

Minnesota State Criteria Behavioral Examples

A. Qualitative impairment in reciprocal social interaction

- limited use of facial expressions towards others
- gross impairment in ability to make friends
- appears to prefer isolated or solitary activities
- misinterprets others' behaviors and social cues
- significant vulnerability and safety issues due to social naivete
- does not show or bring things to others to indicate interest in activity
- limited joint attention
- difficulty relating to people
- lack of emotional or social reciprocity
- limited insight into social relationships
- limited empathy/comments on others' emotions
- unusual eye contact; limited shared enjoyment in interaction
- reduced quality of social overtures and responses
- lack of social smiling; impairment in group play with peers
- reduced imitative social play
- lack of interest in or response to other children
- doesn't give affectionate responses (e.g., hugs and kisses)
- looks through people (i.e., shows no recognition that a person is present)
- limited greeting
- limited awareness of social boundaries
- unaware of privacy issues
- limited communication of discomfort to caregiver
- doesn't look to see what others are doing when unsure of what to do
- restricted range of social games
- appears uninterested in other children
- difficulties initiating and maintaining play
- inappropriately intrusive
- mimicking actions from videos/T.V. without expanding on theme
- difficulty learning and following rules of games
- difficulty with winning/losing/negotiating during games
- inflexible in negotiating shared activity
- other

B. Qualitative impairment in communication

- not using finger to point or request
- absence or delay of spoken language
- inability to initiate or maintain conversation
- odd production of speech (intonation, rhythm, rate)
- showing lack of spontaneous imitations or lack of varied imaginative play
- limited understanding of nonverbal communication skills (gestures, facial expressions, tone of voice)
- using others' hand or body as a tool
- repetitive, idiosyncratic language
- reduced amount of social communication
- limited frequency of vocalization directed to others
- echolalia
- inappropriate questions or statements

- ___ pronominal reversal
- ___ repeats words or phrases over and over
- ___ looks away or avoids looking at speaker when name is called
- ___ avoids asking for things he or she wants
- ___ fails to initiate conversations with peers or adults
- ___ repeats unintelligible sounds (babbling) over and over
- ___ inappropriate use of proximity
- ___ lack of/inappropriate use of eye contact
- ___ flat affect
- ___ limited understanding of jokes
- ___ lacks understanding of abstract language (sarcasm, idiom, multiple meanings)
- ___ thinks in concrete terms, interprets everything literally
- ___ lacks ability to take another's perspective
- ___ inappropriate volume for situation
- ___ verbal rituals
- ___ limited variety of communicative functions
- ___ difficulty understanding and answering questions
- ___ difficulty processing language, following directions
- ___ difficulty maintaining a topic
- ___ may not accept another person's topic
- ___ appears to expect others to "read their mind"
- ___ inaccurately presupposes listener knowledge
- ___ limited range of conversational topics
- ___ other

C. Restricted, repetitive or stereotyped patterns of behavior, interests, activities

- ___ repetitive hand or finger mannerisms
- ___ lack of true imaginative play vs. reenactment
- ___ demonstrating distress or resistance to change
- ___ over-reaction or under-reaction to sensory stimuli
- ___ intense, focused preoccupation with a limited range, interests, or conversation topics
- ___ rigid, rule-bound thinking
- ___ insistence on following routines or rituals
- ___ persistent preoccupation with parts of objects
- ___ excessive interest in highly specific topics or objects
- ___ compulsion/rituals
- ___ licks, smells or sniffs inedible objects (e.g., person's hand, toys, books)
- ___ spins objects not designed for spinning (e.g., saucers, cups, glasses)
- ___ rocks back and forth while seated or standing
- ___ makes rapid lunging, darting movement when moving from place to place
- ___ flaps hands or fingers in front of face or at sides
- ___ responds negatively or with temper tantrums when given commands, requests, or directions
- ___ lines up objects in precise, orderly fashion and becomes upset when the order is disturbed
- ___ atypical fear response
- ___ seems to have own rules and becomes upset when others don't follow them
- ___ anxiety associated with transitions
- ___ lack of flexibility/expansion on an activity
- ___ perseverative interest in videos
- ___ difficulty with unstructured time
- ___ limited range and/or complexity of leisure skills
- ___ other