

AUTISM SPECTRUM DISORDER: DSM-5 CRITERIA

This is the Diagnostic and Statistical Manual of Mental Disorder's (DSM-5) current criteria related to a diagnosis of ASD. Examples of Child's name's behaviors observed / reported are indicated for each criterion.

A. Deficits in Social Communication (Requires all 3)		Example/Description
Deficits in social-emotional reciprocity	<input type="checkbox"/> abnormal social approach (ignores, climbs on person) <input type="checkbox"/> reduced sharing of interests, emotions or affect <input type="checkbox"/> failure to respond to social interactions, bids for interactions <input type="checkbox"/> cannot engage in back and forth conversation; monologues <input type="checkbox"/> Examples:	
Deficits in nonverbal communication used for social interaction	<input type="checkbox"/> decreased or atypical eye contact <input type="checkbox"/> problems using or understanding gestures in communication <input type="checkbox"/> decreased or absent facial expression <input type="checkbox"/> difficulty integrating verbal and nonverbal communication <input type="checkbox"/> Examples:	
Deficits in developing, maintaining, understanding relationships	<input type="checkbox"/> difficulty adjusting behavior to suit social context <input type="checkbox"/> shows no or low interest in peers <input type="checkbox"/> difficulty making or maintaining friendships <input type="checkbox"/> cannot engage in imaginative play with another person <input type="checkbox"/> Examples:	

B. Restricted, Repetitive and Stereotyped Patterns (Requires 2 of 4)		Example/Description
Stereotyped / repetitive motor movements	<input type="checkbox"/> motor stereotypies (hand flapping, toe walking) <input type="checkbox"/> motor behavior with toys or objects (flipping toys) <input type="checkbox"/> lining up toys or other organizing or sorting play <input type="checkbox"/> repetitive language (echolalia; idiosyncratic phrases) <input type="checkbox"/> Examples:	
Insistence on sameness, inflexible adherence to routines	<input type="checkbox"/> extreme distress with small changes <input type="checkbox"/> difficulty with transitions <input type="checkbox"/> adherence to routines (greeting rituals, rigidity around routes, eating) <input type="checkbox"/> rigid thinking patterns <input type="checkbox"/> Examples:	
Highly restricted, fixated interests	<input type="checkbox"/> strong attachment to unusual objects (must carry certain objects) <input type="checkbox"/> preoccupation with certain objects, events (specific movies, characters) <input type="checkbox"/> unusually narrow, circumscribed, or perseverative interests <input type="checkbox"/> Examples:	
Hyper- or hyporeactivity to sensory input	<input type="checkbox"/> high tolerance for pain or extreme temperature <input type="checkbox"/> adverse response to sounds, textures, foods <input type="checkbox"/> excessive smelling, touching, licking objects <input type="checkbox"/> visual fascination with lights, movement (spinning objects) <input type="checkbox"/> Examples:	

C. Symptoms must be present in the early childhood period

- Symptoms present in early developmental period

D. Symptoms cause clinically significant impairment in functioning

- Symptoms cause clinically significant impairment in social, occupational, and other areas of functioning

E. Behaviors are not better accounted for by cognitive (intellectual) disability/global developmental delay

- Disturbances not better explained by Intellectual Disability / Intellectual Developmental Disorder / Global Developmental Delay.

Severity of social communication and restricted, repetitive behaviors

- Severity undetermined: child is < 42 months of age and is dependent on adults for all activities

Specify if:

- With accompanying intellectual impairment i.e. global developmental delay
 With accompanying language impairment
 With known medical / genetic condition or environmental factor: _____
 With another neurodevelopmental / mental / behavioral disorder: _____