

To the eMERGE Team:

This glossary of terms was created by Dr. William Barbaresi of Boston Children's Hospital and Dr. Slavika Katusic of the Mayo Clinic. Drs. Barbaresi and Katusic have kindly agreed to allow the eMERGE Project to utilize this glossary, and they will be included as investigators in the project. However, this document is to be used only for the eMERGE project. It is not be duplicated except as required for use by staff in the eMERGE project or to be shared outside of the eMERGE network without written permission from the authors.

Thank you!

DO NOT DISTRIBUTE

Dictionary for Autism/PDD DSM-IV PROBLEMS

CODE	I. <u>Social Interaction Criteria</u>	
1.0	<i>A. Marked impairment in the use of multiple non-verbal behaviors to regulate social interaction</i>	
1.1	<i>Fair eye contact:</i>	<p>moderate eye contact eye contact fair eye contact less than optimal eye contact is present about ½ of time</p>
1.2	<i>Inconsistent eye contact</i>	<p>sometimes making poor eye contact intermittent eye contact made intermittent eye contact occasional brief eye contact inconsistent eye contact prefers to look at people out of corner of eye <i>eye contact was variable</i></p>
1.3	<i>Diminished eye contact</i>	<p>eye contact mildly diminished eye contact moderately reduced decreased eye contact diminished eye contact with examiner</p>
1.4	<i>Marginal, limited eye contact</i>	<p>eye contact of marginal quality limited eye contact little eye contact makes little eye contact</p>
1.5	<i>Eye contact is fleeting, difficult to obtain</i>	<p>eye contact fleeting looked at me only fleetingly he only provides a fleeting eye contact eye contact only fleetingly achieved eye contact difficult to obtain, tended to be fleeting eye contact abnormal eye contact is present only sporadically; exhibits social smile only sporadically eye contact was marginal, usually fleeting, typified by lack of social acknowledgment difficult to obtain or maintain eye contact difficult to maintain eye contact <i>eye contact very difficult</i></p>

1.6	<i>Rarely makes eye contact</i>	rarely maintained eye contact rarely makes eye contact rarely establishes eye contact
1.7	<i>Does not initiate eye contact</i>	he did not initiate eye contact did not initiate any eye contact
1.8	<i>Avoids eye contact</i>	avoided eye contact avoided direct gaze avoiding any eye contact assiduously avoided any eye contact he avoided eye contact with examiner
1.9	<i>Very limited eye contact</i>	facial expressions constricted, and eye contact trouble making eye contact minimal eye contact impairment in eye-to-eye gaze does not make good eye contact did not establish good eye contact did not sustain eye contact very little eye contact very little eye contact with others very limited eye contact makes very little eye contact <i>makes scarce eye contact</i>
1.10	<i>Poor eye contact</i>	poor eye contact shows poor eye contact
1.11	<i>Very poor eye contact</i>	very poor eye contact eye contact very poor makes very poor eye contact eye contact is virtually nil <i>eye contact observed 3 times during 45 minute interview</i>
1.12	<i>No eye contact whatsoever</i>	never looks you in the eye does not establish eye contact eye contact never established lack of eye contact he did not provide any eye contact no eye contact with examiner no eye contact eye contact non-existent
1.13	<i>Lack of facial expression</i>	flat facial expression facial expression is lacking for any social interchange <i>no indication of affect in his face</i>
1.14	<i>Poor non-verbal communication</i>	non-verbal social skills are poor abnormal non-verbal communication no systematic, interactive non-verbal communication does not use body posture to communicate does not use gestures to communicate

2.0	<i>B. Failure to develop peer relationships appropriate to developmental level</i> <i>Inconsistently participates in group activities</i>
2.1	<i>Plays alone</i> will not play with others plays alone doesn't play with anyone plays by himself solitary in his play he only plays by himself plays for long periods by himself
2.2	<i>Prefers playing alone</i> Prefers to play alone likes to play by himself <i>most of time he plays by himself</i> <i>usually plays alone</i>
2.3	<i>Does not play with other children</i> does not play with other children does not play with others never playing with other children not playing interactively inability to play with other children won't play with other kids zero interactive play no clear history of interactive play with other children does not engage in reciprocal play doesn't play games with family members or friends no interest in playing with others uninterested in playing with other children no effort to initiate play with other children does not usually play with other children only rarely likes to play with other children she does not engage in interactive play with other children easily he engages in little cooperative play little in the way of social interactive play does not engage or play with other children normally difficulty playing with peers, particularly in terms of both initiating and maintaining contact engages in no definite social play with age mates no effort to initiate play with other children <i>did not participate in any turn taking activities</i>
2.4	<i>Avoids play with others</i> Avoidant of mutual play Avoids play with his peers
2.5	<i>Parallel play</i> Parallel play Parallel play only Prefers parallel play
2.6	<i>Not interested in interacting with peers</i> no interest in peers not interested in interacting with other children uninterested in interacting with family or other children does not show any interest in peer relations

