



IMPORTANT INSTRUCTIONS

- Please fill out <u>ALL</u> questions completely
- Please print clearly.
- Send copy of front and back of insurance

	PATIENT INFORMATION		
FULL NAME			
	DATE OF BIRT	Ή	AGE
	CHILD LIVES WITH		
	ETHNICITY		
	PHONE NUMBER		
	SPEC		
	тү		
	GUARDIAN #1 INFORMATIO		
FIII I NAME	M	_	Other
	SOCIAL SECURITY #		
	PLACE OF EMPLOYME		
	PLACE OF EMPLOYME		
	ОТНЕ		
	GUARDIAN #2 INFORMATIO		
FULL NAME		_	Other
	SOCIAL SECURITY #		Other
	PLACE OF EMPLOYME		
	OTHE		
EMAIL ADDRESS			



EMERGENCY CONTACT INFORMA	ATION (Other than Guardian(s) listed above)
FULL NAME	
PHONE NUMBER: MOBILE	OTHER
RELATIONSHIP TO PATIENT	
PATIENT'S INS	URANCE INFORMATION
IF THE PATIENT HAS PRIMARY INSURANCE AND S	SECONDARY INSURANCE, PLEASE PUT BOTH INSURANCES.
	U WILL BE RESPONSIBLE FOR ANY REMAINING BALANCE.
PRIMARY INSURANCE COMPANY	MEMBER ID #
	EFFECTIVE DATE
	MEMBER ID#
GROUP#	
	RANCE CARD(S) SITS AND MESSAGES
WHICH MOBILE PHONE NUMBER OR EMAIL ADDRI APPOINTMENT LINK? (LIST ONLY ONE)	ESS WOULD YOU LIKE US TO SEND THE VIRTUAL
MAY WE LEAVE A CONFIDENTIAL MESSAGE? CHE	
GUARDIAN #1 HOME CELL WORK	
GUARDIAN #2 HOME CELL WORK	
COMPLETE BELOW IF	PATIENT IS A FOSTER CHILD
IS PATIENT A FOSTER CHILD? WHAT	COUNTY IS CHILD FROM
CASE MANAGER'S PHONE NUMBER	
CASE MANAGER'S EMAIL ADDRESS	
	MS TO Intake@doctorzeanah.com

OR FAX COMPLETED FORMS TO 912-681-4379

REMEMBER TO INCLUDE COPIES OF THE INSURANCE CARD'S AND GUARDIAN'S LICENSE.



Privacy Practices/HIPAA Disclosure

This notice describes how medical information about you may be used and disclosed and how you can get access to this information. Please review it carefully.

Your Rights:

You have the right to:

- Get a copy of your paper or electronic medical record.
- Correct your paper or electronic medical record.
- · Request confidential communication.
- · Ask us to limit the information we share.
- Get a list of those with whom we've shared your information.
- Get a copy of this privacy notice.
- Choose someone to act for you.
- File a complaint if you believe your privacy rights have been violated.

Your Choices

You have some choices in the way that we use and share information as we:

- Tell family and friends about your condition.
- Provide disaster relief.
- · Provide mental health care.

Our Uses and Disclosures

We may use and share your information as we:

- · Treat you.
- · Run our organization.
- Bill for your services
- Help with public health and safety issues.
- · Do research.
- · Comply with the law.
- · Address law enforcement and other government requests
- Respond to lawsuits and legal actions

Your Rights

When it comes to your health information, you have certain rights. This section explains your rights and some of our responsibilities to help you.

- Get an electronic or paper copy of your medical record.
- You can ask to see or get an electronic or paper copy of your medical record and other health information we have about you. Ask us how to do this.
- We will provide a copy or a summary of your health information, usually within 30 days of your request. We may charge a reasonable, cost-based fee.



Ask us to correct your medical record.

- You can ask us to correct health information about you that you think is incorrect or incomplete.
 Ask us how to do this.
- We may say "no" to your request, but we will tell you why in writing within 60 days.

