Autism Checklist

This checklist is designed to be used as a first step for identifying Autism tendencies on a scale, from few or no tendencies (1) to the regular occurrence of these tendencies (5), keeping in mind that some people who are not Autistic may also display some of these tendencies.

The symptoms more commonly associated with Autism **in girls** are marked with a *.

Grade:	Name:	Group Number:	Group colour:
_____	_____	_____	_____

Low			High		
1	2	3	4	5	*Has difficulty with some social skills/cues.
1	2	3	4	5	*Finds new situations unsettling.
1	2	3	4	5	Is unsettled by too much noise and may react by covering ears, making noises, touching things, or rocking.
1	2	3	4	5	Is unsettled by too much light, bright lights or flashing lights.
1	2	3	4	5	*Has difficulties socialising with others and developing friendships.
1	2	3	4	5	Seems bright in some ways but unexpectedly struggles in others.
1	2	3	4	5	Is unsettled by tight or itchy clothing.
1	2	3	4	5	Personal organisation and organising their workspace in class is problematic.
1	2	3	4	5	May 'fidget' or move excessively at seated times and appear 'unsettled'.

Disclaimer: . The information in this resource is not a substitute for, nor does it replace, professional medical advice, diagnosis, or treatment. Always consult with your physician or other qualified health-care professional or educational consultant for questions about the health and education of your child.

LIVEWORKSHEETS

1	2	3	4	5	Is excessively tired after a day at school.
1	2	3	4	5	Has extreme emotional reactions to situations.
1	2	3	4	5	*Is unsettled by crowded spaces or people touching them.
1	2	3	4	5	As a child, walked a lot on tippy toes
1	2	3	4	5	Affected proprioception (the sense of body position and movement) and interoception (the awareness of internal body sensations).
1	2	3	4	5	Affected awareness of the senses, such as wearing a jumper on a hot day and not being aware they are too hot.
1	2	3	4	5	*Finds it difficult to process and understand emotions, including reading facial expressions and showing empathy.
1	2	3	4	5	*Finds it difficult to present their own emotions and feelings and may become adept at 'masking' feelings.
1	2	3	4	5	Finds a lack of routine challenging.
1	2	3	4	5	Finds changes to a routine without warning or notice overwhelming.
1	2	3	4	5	*Talks about a specific subject or point of interest to excess.
1	2	3	4	5	*Often misunderstands facial expressions and reacts inappropriately, such as laughing when someone is hurt.
1	2	3	4	5	Experiences difficulty in interpreting ambiguous or metaphorical language (may take the instruction literally).
1	2	3	4	5	*Finds it very uncomfortable to give or maintain eye contact.
1	2	3	4	5	*Appears 'quiet' and finds it difficult to engage in two-way communication.

LIVEWORKSHEETS

1	2	3	4	5	Has sensory difficulties, such as feeling overwhelmed or becoming distressed in response to certain smells, sounds, tastes and feelings.
1	2	3	4	5	Displays stimming behaviours or stims, e.g. flapping, rocking or repeating words.
1	2	3	4	5	Has fine motor difficulties.
1	2	3	4	5	Will not ask for help.
1	2	3	4	5	Displays high levels of anxiety.
1	2	3	4	5	*Finds it difficult at times to understand and process what it is that someone is saying to them.
1	2	3	4	5	Is noticeably honest and 'matter of fact'.
1	2	3	4	5	Avoids work in order to mask difficulties.
1	2	3	4	5	Struggles with abstract concepts.
1	2	3	4	5	Has auditory processing difficulties.
1	2	3	4	5	Has explosive outbursts or meltdowns.
1	2	3	4	5	Is a perfectionist – may result in the student refusing to work or answer questions in case they get it wrong.
1	2	3	4	5	Is very determined and likes to be in control.
1	2	3	4	5	*Mirrors behaviour of other girls.
1	2	3	4	5	Does not have a strong sense of identity.
1	2	3	4	5	Is socially immature and may befriend others who are younger or appear younger.
1	2	3	4	5	Tries to control their peers and can get upset if they do not follow the rules.

LIVEWORKSHEETS

1	2	3	4	5	Has abnormal posture.
1	2	3	4	5	*Has interests in areas or topics that become fixations or an obsession which takes over their life, e.g. Minecraft, dinosaurs, Lego, tv shows, music, movies, etc. They may spend hours collecting facts or objects related to this topic and may not be interested in work they need to complete in lessons that is not linked to the topic.
1	2	3	4	5	*Has difficulty with language and communication.
1	2	3	4	5	Interrupts conversations with repetitive questions.
1	2	3	4	5	Takes little account of the age or status of the person they are communicating with and treats them in an inappropriate way, e.g. hugging their teacher or shouting at the Principal.
1	2	3	4	5	Develops an accent or repeats others in a different accent from their norm.
1	2	3	4	5	Refuses to follow the school routines such as the one-way system or wearing the school uniform. They may develop elaborate rituals to deal with the day.
1	2	3	4	5	Has motor difficulty with either hand-eye coordination, left right body coordination, balance, fine motor skills or muscle tone.
1	2	3	4	5	*Doesn't respond to their name.
1	2	3	4	5	*Doesn't smile when smiled at.
1	2	3	4	5	*Has delayed speech and communication skills.
1	2	3	4	5	Repeats things they hear a lot (echolalia).
1	2	3	4	5	Does not talk as much as other children.
1	2	3	4	5	Gets upset easily if you ask them to do something.
1	2	3	4	5	Plays with toys the same way every time.

LIVEWORKSHEETS

1	2	3	4	5	Lines up toys or other objects.
1	2	3	4	5	Has delayed cognitive or learning skills.
1	2	3	4	5	Has delayed movement skills.
1	2	3	4	5	Has epilepsy or a seizure disorder.
1	2	3	4	5	Has unusual eating or sleeping habits.
1	2	3	4	5	Has gastrointestinal issues, e.g. constipation.
1	2	3	4	5	Has a lack of fear or more fear than expected.
1	2	3	4	5	*Has a preference for being alone.
1	2	3	4	5	*Is seen by others as quirky or a day dreamer.
1	2	3	4	5	*Is 'mothered' by peers at primary school.
1	2	3	4	5	*Has a highly developed imagination and enjoyment of fiction, pretend and fantasy play.
1	2	3	4	5	*Has a well developed sense of justice that means they may stand up for others.
1	2	3	4	5	*Is an overly fussy eater.
1	2	3	4	5	*Displays repetitive behaviours, such as hair twirling.
1	2	3	4	5	*Mimics others in social situations in order to fit in.
1	2	3	4	5	*Displays a desire to arrange or organise objects.

LIVEWORKSHEETS