2.7	<i>Socially isolated</i>	Socially isolated Socially, he isolates himself <i>isolative behavior</i>
2.8	<i>“loner”, no close friends</i>	Loner “loner” “loner at school” always been a loner parents describe him as a loner socially, he is a loner pretty much a loner no friends no friends in his peer group prefers isolated / autonomous activities; no close friends <i>has made few if any friends</i>
2.9	<i>Generally impaired or limited social interaction with other children</i>	Decreased interaction with other children does not interact much with other children doesn't have much interaction with children limited in interactions with other children minimal interaction with peers impairment of peer relationships does not have good peer relationships history of failure to develop peer relationships does not mix with other children has great difficulty interacting with other children does not engage or play with other children normally lacks socialization skills with other children very limited in the quality of social interaction with other children poor social skills or interest in social interaction with peers has friends, but is socially inept differently interacting with other children <i>continues to manifest atypicalities in interactional style and language pattern</i>
2.10	<i>Doesn't seek interactions with other children</i>	has to be drawn into interactions with other children peer interactions are directed by other children does not seek out contact with other children
2.11	<i>Enjoys observing other children, but does not participate</i>	likes to be around children, doesn't play with them observes other children rather than join in mostly watches other children watches children, but doesn't participate <i>seems to want to be in the same room as other children, but is not actively involved in their activity</i>
2.12	<i>Interacts more with younger children</i>	Interacts well with younger children Prefers to play with children 3-5 years younger

3.0	<i>C. A lack of spontaneous seeking to <u>SHARE</u> enjoyment, interests or achievements with other people</i>
3.1	<i>Does not show or bring objects to parents or teachers</i>
3.2	<i>Does not point out objects of interest</i>

DO NOT DISTRIBUTE

4.0	<p><i>D. Lack of social or emotional reciprocity</i> <i>Little reciprocity with therapist</i> <i>Social interactions are consistent with Autism</i></p>	
4.1	<p><i>Does not seek/initiate social interactions</i></p>	<p>did not initiate any contact she is not seeking social interactions she certainly does not seek out attention no spontaneous social interaction he does not spontaneously seek to share interests or achievements with other people did not show any evidence of initiating an interaction initiates only limited social exchanges initiates little in the way of contact with friends initiates very little in the way of play behavior does not initiate any social behavior with family or individuals still not able to initiate a social interaction not spontaneously engaging other children <i>no voluntary interaction with therapist</i> <i>did not initiate any interaction, verbal or nonverbal</i></p>
4.2	<p><i>Does not seek comfort</i></p>	<p>rarely seeks comfort</p>
4.3	<p><i>Tends to entertain self</i></p>	<p>entertains himself he has always enjoyed playing by himself “living in his own world” lack of “connecting” <i>talking to self</i> <i>played with toys by mother’s side</i></p>
4.4	<p><i>Plays with or uses people as if they are objects</i></p>	<p>plays with people as objects <i>uses people as objects</i></p>
4.5	<p><i>Very limited social interactions</i></p>	<p>very little interaction with people around him his interactions with others tends to be quite limited limited interaction with other individuals lost any interest in playing interactive games very little in the way of social responsiveness or rapport restricted ability to initiate contact not socially connected to parents consistent lack of social reciprocity withdrawn, passive behavior peculiar, avoidant, disengaged</p>
4.6	<p><i>No social interaction</i></p>	<p>does not interact with other children does not interact with peers she is not interactive refusal to interact with other children zero interaction with people doesn’t socially interact uninterested in interacting with family or other children not interacting socially with others he has no social interaction with other children does not engage in meaningful reciprocal social interactions</p>

