

# Diagnostic Checklist for Behavior-Disturbed Children (Form E-2)

Has this child been diagnosed before?

If so, what was the diagnosis?

Diagnosed by:

Where?

Instructions: You are being asked to fill out this questionnaire concerning your child in order to provide research information which will be helpful in learning more about the causes and types of behavior disturbances in children. Please pick the one answer you think is most accurate for each question. If you want to comment or add something about a question, add it right next to the question, if there is room. Or circle the number of the question, copy the number on the back of the questionnaire and write your comment there. Your additional comments are welcome, but even if you do add comments, please mark the printed question as well as you can. Remember, pick just one answer, and mark it with an "X," for each question.

It would be helpful if, on a separate sheet, you would write in any information about the child and his sisters or brothers which you think may be significant. (For example: Twins, living or dead; Behavior problems; IQ scores, if known).

USE AN "X" TO MARK ONE ANSWER FOR EACH QUESTION. DO NOT SKIP MAIN QUESTIONS. SUB-QUESTIONS (NOT ALONG LEFT MARGIN) MAY BE SKIPPED.

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 Checklist is designed primarily for children 3 to 5 years old. If child is over 5, answer as well as you can by recall of the child's behavior.

2. Indicate child's sex:

- 1. Boy
- 2. Girl

3. Indicate 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, jumpchair, swing, etc.)?

- 1. Yes, this is typical
- 2. Seldom does this
- 3. Not true of him

25. (Age 2-4) Does 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 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 this 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 jigsaw 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 the child usually react to being interrupted in 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 the wall, spot on rug, books leaning in bookcase, broken rung on chair, pipe held and not smoked)?

- 1. Not especially
- 2. Yes, such things 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 the 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)

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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 talking \_\_\_\_ 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 accurately 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 the child answer a simple question like "What is your first name?" or "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 go 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 the 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!" or "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.)

	<b>A</b>	<b>B</b>
1. In first 3 months	_____	_____
2. 4-6 months	_____	_____
3. 7-12 months	_____	_____
4. 13-24 months	_____	_____
5. 2 years-3 years	_____	_____
6. 3 years-4 years	_____	_____
7. After 4th year	_____	_____

77. & 78 Parents' highest educational level

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 (Schizophrenia, Depressive, Other)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

## Form E2, 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

81. \_\_\_\_\_ Before age 2, struggled against being held

82. \_\_\_\_\_ Abnormal craving for certain foods

83. \_\_\_\_\_ Eats unusually large amounts of food

84. \_\_\_\_\_ Covers ears at many sounds

85. \_\_\_\_\_ Only certain sounds seem painful to him

86. \_\_\_\_\_ Fails to blink at bright lights
87. \_\_\_\_\_ Skin color lighter or darker than others in family (which: lighter \_\_\_\_\_ darker \_\_\_\_\_ )
88. \_\_\_\_\_ Prefers inanimate (nonliving) things
89. \_\_\_\_\_ Avoids people
90. \_\_\_\_\_ Insists on keeping certain object with him
91. \_\_\_\_\_ Always frightened or very anxious
92. \_\_\_\_\_ Inconsolable crying
93. \_\_\_\_\_ Notices changes or imperfections and tries to correct them
94. \_\_\_\_\_ Tidy (neat, avoids messy things)
95. \_\_\_\_\_ Has collected a particular thing (toy horses, bits of glass, etc.)
96. \_\_\_\_\_ After delay, repeats *phrases* he has heard
97. \_\_\_\_\_ After delay, repeats *whole sentences* he has heard
98. \_\_\_\_\_ Repeats *questions* or *conversations* he has heard, over and over, without variation
99. \_\_\_\_\_ Gets "hooked" or fixated on one topic (like cars, maps, death)
100. \_\_\_\_\_ Examines surfaces with fingers
101. \_\_\_\_\_ Holds bizarre pose or posture
102. \_\_\_\_\_ Chews or swallows nonfood objects
103. \_\_\_\_\_ Dislikes being touched or held
104. \_\_\_\_\_ Intensely aware of odors
105. \_\_\_\_\_ Hides skill or knowledge, so you are surprised later on
106. \_\_\_\_\_ Seems not to feel pain
107. \_\_\_\_\_ Terrified at unusual happenings
108. \_\_\_\_\_ Learned words useless to himself
109. \_\_\_\_\_ Learned certain words, then stopped using them

Please supply any additional information that you think may lead to understanding the cause or diagnosis of the child's illness.

Form E-2 is a questionnaire for parents of autistic-spectrum children. It was developed by Dr. Bernard Rimland, director of the Autism Research Institute. It's important to understand that Form E-2 is not a diagnostic tool per se. Its purpose is to build a large, detailed database on autism-related symptoms and behaviors. By copying this checklist, filling it out, and mailing it to ARI, you will be assisting with the longest-running research project on the topic of ASDs. Dr. Rimland hopes that your answers will help researchers differentiate between disorders--many of them as yet unnamed and unknown--that fall along the autistic spectrum. By identifying sub-types that go beyond such general categories as "PDD-NOS," "Atypical PDD," or "High Functioning Autism," researchers may be able to suggest more appropriate treatments for people with ASDs. As of this writing, ARI's database includes information about over 25,000 cases of autism and autism-like conditions in more than 40 countries.

Form E-2 is also available directly from ARI in French, Spanish, Portuguese, German, Italian, Hebrew, Japanese, Turkish, and Serbo-Croatian.

Completing Form E-2 offers a benefit to you as well as to autism researchers. ARI will send you a brief report explaining what your answers seem to say about your child, including a computerized "score." There is no charge for this service. This report may give you valuable information, but it's not a diagnosis. Form E-2 should not be used to self-diagnose PDDs, nor to permit or deny entrance to programs or services for people with PDDs.

Please send your copied and completed Form E-2 to:

**Autism Research Institute**  
4182 Adams Ave.  
San Diego, Calif. 92116  
Fax (619) 563-6840