Request confidential communications.

- You can ask us to contact you in a specific way (for example, home or office phone) or to send mail to a different address.
- We will say "yes" to all reasonable requests.

Ask us to limit what we use or share.

- You can ask us not to use or share certain health information for treatment, payment, or our
 operations. We are not required to agree to your request, and we may say "no" if it would affect
 your care.
- If you pay for a service or health care item out-of-pocket in full, you can ask us not to share that
 information for the purpose of payment or our operations with your health insurer. We will say
 "yes" unless a law requires us to share that information.

Get a list of those with whom we have shared information.

- You can ask for a list (accounting) of the times we have shared your health information for six years prior to the date you ask, who we shared it with, and why.
- We will include all the disclosures except for those about treatment, payment, and health care
 operations, and certain other disclosures (such as any you asked us to make). We will provide
 one accounting a year for free but will charge a reasonable, cost-based fee if you ask for another
 one within 12 months.

Get a copy of this privacy notice.

You can ask for a paper copy of this notice at any time, even if you have agreed to receive the notice electronically. We will provide you with a paper copy promptly.

Choose someone to act for you.

- If you have given someone medical power of attorney or if someone is your legal guardian, that
 person can exercise your rights and make choices about your health information.
- · We will make sure the person has this authority and can act for you before we take any action.

File a complaint if you feel your rights are violated.

- You can complain if you feel we have violated your rights by contacting us using the information on page 1.
- You can file a complaint with the U.S. Department of Health and Human Services Office for Civil Rights by sending a letter to 200 Independence Avenue, S.W., Washington, D.C. 20201, calling 1-877-696-6775, or visiting www.hhs.gov/ocr/privacy/hipaa/complaints/.
- We will not retaliate against you for filing a complaint.



Acknowledgement of Receipt of HIPPA Disclosure

,	have read Behavioral Pediatrics of Rural Georgia's Notice
of Privacy Practices.	
Print Name:	
Signature:	
Date:	
*You may refuse to sign thi	s acknowledgement.
For Office Use Only	
We attempted to obtain write but acknowledgement could Individual refused to	
	rriers prohibited obtaining the acknowledgement.



CONSENT TO USE AND DISCLOSURE OF HEALTH INFORMATION

I understand that as part of my child's healthcare, this medical practice originates and maintains health records describing my health history, examination and test results, diagnoses, treatment, and any plans for future care or treatment. I understand that this information serves as:

- A basis for planning my child's care and treatment.
- A means of communication among the many health professionals who contribute to my child's care.
- A source of information for applying my child's treatment information to my bill
- A means by which a third-party payer can verify that services billed were provided.
- And a tool for routine healthcare operations such as assessing quality of care.

I understand and have been provided with a Notice of Privacy Practices that provides a more complete description of information uses and disclosures. I understand that I have the right to review the notice prior to signing this consent. I understand that the practice reserves the right to change their notice of privacy practices and prior to implementation will email a copy of any revised notice to the address I have provided. I understand that I have the right to request restrictions as to how my health information may be used or disclosed to carry out treatment, payment, or healthcare operations and that the practice is not required to agree to the restrictions requested. I understand that I may revoke this consent in writing, except to the extent that the practice has already acted in reliance thereon.

Printed name (Parent)	Signature	Date
Printed name (Patient)	Date of Birth	_



OFFICE POLICIES

Services Provided

- Care is only provided for behavioral and developmental pediatric problems.
- This office does not provide well child check-ups, vaccines, sports physicals, etc.
- We do not diagnose or treat contagious illnesses or infectious diseases. If your child has a fever, please call to see if your child should be rescheduled.
- Your child needs to have a medical home for primary care.
- Behavioral Pediatrics of Rural Georgia is happy to work with your existing medical home.
- If you or your child has special needs, please notify us so that we can try to accommodate your family.