<p>4.7</p> <p>General social ineptitude, Lack of social interaction</p>	<p>Social withdrawal not engaging socially cannot be engaged not really connected socially no social responsiveness refused efforts to interact no attempt to interact with examiner not attending to social approaches from adults he will resist being held, hugged or shown physical affection totally unresponsive to efforts to engage him interpersonally did not actively engage with this examiner difficulty with social interaction disregards all attempts to interact with him could not be engaged in social interaction socially disconnected relatively poor social interaction will not interact in a socially meaningful manner general disregard in social interaction minimal interaction with examiner clear-cut abnormalities in area of social interaction pays little attention to family or examiner decreased social interactions limited interaction with other individuals his interactions with others tends to be quite limited social interaction limited, particularly in group setting severe delay in socializations little social interaction with others social disconnectedness social interaction very limited social interaction clearly disturbed marked impairment of interpersonal relations problems with reciprocal social interactions difficulty establishing close relationships <i>lacks social skills (poor, impaired, limited)</i> <i>resists being held, hugged or shown physical affection</i> <i>atypical child with whom to interact</i></p>
<p>4.8</p> <p>Oblivious to others</p>	<p>“looking through you”, content to be in her own little world “mostly ignored me” ignoring questions is in his own little world <i>behaves as if deaf</i> <i>unresponsive to requests</i> <i>starring blankly into space</i></p>
<p>4.9</p> <p>Interacts, but is withdrawn</p>	<p>interacted with examiner in pleasant, but disengaged, manner sense of disconnectedness was frequently present. interacted with examiner in quiet, withdrawn manner somewhat withdrawn</p>

II. Communication Criteria:

5.0	<i>A. Delay in, or total lack of , the development of spoken language Communication disorder</i>	
5.1	<i>Delayed language development</i>	language delay delayed language abilities profound language delay has had profound language delay language milestones quite delayed language has always been delayed language skills limited marked impairment in language <i>has some language difficulties as well as flipping words in sentences and difficulty with pronunciation delayed or lack of receptive language receptive & expressive language difficulties</i>
5.2	<i>Delayed speech development</i>	Speech delay overall speech is delayed <i>limited speech</i>
5.3	<i>Delayed language and speech development</i>	delayed speech and language development significantly delayed speech and language development severe speech / language retardation
5.4	<i>No functional speech or language whatsoever</i>	non-communicating child he does not talk no verbal communication no conversational speech no intelligible speech language non-existent no functional language no meaningful language lack of expressive language never developed normal speech or language <i>communicates by grunting, screaming, crying use of jargon</i>
5.5	<i>*has no words</i>	no words she has no words
5.6	<i>*has only a few words</i>	has about five words language consists only of "Barney" and "no" rarely says any words
5.7	<i>*restricted speech; no sentences</i>	uses only single words unable to speak in sentences he has very little in the way of sentences <i>string 2 to 3 words together at a time spoke in broken sentences ("me do") very little verbal response limited vocabulary</i>
*need to correlate these criteria with age of subject		

6.0	<p><i>B. In individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others</i></p> <p><i>Functional language is diminished</i> <i>Limited communication ability</i></p>
6.1	<p><i>Impairment of pragmatic language (language of social interaction)</i></p> <p>Difficulty conveying wants & needs with language Unable to ask for things using words Difficulty answering questions atypical pragmatic language skills social use of language was below expectations moderate impairment in pragmatic language fails to use language as a form of social interaction <i>difficulty with concrete speech and language tends to communicate by grunting & screaming</i> <i>his understanding of pragmatic language appears to be quite limited</i> <i>answers virtually no questions in a meaningful manner</i> <i>significant lack in communication skills</i> <i>does not appropriately respond verbally</i></p>
6.2	<p><i>Difficulty sustaining conversation</i></p> <p>unable to sustain conversation difficulty sustaining conversation</p>
6.3	<p><i>Cannot/will not initiate conversation</i></p> <p>does not initiate conversation cannot initiate conversation <i>lack of communicator initiative & responsiveness</i></p>
6.4	<p><i>Difficulty engaging in conversation</i></p> <p>difficult to engage in spontaneous conversation <i>appears not to pick up on conversational cues well</i> <i>difficulty with conversational skills</i></p>
6.5	<p><i>No functional language</i></p> <p>no functional language no pragmatic language <i>content of speech seems lacking much of the time</i> <i>no spontaneous speech</i></p>

