

Date: \_\_\_\_\_

## Child Behavioral/Symptom Checklist

Child's Name \_\_\_\_\_  
DOB \_\_\_\_\_

Your Name: \_\_\_\_\_  
Subject (if teacher): \_\_\_\_\_

- Is there a subject in which the child excels?    Y   N    If yes, which subject: \_\_\_\_\_  
-Is there a subject especially difficult for child?    Y   N    If yes, which subject: \_\_\_\_\_

Please rate the severity of each problem listed (feel free to add comments)

O = none    I = slight    2 = moderate    3 = severe

- Poor eye contact \_\_\_\_
- Does not appear to understand social cues \_\_\_\_
- Tends to play by themselves (or next to other children) without interacting much with other children \_\_\_\_
- Trouble changing activities \_\_\_\_
- Restricted range of interests \_\_\_\_

Mostly consistent behaviors/symptoms for at least the past few weeks-

- Appears sad or unhappy \_\_\_\_
- Irritability \_\_\_\_
- Fatigue \_\_\_\_
- Social withdrawal \_\_\_\_
- Loss of interest \_\_\_\_

Intermittent symptoms for no apparent reason-

- Mood swings \_\_\_\_
- Impatience \_\_\_\_
- Emotional reactivity \_\_\_\_
- Sensory sensitivities (sounds, sights, touch, textures, tastes, etc.) \_\_\_\_
- Hyper-focus on particular interests/activities \_\_\_\_

Deliberately and repeatedly-

- Argumentative with other children \_\_\_\_
- Defies/opposes adults or authority figures \_\_\_\_
- Intentionally mean to people \_\_\_\_
- Intentionally destroys property \_\_\_\_
- Targets specific people for cruelty/aggression \_\_\_\_

**Please note any additional comments or observations**

Date: \_\_\_\_\_

# Behavioral Checklist

Childs Name: \_\_\_\_\_

Your Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Subject: \_\_\_\_\_

(if teacher)

## 1. Inattention

- ☐ Often fails to give close attention to details or makes careless mistakes in schoolwork, work or other activities.
- ☐ Often has difficulty sustaining attention in tasks or play activities.
- ☐ Often does not seem to listen when spoken to directly.
- ☐ Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions).
- ☐ Often has difficulty organizing tasks and activities.
- ☐ Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework).
- ☐ Often loses things necessary for tasks or activities (toys, school assignments, pencils, books or tools).
- ☐ Is often easily distracted by extraneous stimuli.
- ☐ Is often forgetful in daily activities.

## 2. Hyperactivity-Impulsivity

### Hyperactivity

- ☐ Often fidgets with hands or feet or squirms in seat.
- ☐ Often leaves seat in classroom or in other situations in which remaining seated is expected.
- ☐ Often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness).
- ☐ Often has difficulty playing or engaging in leisure activities quietly.
- ☐ Is often "on the go" or often acts as if "driven by a motor" .
- ☐ Often talks excessively.

### Impulsivity

- ☐ Often blurts out answers before questions have been completed.
- ☐ Often has difficulty awaiting turn.
- ☐ Often interrupts or intrudes on others (conversations, games).

Please note any additional comments or observations