Office Hours

Behavioral Pediatrics of Rural Georgia is open 8:30am to 5pm Monday - Friday.

Appointment Policy

- · All appointments are scheduled.
- Please be on time. If you are late, you may be considered a "no show" or your child's appointment will be shortened.
- Please provide at least 24 hours' notice if you cannot keep your child's appointment.
- Two "no-shows" within 12 months (per family) or a new patient "no show" is grounds for dismissal from the practice.
- Patients receiving a new Schedule II prescription will be scheduled for follow up in 30 days or less.
- Patients receiving Schedule II medications must be seen every 90 days even if they are stable.

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Prescriptions

- All prescriptions will be sent electronically to your pharmacy with the help of a pharmacy benefits manager. If your current pharmacy does not fully participate in electronic prescribing, you will need to choose a different pharmacy.
- Prescriptions will be ready 2 business days after we receive your request. We will only notify you if
 there is a problem with your request. We strongly encourage all patients to utilize our patient portal for
 all refill requests. This reduces errors and speeds up the process.
- Doctor shopping will not be tolerated. Any patient receiving prescriptions at Behavioral Pediatrics of Rural Georgia, is managed by our team. Medications being received from other physician offices will be discharged from this practice.
- I understand that all mental health prescriptions should either be written by Behavioral Pediatrics of Rural Georgia or by my child's PCP but only one office should write these prescriptions.

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Insurance Policy

- Please remember that your insurance coverage is a contract between <u>you and your insurance</u> <u>company</u>, <u>not between you and this office</u>. We make every effort to work with you and your insurance company, however, if there is a dispute over what your insurance company paid and what they said is your responsibility, please contact your insurance company before calling us.
- Your insurance contract requires us to collect specific amounts. It is a contract violation for us to waive copayments, coinsurance, deductibles etc.
- If you are covered under a state funded program (Amerigroup, Care Source, or Medicaid) you are
 required to report if you have additional primary insurance. Failure to do so is insurance fraud. These
 state funded programs can require the patient to pay back money for the paid claims in error. Please let
 us know if you have primary commercial insurance at check in.

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Financial Policy

- All amounts deemed patient responsibility are due at time of service. You should be prepared to pay
 these before your visit begins on the day services are rendered. These include but are not limited to copay, co-insurance, deductible, self-pay visits, balances, etc.
- Nonpayment will result in your account being turned over to an outside collection agency. You will incur an additional collection fee of 25% added to your bill.
- For patients, whose accounts have been turned over to outside collections-we will be happy to see your child as soon as the account balance is paid in full.
- Any account with a returned check will incur a \$35 NSF fee from our practice and you will no longer be
 able to use a check as a form of payment in our office.
- Time-consuming forms will only be completed as part of an office visit. Please provide us with the form
 in advance for your visit so that we can assist you appropriately.

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Initial	

Expectations for Behavior of Patients and Families

- You are responsible for your child's behavior in this office. You are also responsible for the behavior of any guests you bring here.
- Children should not be left unattended in the waiting room, exam room or parking lot.
- You are responsible for cleaning up any mess made by your child or guest. This includes food, drink, etc.
- Being rude or threatening staff is grounds for dismissal from the practice.
- Be courteous. Please do not use your cell phone while interacting with staff.

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Professionalism Policy

- Our staff strives too always be courteous. If you feel you have received poor customer service, please notify us.
- If you have a suggestion of how we can improve, please tell us.



Phone Call Policy

Parent/Guardian:

- Please use our patient portal for any non-emergency tasks or questions, especially refill requests.
- Our answering service is not able to refill medications.
- Phone calls with our providers must be scheduled and are considered an office visit.
- Staff will try at least two times to return your call. Staff will attempt to return all calls before leaving for the day.