7.0	<i>C. Stereotyped and repetitive use of language or idiosyncratic language</i>	
7.1	<i>Exhibits echolalia</i>	Echolalia speech echolalic echolalia tendencies heard great deal of echolalia <i>delayed echolalia</i>
7.2	<i>Some echolalia</i>	occasionally echolalic some echolalia some evidence of echolalia some echolalic tendencies were heard echolalic tendencies in his toddler years language continues to be quite stereotypical and quite echolalic expressive language, often echolalic-like <i>seems to parrot or mimic what is said</i>
7.3	<i>Repetitious, perseverative speech</i>	repeating words repeated certain words over and over much of his speech is repetitive repetitive, stereotypic utterances repetitious, recitation-like quality repetitive stereotypical phrases such as “you bet” repeating sounds in perseverative way often perseverated with a word for days at a time often repeats phrases from videos repeats / imitates almost all words said to him <i>some self-stimulating verbal activity – stereotype behavior of naming letters & some numbers with articulation</i>
7.4	<i>Improper use of pronouns</i>	speaking in third person <i>difficulty understanding appropriate use of pronouns and speaking</i> <i>does not use pronouns</i>
7.5	<i>Stereotypical speech</i>	stereotypical utterances stereotypic vocalization
7.6	<i>Mimic/sing-song speech</i>	mimics sounds sing-songy sounds making voices
7.7	<i>High-pitched vocalizations</i>	high-pitched and repetitive vocalizations high pitched quality of speech speech often shrill / high pitched when excited prosodic contour odd, generally high in pitch
7.8	<i>Unusual/ idiosyncratic vocalizations</i>	idiosyncratic language abnormalities talks / answers himself in a different voice unusual noises making hee-haw sounds strange, unusual “oowing” noise unusual sounds such as squealing or guttural sounds <i>auditory self-stimulation – singing, vocalizations</i> <i>repeating non-sense sounds</i> <i>inappropriate giggling</i>

8.0	<i>D. Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level</i>	
8.1	<i>Does not play with toys</i>	<p>stopped using toys does not play with toys does not play with manipulative toys no meaningful interaction with toys not engaging in any specific play activity <i>inspected toys but did not play with toys</i></p>
8.2	<i>Does not play creatively or interactively</i>	<p>no imaginative play play with toys was without imaginative control no evidence of creative play no indication of creative or representational play little evidence of pretend / creative play he is not involved in interactive play she did not engage in my obvious pretend play very significant lack of interest in make-believe play lacks spontaneous make believe play <i>no symbolic play</i></p>
8.3	<i>Does not play with toys appropriately</i>	<p>does not play with toys appropriately toys not used in any purposeful manner interacted with toys only by naming them</p>
8.4	<i>Engages in minimal imaginary play</i>	<p>imaginary play minimal does not engage in much imaginative play</p>
8.5	<i>No imitative play</i>	<p>No imitative play nothing to suggest imitation</p>
8.6	<i>Play is limited</i>	<p>limited play play is limited and quite stereotypic play is extremely limited</p>
8.7	<i>Play is stereotypical or repetitive; little interest in toys</i>	<p>play was simple and repetitive continues stereotypical play perseverative play play was simple and repetitive, indeed perseverative trouble playing with toys shows little interest in toys narrowed involvement with play activities play with toys is not very functional plays randomly with toys</p>
8.8	<i>Tends to play by lining up objects</i>	<p>lining up toys repetitively lining up toys lining up cars lines up objects likes to line objects up only plays by lining things up</p>

<p>8.9</p>	<p><i>Play is limited to a few toys</i></p>	<p>has few toys only a few toys with which he will play play is limited to a few preferred items</p>
<p>8.10</p>	<p><i>Plays with toys in a fashion that is not intended</i></p>	<p>does not play with toys in the fashion intended plays abnormally with toys will repeatedly toss blocks to floor and watch them scatter</p>

