyes, a button, cover parts of book so that s/he can look at one piece	
Avoids and dislikes trying new or different activities, such as bowling or skating. (i.e. prefers to watch YouTube videos with earphones in bowling alley)	
Other similar behaviors (please rate)	