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Alternate Caregiver Policy	
to bring <u>established</u> patients while a mother is at work.	parents, Behavioral Pediatrics of Rural Georgia allows alternate caregivers to follow-up appointments. For example, an aunt could bring a patient responsible for any balance due such as co-pays, co-insurance, and
deductible, if applicable, if th	ney bring the patient. Parents/guardians should plan and inform the ment will be collected at the time of service.
	Initial
I give permission to the following incin my absence.	dividuals to bring my child and make medical decisions on my behalf and/or
Alternate caregiver:	Relationship to patient:
Alternate caregiver:	Relationship to patient:
I authorize the nealthcare providers I authorize payment of medical bene services provided. I authorize the pra	Behavioral Pediatrics of Rural Georgia and agree to follow them. of this practice and/or their designees to provide medical care for my child. efits directly to the providers of Behavioral Pediatrics of Rural Georgia for actice to release any information required to process my claims. I y to pay all amounts due at the time of service and that I am financially red by insurance.
l understand that office policies may www.DoctorZeanah.com or on the A	be updated from time to time and that a current version is available at thena Patient portal https://27415.portal.athenahealth.com/ .
Patient Name:	Patient's Date of Birth:

Date:



ACCESS TO HEALTHCARE INFORMATION

The name(s) listed below can access my child's healthcare information. The above listed individuals can: Speak with clinical staff over the phone. Speak with non-clinical staff over the phone. Bring my child to appointments. ☐ Retrieve lab or testing results via phone or in person. Behavioral Pediatrics of Rural Georgia sometimes works directly with schools to assist patients. Is this office permitted to share my child's healthcare information with your child's school? □ Yes □ No School name/city: The office can provide: Diagnosis List □ Treatment Plan Recommendations for accommodations at school Date of Next appointment Please check who the physician or office staff can speak with: □ Teachers □ Guidance Counselor School Administrators Special Education Professionals □ School Psychologists □ School Nurses Patient Name: _____ Date of Birth: ____ Parent/Guardian Signature: _____ Date: _____

Printed Name: ______ Relationship: _____



RELEASE OF MEDICAL RECORDS

Date:	This Authorization expires:(If no date is inserted, it expires one year after		xpires:d, it expires one year after signed
	ehavioral Pediatrics of		
Obtain records from:	Filavioral Pediatrics of	Release records to	
Name of physician or o		Name of physiciar	n or organization
City	State	City	State
Phone		Phone	
Please check one of t	the following:		
First mental heaand any recentAll healthcare ir	alth/behavioral/developi lab results. nformation	ollowing treatment, condition or mental office visit, psychologica	dates is listed below. I testing results, last 3 office visits
 I understand I understand obtain treatm I understand revocation, e. I understand 	that there may be medica that I may refuse to sign the ent or payment or my elighthat I may revoke this authorized to the extent that act that if the person or the elicities and the significant that is the person or the elicities and the significant that it is the person or the elicities and that if the person or the elicities are that the person or the elicities are the person of the elicities are the person or the elicities are the person or the elicities are the person of the elicities are the person or the elicities are the person or the elicities are th	ibility for benefits. horization in writing at any time by stion has been taken in reliance on	cility in my chart. al to sign will not affect my ability to submitting a written notice of my this authorization. s not covered by the federal privacy
Parent/Guardian Signa	ture:	Date:	



