

## PDD Assessment Scale

|                     |                      |                     |             |
|---------------------|----------------------|---------------------|-------------|
|                     |                      |                     |             |
| <b>Child's Name</b> | <b>Date of Birth</b> | <b>Rater's Name</b> | <b>Date</b> |

| SOCIAL INTERACTION  | No | Resolved | Mild | Moderate | Severe |
|---|----|----------|------|----------|--------|
| Poor eye contact or staring from unusual angle                      |    |          |      |          |        |
| Ignores when called; pervasive ignoring; not turning head to voice; |    |          |      |          |        |
| Excessive fear of noises (vacuum cleaner); covers ears frequently;  |    |          |      |          |        |
| In his/her own world  |    |          |      |          |        |
| Lack of curiosity about the environment;                            |    |          |      |          |        |
| Facial expressions don't fit situation;                             |    |          |      |          |        |
| Inappropriate crying or laughing;                                   |    |          |      |          |        |
| Temper tantrums, overreacting when not getting his/her way;         |    |          |      |          |        |
| Ignores pain (bumps head accidentally without reacting);            |    |          |      |          |        |
| Doesn't like to be touched or held (body, head);                    |    |          |      |          |        |
| Hates crowds, difficulties in restaurants and supermarkets;         |    |          |      |          |        |
| Inappropriately anxious, scared;                                    |    |          |      |          |        |
| Inappropriate emotional response (not reaching to be picked up);    |    |          |      |          |        |
| Abnormal joy expression when seeing parents;                        |    |          |      |          |        |
| Lack of ability to imitate;   |    |          |      |          |        |
| Other (describe):   |    |          |      |          |        |
| PLAY  | No | Resolved | Mild | Moderate | Severe |
| Hand or finger flapping; self stimulation;                          |    |          |      |          |        |
| Head banging;   |    |          |      |          |        |
| Self mutilation, inflicting pain or injury;                         |    |          |      |          |        |
| Toe walking, clumsy body posture;                                   |    |          |      |          |        |
| Arranging toys in rows;   |    |          |      |          |        |
| Smelling, banging, licking or other inappropriate use of toys;      |    |          |      |          |        |
| Obsessed with objects or topics (trains, weather, numbers, dates);  |    |          |      |          |        |
| Spinning objects, self or fascination with spinning objects;        |    |          |      |          |        |
| Interest in toy parts, such as car wheels;                          |    |          |      |          |        |

| <b>PLAY - Continued</b>  | <b>No</b> | <b>Resolved</b> | <b>Mild</b> | <b>Moderate</b> | <b>Severe</b> |
|--|-----------|-----------------|-------------|-----------------|---------------|
| Restricted interest, (watching the same video over and over);                          |           |                 |             |                 |               |
| Difficulty stopping repetitive "boring" activity or conversation;                      |           |                 |             |                 |               |
| Attachment to unusual objects (sticks, stones, strings or hair);                       |           |                 |             |                 |               |
| Stubborn about rituals and routines; resists to change;                                |           |                 |             |                 |               |
| Restricted taste by consistency, shape or form;  |           |                 |             |                 |               |
| Savant ability, restricted skill superior to age group (reads early, memorizes books); |           |                 |             |                 |               |
| Other (describe):  |           |                 |             |                 |               |
| <b>SPEECH AND LANGUAGE</b>   | <b>No</b> | <b>Resolved</b> | <b>Mild</b> | <b>Moderate</b> | <b>Severe</b> |
| Loss of acquired speech;   |           |                 |             |                 |               |
| Produces unusual noises or infantile squeals;  |           |                 |             |                 |               |
| Voice louder than required;  |           |                 |             |                 |               |
| Frequent gibberish or jargon;  |           |                 |             |                 |               |
| Difficulty understanding basic things ("just can't get it.");                          |           |                 |             |                 |               |
| Pulls parents around when wants something;   |           |                 |             |                 |               |
| Difficulty expressing needs or desires; using gestures;                                |           |                 |             |                 |               |
| No spontaneous initiation of speech and communication;                                 |           |                 |             |                 |               |
| Repeats heard words, parts of words or TV commercials;                                 |           |                 |             |                 |               |
| Repetitive language (same word or phrase over and over);                               |           |                 |             |                 |               |
| Can't sustain conversation;  |           |                 |             |                 |               |
| Monotonous speech, wrong pausing;  |           |                 |             |                 |               |
| Speaks same to kids, adults, objects (can't differentiate);                            |           |                 |             |                 |               |
| Uses language inappropriately (wrong words or phrases);                                |           |                 |             |                 |               |
| Other (describe):  |           |                 |             |                 |               |