Autism Spectrum Disorder (DSM 5.0)\textsuperscript{1} – Clinician Version

ASD Diagnosis
- Meets all 3 Social Communication Deficits criteria and at least 2 Repetitive Behaviors criteria
- Symptoms are present in early childhood (may not be fully manifest until social demands exceed limited capacity)
- Symptoms cause significant functional impairment
- Specify severity level for each deficit area (Social Communication Deficits, Repetitive Behaviors)
- Note presence or absence of language impairment (i.e., nonverbal/single word only/phrase speech or full sentences/fluent speech), intellectual impairment (i.e., DQ/IQ <70)

Social Communication Deficits: Persistent deficits in social communication and social interaction across multiple contexts; manifest by all criteria (currently or by history)

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<thead>
<tr>
<th>Criteria</th>
<th>Severity Levels</th>
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| \textbullet Deficits in social-emotional reciprocity  
  - Does not show, bring, or point out objects or activities of interest  
  - Has difficulty sharing pleasure, interest, emotions, or affect  
  - Has difficulty maintaining “back and forth” interactions and/or conversations with others (turn-taking)  
  - Has one-sided exchanges, talks “at” rather than “with” others, has trouble answering open-ended questions  
  - Has difficulty initiating a social interaction  
  - Has difficulty responding to social overtures of others; does best when interactions are “on his/her terms”  
  - In older children, has difficulty understanding empathy | Level 3 – requires very substantial support  Severe deficits in verbal and nonverbal social communication skills; severe functional impairment with very limited initiation of social interaction and minimal response to social overtures from others.  EX: Person with few words of intelligible speech who rarely initiates social interaction. Responds only to very direct social approach. |
| \textbullet Deficits in nonverbal communicative behaviors used for social interaction  
  - Has poor eye contact, especially when others request attention; may be better on his/her own terms  
  - Has blank facial expression. May direct limited expressions, like smiles, to self  
  - Turns away from others during interactions; does not orient body toward others during social exchange  
  - Has limited spontaneous social use of gestures (e.g., limited pointing to express interest)  
  - Has poor integration of verbal and nonverbal communication  
  - Has poor use of body language  
  - Has difficulty understanding or noticing the nonverbal communication of others | Level 2 – requires substantial support  Marked deficits in verbal and nonverbal social communication skills; even with supports in place, functional impairments are apparent; limited initiation of social interaction and reduced or abnormal responses to social overtures from others.  EX: Person with simple sentences, social interactions limited to narrow special interests. |
| \textbullet Deficits in developing, maintaining, understanding relationships  
  - Has difficulty making or keeping friends  
  - Has no interest in peers, or avoids peer interactions  
  - Has difficulty adjusting behavior to suit different social contexts  
  - In toddlers, lacks interest in shared social play (e.g., peek-a-boo), lacks imaginative play (pretends to talk on phone)  
  - In preschoolers, plays alone, has difficulty joining group activities, engages in parallel play when same-aged peers are | Level 1 – requires support  Deficits in social communication skills; with supports in place, functional impairments are less noticeable; difficulty with initiation of social interaction and atypical or unsuccessful responses to social overtures from others.  EX: Person with full sentences, to-and-fro conversation with others fails, unsuccessful attempts to make friends. |

\textsuperscript{1} Includes former DSM IV diagnoses of: Autistic Disorder, Asperger’s Disorder, Pervasive Developmental Disorder, Not Otherwise Specified (PDD-NOS)

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<tbody>
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<td>Stereotyped or repetitive motor movements, use of objects, or speech</td>
<td>Level 3 – requires very substantial support. Extreme difficulty coping with change and great distress changing activities; restricted/repetitive behaviors markedly interfere with functioning in all contexts.</td>
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<td>Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior</td>
<td>Level 2 – requires substantial support. Difficulty coping with change and distress changing activities; restricted/repetitive behaviors appear frequently enough to be obvious to casual observer and interfere with functioning in several contexts.</td>
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<td>Highly restricted, fixated interests with abnormal intensity or focus</td>
<td>Level 1 – requires support. Difficulty switching between activities; inflexible behavior causes interference with functioning in one or more contexts. Organization and planning problems hamper independence.</td>
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<td>Hyper- or hypo-reactivity to sensory input; unusual interest in sensory aspects of the environment</td>
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**Repetitive Behaviors:** Restricted, repetitive patterns of behavior, interests, or activities; manifest by at least two of four criteria (currently or by history).