Telehealth Informed Consent Form

PATIENT NAME:	
DATE OF BIRTH:	
1. PURPOSE: The purpose of this of Rural Georgia. 2. NATURE OF TELEHEALTH CONS. a. Details of your medical interactive video, audio, and tele b. A physical examination c. A non-medical technical d. Video, audio and/or p. 3. MEDICAL INFORMATION & RECEIVED TO THE PROPERTY OF ANY DETAILS.	form is to obtain your consent to participate in a telehealth care provided by Behavioral Pediatrics GULT: During the telehealth care: all history, examinations and test will be discussed with you or other health professionals using
telehealth care, and all existing of this telehealth care. 5. RIGHTS: You may withhold or with treatment or risking the loss or with 6. DISPUTES: You agree that any capply to all disputes. 7. RISKS, CONSEQUENCES & BENI Your health care practitioner has about the information presented the written information provided 8. REQUEST: If you need to requescheduled appointment.	withdraw consent to telehealth care at any time without affecting your right to future care or ithdrawal of any program benefits to which you would otherwise be entitled. dispute arriving from the telehealth care will be resolved in Georgia, and that Georgia law shall EFITS: You have been advised of all the potential risks, consequences, and benefits of telehealth. discussed with you the information provided above. You have had the opportunity to ask questions on this form and the telehealth care. All your questions have been answered, and you understand
I agree to participate in a teleh	ealth consultation/care for the procedure(s) described above. nust be in the State of Georgia during Telehealth Services.
Signature:	
Today's Date:	Time:
Relationship to Patient: (mom,	guardian, etc.)
Client email address:	
Witness Signature:	Date:

Date:

GARS - PATIENT INFORMATION

PATIENT NAME:	
PATIENT'S DATE OF BIRTH:	
PATIENT'S SCHOOL:	
PERSON'S NAME FILLING OUT FORM:	
RELATIONSHIP TO PATIENT:	

On the next two pages, circle the number between 0 and 3 that best describes your child's behavior.

0 is not at all like the individual

1 is not much like the individual (2 times in 6 hours)

2 is somewhat like the individual

3 is very much like the individual (more than half of their time)

Section 5: Ratings

Directions: On a scale of 0 to 3, rate the following items in terms of how adequately the item describes the individual's behavior. Circle the number that best describes your observations of the person's typical behavior under ordinary circumstances (i.e., in most places, with people he or she is familiar with, and in usual daily activities). Remember to rate every item. If you are uncertain about how to rate an item, delay the rating and observe the person for a 6-hour period to determine your rating.

- Not at all like the individual
- 1 Not much like the individual
- 2 Somewhat like the individual
- Very much like the individual

