SMART TOOL

Child's Name: _____ DOB:_____

Today's Date: _____

Name of person filling out form: _____ Role: _____

Location: _____ Relationship to child: _____

Social Communication & Interaction	True	False
Impairments in the use of eye contact during social interactions. *Example: Looks to the side or at your mouth rather than your eyes when speaking to you.*	☐	☐
Deficits in the use of facial expressions to communicate *Example: Doesn't frown, pout, look surprised*	☐	☐
Lack or reduced use of gestures to communicate *Example: Doesn't wave bye bye, nod yes or no, blows a kiss*	☐	☐
Impairments in back and forth conversation (appropriate to language level) *Example: Won't add something new or ask a question in response to a comment made to them.*	☐	☐
Lack of, reduced, or impaired responses to social initiations of others *Example: Doesn't respond to his/her name or acknowledge others*	☐	☐
Lack of, or reduced interest in, peers (appropriate to developmental level)	☐	☐
Lack of, reduced, or impaired initiations of interactions with others	☐	☐
Reduced preference for some peers over others/impaired friendships	☐	☐
Delays in, or lack of, varied, age-appropriate play with peers	☐	☐

Restricted, repetitive patterns of behavior, interests & activities	True	False
Has atypical speech characteristics (e.g., echoing, jargon, unusual rhythm or volume)	☐	☐
Has repetitive body mannerisms	☐	☐
Reacts negatively to changes in schedule/insists on sameness	☐	☐
Has behavioral rituals	☐	☐
Has verbal rituals (e.g., must say things, or have others say things, in a particular way)	☐	☐
Has specific interests that are unusual in intensity (e.g., hobby of unusual intensity)	☐	☐
Engages in a limited range of activities/Has a limited behavioral repertoire	☐	☐
Shows hyper-reactivity to sensory input	☐	☐
Shows hypo-reactivity to sensory input	☐	☐
Shows unusual sensory interests and preferences	☐	☐

Disruptive behavior	True	False
Engages in aggressive and/or destructive behaviors toward self, others or objects (e.g., self-injury, elopement, property destruction)	☐	☐

Please leave comments on the backside of this page. Make copies if needed