DO NOT DISTRIBUTE

III. <u>Behavior, Interests, and Activities Criteria</u>	
9.0	A. <i>Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal in either intensity or focus</i>
9.1	<p><i>Preoccupation with water</i></p> <p>fascination with water preoccupation with water repetitively playing with water profound fascination for water, balloon</p>
9.2	<p><i>Fascination with spinning objects</i></p> <p>fascination with spinning fans enjoys watching spinning fans fascinated by spinning objects likes to watch objects spin turning / twirling objects</p>
9.3	<p><i>Preoccupation with a specific activity or type of object (general)</i></p> <p>Preoccupation with fire preoccupied with medical instruments fascinated by the sound when computer is turned on; when air is squeezed out of bottle peculiar preoccupation with horizontal and vertical planes preoccupation with bouncing ball likes to watch the mixer very preoccupied with cartoons fixated on horses fascinated by mechanical objects trains obsessed with elevators, writing, and drawing obsesses on bendable objects fascinated by anything with letters grasshoppers obsessively focused on books, videos, and pictures preoccupation with cutting up paper into small pieces preoccupied with wires and cords preoccupation with trash, bathrooms, memorizing birthdays fascination with engines and keys tipping a cup of water into the sink over and over repeatedly putting puzzles together compulsion for jigsaw puzzles enamored of television country music station, will watch for 2-3 hours (<i>note: issue is NOT time, it's the "enamored/perseverative" issue</i>) fixation on certain objects and colors lining up objects repetitive activities such as counting objects obsessed with tire swings, color yellow (stacking only yellow blocks, using only yellow crayons) preoccupied with living things preoccupation of patterns of doing things</p>

<p>9.4</p> <p><i>Excessive play or interest in a particular activity</i></p>	<p>restricted interest in play playing excessively with certain objects excessive focus on cars and trains spends much time filtering corn through his hands she will stare at books or wrap string around fingers for hours playing with cage / netting over and over fans the pages of a book 20 minutes at a time staring into mirror, lights has watched particular video 100-200 times likes to do puzzles over and over again play on trampoline for hours picking at wallpaper until whole room is free of wallpaper he arranges his cars over and over again in lines playing for long periods with trains, arranging and rearranging in different patterns his favorite activity is to walk around waving coat hangers in front of himself fills and empties bank with coins repeatedly likes to tie things together likes playing with boxes, will line them up in a stereotypical manner and will walk around and look at them</p>
<p>9.5</p> <p><i>Extremely focused and intense play</i></p>	<p>his play is described as intense he can become fixated on an activity to the point that it is impossible to redirect him very focused and intense on single activities / objects to the point of tuning everyone out</p>
<p>9.6</p> <p><i>Preoccupation with television</i></p>	<p>preoccupation with television he can be totally absorbed in watching television perseverative at watching videos and other activities</p>
<p>9.7</p> <p><i>Memorization of particular text or numbers</i></p>	<p>memorizing telephone numbers memorizes lines and dialogue from movies and stories memorization of lengthy book passages</p>
<p>9.8</p> <p><i>Perseverates on certain topics</i></p>	<p>perseverates on various topics perseverates on a single topic</p>

10.0	<p><i>B. Apparently inflexible adherence to specific, non-functional routines or rituals</i></p>
10.1	<p><i>Displays ritualized behaviors</i></p> <p>ritualized behaviors needing to get out of car in certain way, touching walls in rooms need to touch walls in certain places at certain times of the day smells everything stacking books, touching rituals number of rituals preoccupied with touching things walks in straight and specific patterns obsessive rituals before going to bed, opening cupboards requires that his brother say exact same words each night during the bedtime ritual fast forward and rewinds videos to which he is deeply attached and sleeps with licking carpet during exam</p>
10.2	<p><i>Repetitive/ Perseverative activity involving a single type of object</i></p> <p>Lining up toys lining up, grouping toys if this activity is disrupted (lining up objects), he exhibits anger lining up pictures of presidents tends to twirl ropes or strings throughout the house repetitively setting up, knocking down objects repeatedly turning light switch on and off repeatedly turning water and light switches on and off <i>engaging in some repetitive behaviors</i> <i>perseverative behaviors</i> <i>repetitive hand washing</i> <i>engaging in some repetitive behavior</i> <i>repetitious behavior</i> <i>repetitively labeling objects</i> <i>likes to have something in hand which he tends to fondle and tear up</i></p>

10.3

***Insistence on
routine and
repetition***

resistant to change
usually resists undertaking any activity
likes repetition and routine
shows a need for routine
inflexibility with regard to routines
difficulty with changes in routine
rigidity of routines
likes to have matters on things the same
makes effort at maintaining routine
insists on sameness
insistence on sameness
desire for sameness, some intolerance for change
very demanding of sameness
he seems very fixated on doing things in his own order
he cannot tolerate changes in his routine
quite marked resistance to change
becomes upset if parents fail to follow specific car route
distress if parents drive different way to grandmother's
house
routines very important; if altered he becomes agitated
changes can be very upsetting to her
prefers a consistent routine; cries if changes are made
easily upset when routines are broken
easily upset by change in routines
upset if meals don't occur at exactly the same time
angry in response to change in routine
becomes very upset with change to his routine
if the routines of her life are broken, she becomes quite
angry
refusing to eat food if not cut in a certain way
needs lots of structure and consistency
fearful to try new activities