1.	tricted/Repetitive Behaviors If left alone, the majority of the individual's time will be spent in repetitive or stereotyped behaviors. 0	15.4.5	4840°	× 100000
2.	le processing with energification of the same left from the			2 7 3
3.	Stares at hands, objects, or items in the environment for at least 5 seconds.	Kartay.	l Profitaci	2 3
4.	Clicke fragger smith in function of a set of the			2
5.	Makes rapid lunging, darting movements when moving from place to place.	3327.734		2 3
6.	Clare hards or finance in front of finance in finance i			2 3
7.	Makes high-pitched sounds (e.g., eee-eee-eee) or other vocalizations for self-stimulation.			2 3
8.	Uses toys or objects inappropriately (e.g., spins cars, takes action toys apart).			2 3
9.	Does certain things repetitively, ritualistically.			2 3
0.	Engages in stereotyped behaviors when playing with toys or objects.			2 3
1.	Repeats unintelligible sounds (babbles) over and over.			2 3
2.	Shows unusual interest in sensory aspects of play materials, body parts, or objects.			2 3
13.	Displays ritualistic or compulsive behaviors.		3 500	2 3
(2572.0)	Subtotals Restricted/Repetitive Behaviors Raw Score ial Interaction	+	+	+
oc	Restricted/Repetitive Behaviors Raw Score	+	+	+
4,	Restricted/Repetitive Behaviors Raw Score ial Interaction Does not initiate conversations with peers or others.			j -
4. 5.	Restricted/Repetitive Behaviors Raw Score ial Interaction Does not initiate conversations with peers or others. Pays little or no attention to what peers are doing.			
4. 5. 6.	Restricted/Repetitive Behaviors Raw Score ial Interaction Does not initiate conversations with peers or others. Pays little or no attention to what peers are doing. Fails to imitate other people in games or learning activities.			2 3
4. 5. 6.	Restricted/Repetitive Behaviors Raw Score ial Interaction Does not initiate conversations with peers or others. Pays little or no attention to what peers are doing.			ž 3
4. 5. 6.	Restricted/Repetitive Behaviors Raw Score ial Interaction Does not initiate conversations with peers or others. Pays little or no attention to what peers are doing. Fails to imitate other people in games or learning activities. Doesn't follow other's gestures (cues) to look at something (e.g., when other person nods head, points, or uses other body language cues). Seems indifferent to other person's attention (doesn't try to get, maintain, or direct the other person's attention).	1		2 3 2 3 2 3
4. 5. 6. 7.	Restricted/Repetitive Behaviors Raw Score ial Interaction Does not initiate conversations with peers or others. Pays little or no attention to what peers are doing. Fails to imitate other people in games or learning activities. Doesn't follow other's gestures (cues) to look at something (e.g., when other person nods head, points, or uses other body language cues). Seems indifferent to other person's attention (doesn't try to get, maintain, or direct the other person's attention). Shows minimal expressed pleasure when interacting with others.	1		2 3 2 3 2 3
4. 5. 7. 8. 9.	Restricted/Repetitive Behaviors Raw Score ial Interaction Does not initiate conversations with peers or others. Pays little or no attention to what peers are doing. Fails to imitate other people in games or learning activities. Doesn't follow other's gestures (cues) to look at something (e.g., when other person nods head, points, or uses other body language cues). Seems indifferent to other person's attention (doesn't try to get, maintain, or direct the other person's attention). Shows minimal expressed pleasure when interacting with others. Displays little or no excitement in showing toys or objects to others.	1		2 3 2 3 2 3 2 3
4. 5. 6. 7. 88. 9.	Restricted/Repetitive Behaviors Raw Score ial Interaction Does not initiate conversations with peers or others. Pays little or no attention to what peers are doing. Fails to imitate other people in games or learning activities. Doesn't follow other's gestures (cues) to look at something (e.g., when other person nods head, points, or uses other body language cues). Seems indifferent to other person's attention (doesn't try to get, maintain, or direct the other person's attention). Shows minimal expressed pleasure when interacting with others. Displays little or no excitement in showing toys or objects to others. Seems uninterested in pointing out things in the environment to others.	1		2 3 2 3 2 3 2 3
