

DIAGNOSTIC CHECKLIST FORM E-2

AUTISM RESEARCH INSTITUTE
4182 Adams Avenue, San Diego, CA 92116

Name Of Child _____ Birthdate _____

Name Of Person completing Form _____ Relationship _____ Mother
To Child: _____ Father _____ other _____

Address _____ City _____ State _____ Country _____ Zip _____

Phone _____ Father's Occupation _____

Father's Past Occupation(s) _____ Mother's Occupation _____ Mother's Past Occupation(s) _____

Has This Child Been Diagnosed Before? ____yes ____no If yes, what was diagnosis? _____

Diagnosed By: _____ Where? _____

Any other diagnoses? _____

PURPOSE: This checklist, Form E-2, is designed for completion by parents of children who have been, or who may be, diagnosed as "autistic," "PDD," "autistic-like," or similar designations. Form E-2 is intended to clarify the diagnosis of such children. Completed forms sent to the Autism Research Institute will be computer scored and the result sent to the person or agency submitting the Form E-2 to the Autism Research Institute.

INSTRUCTIONS: Please ✓ or X one answer to each question. Additional information is welcome; write it near the question, or copy the question number on a blank sheet of paper and add the information there. Please try to answer all questions.

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

2. Indicate child's sex:

- ____1 Boy
____2 Girl

3. 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, jump-chair, swing, etc.)?
 ___1 Yes, this is typical
 ___2 Seldom does this
 ___3 Not true of him
25. (Age 2-4) Does the 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 age 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 his 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 jig saw 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 child usually react to being interrupted at 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 wall, spot on rug, books leaning in bookcase, broken rung on chair, pipe held and not smoked)?
 ___1 Not especially
 ___2 Yes, such things often 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 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)
- _____
- _____
- _____
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 talk _____; 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 correctly 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 child answer a simple question like "What is your first name?" "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 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 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," "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*.)

A. Might have noticed	B. Actually did notice
___1 In first 3 months	___1
___2 4-6 months	___2
___3 7-12 months	___3
___4 13-24 months	___4
___5 2 years-3 years	___5
___6 3 years-4 years	___6
___7 After 4th year	___7

Parents' highest educational level (77 for father, 78 for mother)

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)
___1	Schizophrenia___ Depressive___ Other___
___2	Schizophrenia___ Depressive___ Other___
___3	Schizophrenia___ Depressive___ Other___
___4	Schizophrenia___ Depressive___ Other___
___5	Schizophrenia___ Depressive___ Other___

FORM E-2, 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 | 94.____ Tidy (neat, avoids messy things) |
| 81.____ Before age 2, struggled against being held | 95.____ Has collected a particular thing (toy horses, bits of glass, etc.) |
| 82.____ Abnormal craving for certain foods | 96.____ After delay, repeats <u>phrases</u> he has heard |
| 83.____ Eats unusually large amounts of food | 97.____ After delay, repeats <u>whole sentences</u> he has heard |
| 84.____ Covers ears at many sounds | 98.____ Repeats <u>questions</u> or <u>conversations</u> he has heard, over and over, without variation |
| 85.____ Only certain sounds seem painful to him | 99.____ Gets "hooked" or fixated on one topic (like cars, maps, death) |
| 86.____ Fails to blink at bright lights | 100.____ Examines surfaces with fingers |
| 87.____ Skin color lighter or darker than others in family (which: lighter____ darker____) | 101.____ Holds bizarre pose or posture |
| 88.____ Prefers inanimate (nonliving) things | 102.____ Chews or swallows nonfood objects |
| 89.____ Avoids people | 103.____ Dislikes being touched or held |
| 90.____ Insists on keeping certain object with him | 104.____ Intensely aware of odors |
| 91.____ Always frightened or very anxious | 105.____ Hides skill or knowledge, so you are surprised later on |
| 92.____ Inconsolable crying | 106.____ Seems not to feel pain |
| 93.____ Notices changes or imperfections and tries to correct them | 107.____ Terrified at unusual happenings |
| | 108.____ Learned words useless to himself |
| | 109.____ Learned certain words, then stopped using them |

Please use the rest of this sheet for supplying additional information that you think may be relevant to understanding the cause or diagnosis of the child's illness.