11.0	<i>C. Stereotyped and repetitive motor mannerisms</i>	
11.1	<i>Stereotypical hand flapping</i>	Hand flapping
11.2	<i>Hand flapping especially when excited</i>	hand flapping when excited hand flapping when agitated arm waving when excited
11.3	<i>Stereotypical and repetitive hand and finger movements</i>	Hand movements hand waving hand shaking unusual hand movements repeatedly turning over hands shaking of hands, shuddering clapping hands on thighs in a very rapid fashion finger wiggling hand / finger wiggling hand clapping repetitive clapping number of instances of idiosyncratic movements with his hands idiosyncratic movements, walking fingers across table stereotypic finger movements repetitive finger movements repetitive flexion / extension movements of his fingers loves to tap finger on table tapping finger and thumb together rapid finger movements finger flicking finger flicking in front of face waving things in front of his face some finger waving by eye <i>finger-play behavior</i> <i>ringing of hands</i>
11.4	<i>Enjoys spinning self</i>	Spinning spins around in circles likes to spin in circles enjoys spinning he likes to spin and twirl loves to spin in circles loves to spin twirling and spinning practices spinning, twirling his body self-stimulatory behaviors including spinning
11.5	<i>Walks or runs in circles</i>	pacing in circles runs in circles
11.6	<i>Repetitive head banging or striking head</i>	head banging pounds head head banging on floor repeatedly hitting himself on head slapping himself

11.7	<i>Repetitive rocking</i>	Rocking sits on bed and rocks
11.8	<i>Toe walking</i>	Toe walking runs on tip toes
11.9	<i>Various stereotypical motor behaviors</i>	<p>Stereotypical motor behavior atypical stereotypic motor mannerisms some stereotypic movements observed some self-stimulatory behavior some stereotypic hand movements were observed occasions in which he will demonstrate repetitive movements repetitive mannerisms described has manifested stereotypic – like movements picks at nose stereotypically with thumb and index finger picking at her nose for hours at a time moving his jaw, rubbing his hands together hitting jaw with hand to click teeth picks at his skin blowing on hand hand licking lip smacking arm flapping head shaking twisting his nipples, repetitively striking his finger against table body posturing unusual posturing; jumping while holding crotch raising one of his arms moving foot in stereotypic manner plugging ear with thumb hair flicking hopping slapping hands under chin <i>motor jerks (stereotypical or repetitive – not a tic)</i> <i>hair pulling</i> <i>hand sucking</i> <i>general self stimulation</i> <i>manic – pacing</i></p>

12.0	<i>D. Persistent preoccupation with parts of objects</i>	
12.1	<i>Pays unwarranted attention to wheels; preoccupied with spinning wheels</i>	stereotypic play with wheels spinning wheels of toys spinning wheels repetitively enjoys spinning wheels of cars watching wheels of trucks likes to watch wheels spin preoccupation with spinning wheels focused attention on wheels of car
12.2	<i>Focuses on parts of objects, rather than the whole</i>	carefully scrutinizes parts of toys fascinated by parts of objects tends to relate to objects as their parts as opposed to their whole <i>preoccupation with parts of objects</i>
12.3	<i>Fascination with particular parts of objects</i>	opens and closes toy car doors and looks inside over and over fascinated with dolls that have eyes that open and close he has a fascination with objects interest with mechanical devices
12.4	<i>Enjoys disassembling things</i>	will manipulate things, take things apart picking at objects until disassembled

13.0	<i>E. Other Behavior Categories</i>	
13.1	<i>Self Abusive Behavior</i>	<i>bites fingers until red and swollen arm biting picking or pulling hair out self-injurious behavior</i>
13.2	<i>Abnormal Sensory Responses</i>	<i>bothered by loud volume on radio does not like to be touched tactile defensiveness (finger paints, playdough, shaving cream, etc.) does not respond to pain appropriately</i>
13.3	<i>Specific Fears/Phobias</i>	<i>fear of strangers fearful of bright lights</i>
13.4	<i>PICA – eating inappropriate things</i>	

DO NOT DISTRIBUTE