4, 5. 6, 7. 88. 9. 0.	Restricted/Repetitive Behaviors Raw Score ial Interaction Does not initiate conversations with peers or others. Pays little or no attention to what peers are doing. Fails to imitate other people in games or learning activities. Doesn't follow other's gestures (cues) to look at something (e.g., when other person nods head, points, or uses other body language cues). Seems indifferent to other person's attention (doesn't try to get, maintain, or direct the other person's attention). Shows minimal expressed pleasure when interacting with others. Displays little or no excitement in showing toys or objects to others. Seems uninterested in pointing out things in the environment to others. Seems unwilling or reluctant to get others to interact with him or her.	1		2 3 2 3 2 3 2 3 2 3 2 3 2 3
4, 5. 7. 8. 9. 0.	Restricted/Repetitive Behaviors Raw Score ial Interaction Does not initiate conversations with peers or others. Pays little or no attention to what peers are doing. Fails to imitate other people in games or learning activities. Doesn't follow other's gestures (cues) to look at something (e.g., when other person nods head, points, or uses other body language cues). Seems indifferent to other person's attention (doesn't try to get, maintain, or direct the other person's attention). Shows minimal expressed pleasure when interacting with others. Displays little or no excitement in showing toys or objects to others. Seems uninterested in pointing out things in the environment to others.	1		2 3 2 3 2 3 2 3 2 3 2 3 2 3 3 2 3 3 2 3 3 2 3
4, 5. 6, 7. 8. 9. 0. 11. 2.	Restricted/Repetitive Behaviors Raw Score ial Interaction Does not initiate conversations with peers or others. Pays little or no attention to what peers are doing. Fails to imitate other people in games or learning activities. Doesn't follow other's gestures (cues) to look at something (e.g., when other person nods head, points, or uses other body language cues). Seems indifferent to other person's attention (doesn't try to get, maintain, or direct the other person's attention). Shows minimal expressed pleasure when interacting with others. Displays little or no excitement in showing toys or objects to others. Seems uninterested in pointing out things in the environment to others. Seems unwilling or reluctant to get others to interact with him or her.	1 1 1 1		2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3
4. 5. 6. 7. 8. 9. 0. 1. 2. 3.	Restricted/Repetitive Behaviors Raw Score ial Interaction Does not initiate conversations with peers or others. Pays little or no attention to what peers are doing. Fails to imitate other people in games or learning activities. Doesn't follow other's gestures (cues) to look at something (e.g., when other person nods head, points, or uses other body language cues). Seems indifferent to other person's attention (doesn't try to get, maintain, or direct the other person's attention). Shows minimal expressed pleasure when interacting with others. Displays little or no excitement in showing toys or objects to others. Seems uninterested in pointing out things in the environment to others. Seems unwilling or reluctant to get others to interact with him or her. Shows minimal or no response when others attempt to interact with him or her. Displays little or no reciprocal social communication (e.g., doesn't voluntarily say "bye-bye" in response to another person	1 1 1 1		2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3
60c 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4.	Restricted/Repetitive Behaviors Raw Score ial Interaction Does not initiate conversations with peers or others. Pays little or no attention to what peers are doing. Fails to imitate other people in games or learning activities. Doesn't follow other's gestures (cues) to look at something (e.g., when other person nods head, points, or uses other body language cues). Seems indifferent to other person's attention (doesn't try to get, maintain, or direct the other person's attention). Shows minimal expressed pleasure when interacting with others. Displays little or no excitement in showing toys or objects to others. Seems uninterested in pointing out things in the environment to others. Seems unwilling or reluctant to get others to interact with him or her. Shows minimal or no response when others attempt to interact with him or her. Displays little or no reciprocal social communication (e.g., doesn't voluntarily say "bye-bye" in response to another person saying "bye-bye" to him or her).	1 1 1 1		2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3