Go on to PART 3

FORM E-2, PART 3

Autism Research Institute TREATMENT EFFECTIVENESS SURVEY

ARRI Form 34R

Dear Parent:

Parent experience is an extremely valuable, yet rarely used, source of information for assessing alternative means of treatment. The Autism Research Institute needs your help in evaluating the various forms of therapy, including drugs, which are used in treating autism.

PLEASE HELP by completing this form and returning it to ARI.

We will summarize the results in easy-to-understand form, for publication in ARRI, the ASA Advocate, and elsewhere.

The more data we collect, the more meaningful the results will be. So—parents, please complete and return this form. Parents and professionals, please copy and distribute this form.

THANK YOU—Bernard Rimland, Ph.D.

ENTER A LETTER TO RATE TREATMENT EFFECTIVENESS:

A=DEFINITELY HELPED

B=MODERATE IMPROVEMENT

C=POSSIBLY HELPED

D=NO DEFINITE EFFECT

E=A LITTLE WORSE

F=MUCH WORSE

I. DRUGS (*For anti-seizure drugs, use first line to rate behavior, second line for seizure control)

Aderall	___	Cylert	___	Mellaril	___	Secretin	___
Amphetamine	___	Deanol	___	*Mysoline (beh)	___	Intravenous	___
Anafranil	___	*Depakene (beh)	___	*Mysoline (seiz)	___	Transdermal	___
Antibiotics	___	*Depakene (seiz)	___	Naltrexone	___	Stelazine	___
Antifungals	___	Desipramine	___	Pentoxifylline	___	Steroids	___
Diffucan	___	*Dilantin (beh)	___	Paxil	___	(Prednisone, etc.)	___
Nystatin	___	*Dilantin (seiz)	___	Pepcid	___	*Tegretol (beh)	___
Atarax	___	Felbatol	___	Phenergan	___	*Tegretol (seiz)	___
Benedryl	___	Fenfluramine	___	*Phenobarb. (beh.)	___	Thorazine	___
Beta Blocker	___	Halcion	___	*Phenobarb. (seiz)	___	Tofranil	___
Buspar	___	Haldol	___	Prolixin	___	Valium	___
Chloral Hydrate	___	*Klonopin (behav)	___	Prozac	___	*Zarontin (behav)	___
Clonidine	___	*Klonopin (seiz)	___	Risperdal	___	*Zarontin (seiz)	___
Clozapine	___	Lithium	___	Ritalin	___	Zoloft	___
Cogentin	___	Luvax	___	R-THPB	___	Other	___
						Other	___

II. SUPPLEMENTS

Vitamin A	___
Calcium	___
Cod liver oil	___
Cnlostum	___
Digestive enzymes	___
DMG	___
Fatty acids	___
Folic acid	___
Melatonin	___
SAMe	___
St. John's Wort	___
TMG	___
Vitamin B3	___
Vitamin B6/mag.	___
Vitamin C	___
Zinc	___
5HTP	___
Other	___
Other	___

III. DIETS

Candida Diet	___
Feingold Diet	___
Gluten/Casein	___
Free	___
Rotation Diet	___
Rem. Chocolate	___
Removed Dairy	___
Removed Eggs	___
Removed Sugar	___
Removed Wheat	___
Other	___
Other	___

IV. MISC. THERAPIES/CONDITIONS

Food allergy treatments	___	Sensory integration	___
Behavior mod.	___	Social skills training	___
Berard AIT	___	Speech therapy	___
Detox (chelation)	___	Tomatis Program	___
High fever	___	Transfer factor	___
IVIG	___	Vaccination	___
Neurofeedback	___	Do you feel your child was injured by a vaccine?	
Occupational ther.	___	___yes ___no ___maybe	
Options Program	___	If so, which vaccine? _____	
child's speech	___	At what age? _____	
child's behav.	___	Other	___
parent's attitude	___	Other	___
Patterning	___	Other	___
(Doman Delacato)	___	Other	___

Please send completed form to ARI:
Autism Research Institute, 4182 Adams Ave., San Diego, CA 92116
Fax: 833-281-7165 or learn more at
www.Autism.org