Social Interaction Raw Score

 Responds inappropriately to humorous stimuli (e.g., doesn't laugh at jokes, cartoons, funny stories). Has difficulty understanding jokes. 			
29. Has difficulty understanding jokes.	0	1	. 2 3
	0	1	2 3
30. Has difficulty understanding slang expressions.	- 0	1	2 3
31. Has difficulty identifying when someone is teasing.	0	1	2 3
32. Has difficulty understanding when he or she is being ridiculed.	0	1	2 3
33. Has difficulty understanding what causes people to dislike him or her.	0	1	2 3
34. Fails to predict probable consequences in social events.	0	1	2 3
35. Doesn't seem to understand that people have thoughts and feelings different from his or hers.	0	1	2 3
36. Doesn't seem to understand that the other person doesn't know something.	0	1	25 1 3
	Subtotals	+	+ +
Social Commun Emotional Responses	ication Raw Score		
17. Needs an excessive amount of reassurance if things are changed or go wrong.	0	1	2 3 3
38. Becomes frustrated quickly when he or she cannot do something.	0	1	2 3
39. Temper tantrums when frustrated.	0	1	
40. Becomes upset when routines are changed.	0	1	2 3
11. Responds negatively when given commands, requests, or directions.	0	1	2 3
2. Has extreme reactions (e.g., cries, screams, tantrums) in response to loud, unexpected noise.	0	1) 3
13. Temper tantrums when doesn't get his or her way.	0	1	200
 Temper tantrums when told to stop doing something he or she enjoys doing. 	0	1	7 3
	Subtotals	1+	+ +
s the individual mute?YesNo If your answer is yes, do not complete the next to	two subscales.		
ognitive Style 5. Uses exceptionally precise speech.	two subscales.	1	.2
ognitive Style 5. Uses exceptionally precise speech. 6. Attaches very concrete meanings to words.		1	. 2 3 2 3
Cognitive Style 5. Uses exceptionally precise speech. 6. Attaches very concrete meanings to words. 7. Talks about a single subject excessively.		1 1	2 3 2 3 2 3
Cognitive Style 5. Uses exceptionally precise speech. 6. Attaches very concrete meanings to words. 7. Talks about a single subject excessively. 8. Displays superior knowledge or skill in specific subjects.		1 1 1	
Ognitive Style 5. Uses exceptionally precise speech. 6. Attaches very concrete meanings to words. 7. Talks about a single subject excessively. 8. Displays superior knowledge or skill in specific subjects. 9. Displays excellent memory.		1 1 1 1	2 3
Cognitive Style 5. Uses exceptionally precise speech. 6. Attaches very concrete meanings to words. 7. Talks about a single subject excessively. 8. Displays superior knowledge or skill in specific subjects. 9. Displays excellent memory. 0. Shows an intense, obsessive interest in specific intellectual subjects.		1 1 1 1	2 3
5. Uses exceptionally precise speech. 6. Attaches very concrete meanings to words. 7. Talks about a single subject excessively. 8. Displays superior knowledge or skill in specific subjects. 9. Displays excellent memory. 0. Shows an intense, obsessive interest in specific intellectual subjects.		1 1 1 1	2 3 2 3 2 3 2 3 3
Cognitive Style 5. Uses exceptionally precise speech. 6. Attaches very concrete meanings to words. 7. Talks about a single subject excessively. 8. Displays superior knowledge or skill in specific subjects. 9. Displays excellent memory. 0. Shows an intense, obsessive interest in specific intellectual subjects.	0 0 0 0	1 1	2 3 2 3 2 3 2 3 2 3
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Speaks (or signs) with flat tone, affect. 1. Uses exceptionally precise speech. 6. Attaches very concrete meanings to words. 7. Talks about a single subject excessively. 8. Displays superior knowledge or skill in specific subjects. 9. Displays excellent memory. 1. Makes naïve remarks (unaware of reaction produced in others). Cognitive Cogniti	0 0 0 0 0 0 Subtotals e Style Raw Score	1 1 1	2 3 2 3 2 3 2 3 1 + +
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Sognitive Style 15. Uses exceptionally precise speech. 16. Attaches very concrete meanings to words. 17. Talks about a single subject excessively. 18. Displays superior knowledge or skill in specific subjects. 19. Displays excellent memory. 10. Shows an intense, obsessive interest in specific intellectual subjects. 11. Makes naïve remarks (unaware of reaction produced in others). 12. Repeats (echoes) words or phrases verbally or with signs. 13. Repeats words out of context (repeats words or phrases heard at an earlier time). 14. Speaks (or signs) with flat tone, affect. 15. Uses "yes" and "no" inappropriately. Says "yes" when asked if he or she wants an aversive stimulus or says "no" vor she wants a favorite toy or treat.	0 0 0 0 0 0 Subtotals e Style Raw Score	1 1 1	2 3 2 3 2 3 2 3 1 + +
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Uses exceptionally precise speech. 16. Attaches very concrete meanings to words. 17. Talks about a single subject excessively. 18. Displays superior knowledge or skill in specific subjects. 19. Displays excellent memory. 10. Shows an intense, obsessive interest in specific intellectual subjects. 11. Makes naïve remarks (unaware of reaction produced in others). 12. Repeats (echoes) words or phrases verbally or with signs. 13. Repeats (echoes) words or phrases verbally or with signs. 14. Speaks (or signs) with flat tone, affect. 15. Uses "yes" and "no" inappropriately. Says "yes" when asked if he or she wants an aversive stimulus or says "no" vor she wants a favorite toy or treat. 16. Uses "he" or "she" instead of "I" when referring to self.	0 0 0 0 0 0 Subtotals e Style Raw Score	1 1 1	2 3 2 3 2 3 2 3 2 3 2 3 2 3 3 2 3