Quantitative Questionnaire for the Qualitative Assessment of Your Child’s Improvements

Return to this questionnaire after every month of the treatment in order to assess the rate of improvements.

Part 1. Assessment of the symptoms

Instructions: For each category, evaluate the behavior in accordance to the given scores. For each item, indicate the score that matches the statement that best describes the child. You may find that the child’s behavior is midway between the two descriptions; in this case, use points of 1.5, 2.5, or 3.5. Answer questions about the condition of the child before treatment, and how it changed or did not change during the treatment after each course

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Before treatment | After the 1st cycle | After the 2nd cycle | After the 3rd cycle | After the 4th cycle | After the 5th cycle | After the 6th cycle | After the 7th cycle |
| 1. Relating to people

Write 1, if there is no evidence of any difficulties in interacting with people. The child’s behavior corresponds to the age. There may be some shyness, fussiness or anxiety in cases where the child is asked to do something, but this these are not atypical.Write 2, if the relationship is impaired in a mild degree. A child may avoid looking into an adult's eyes, avoid an adult or be anxious if the relationship is imposed on him, may show excessive shyness, not respond to an adult in the usual way or be dependent on an adult to a greater extent than children of the same age.Write 3, if the moderate degree of relationship impairment. The child shows detachment (at times it seems that he does not notice the adult). Sometimes in order to attract the attention of the child requires persistent and strong attempts. The child initiates contact at a minimum level.Write 4, if the relationship is seriously disturbed. The child is completely suspended or does not pay attention to what the adult is doing. He or she almost never responds and does not initiate contact with an adult. Only by making very persistent attempts, you can achieve the effect and attract the attention of the child. |   |  |  |  |  |  |  |  |
| II ImitationWrite 1, if imitation is age appropriate. A child can imitate sounds, words, movements that correspond to the level of development of his skills.Write 2, if imitation is slightly impaired. Most of the time, the child imitates simple behavior, such as clapping hands or individual speech sounds: from time to time, it imitates only after some request from an adult or with a delay.Write 3, if moderate degree of imitation impairment. A child imitates rarely, or it requires a considerable degree of perseverance and help from an adult, often imitating only with a delay.Write 4, if a severe degree of imitation impairment. A child almost never imitates sounds, words, or movements, even with the help or support of adults |  |  |  |  |  |  |  |  |
| III. Emotional responseWrite 1, if the response corresponds to age and situation. The child shows the appropriate degree and type of emotional response, which is manifested in a change in facial expression, posture or behaviorWrite 2, if the emotional response is slightly impaired. The child unexpectedly displays an emotional response that is inappropriate in type or emotionality. At times, the child’s reactions are not related to objects or events that occur around him.Write 3, if the emotional response is moderately impaired. The child shows certain signs of an inappropriate response to the type or degree of emotionality. Reactions may be delayed or excessive and unrelated to the situation, the child may grimace, laugh, or show rigidity, without expressing any emotion towards objects or events.Write 4, if the emotional response is severely impaired. Answers rarely correspond to the situation, if the child is in a certain mood, this mood is very difficult to change. Conversely, a child may exhibit a wide range of emotions when nothing happens. |  |  |  |  |  |  |  |  |
| IV. Body useWrite 1, if body use is age appropriate. The child moves freely, deftly, his coordination corresponds to the age Write 2, if body use is impaired in a mild degree. There may be some minor oddities, such as awkwardness, repetitive movements, poor coordination or the appearance of unusual movements.Write 3, if the moderate degree of impairment of body use. A child exhibits strange or unusual behavior for his age, which may include strange finger movements, unusual body or finger positions, pretentiousness, pinching the body, self-aggression, rocking, unwinding, walking on tiptoe.Write 4, if body use is severely impaired. The intense and frequently used movements described above are signs of a serious impairment in the use of the body. Behavior may be present despite attempts to discourage this or involve the child in other activities. |  |  |  |  |  |  |  |  |
| V Objects useWrite 1, Appropriate use of toys and other items. The child shows a normal interest in toys and other objects that correspond to his / her age and skills, and uses these toys for their intended purpose.Write 2, If the use of toys and other items is disturbed in a mild degree. A child may show an unusual interest in a toy or play with it in an unusual or more childish way (clapping, sucking).Write 3, if the moderate degree of impairment of use and interest in toys and objects. The child may show little interest in toys and other objects, or may be concerned about using a toy or object in an unusual way. He / she may focus on some small part of the toy, may be fascinated (enchanted) by the reflection of light from the object, constantly moves some parts of the object or play with the object in an unusual way.Write 4, If a severe degree of inappropriate use, interest in toys and other items. The child may exhibit the behavior described above with high frequency and intensity. When a child is engaged in such activity, it is difficult to distract him. |  |  |  |  |  |  |  |  |
| VI. Adaptation to changeWrite 1, if the adaptation to change is age appropriate. When a child notices or comments on changes in the routine, he / she accepts these changes without much stress.Write 2, If the response to change is slightly disturbed. When an adult tries to change a task, the child may continue the previous activity or continue to use the same material.Write 3, if the response to change is disturbed in the moderate degree. The child is actively resisting changes in routine, trying to continue the previous activity, it is difficult to distract him from this. He / she is angry or miserable when the established routine is violated.Write 4, if severe degree of impairment of response to changes. The child shows a severe reaction to the changes. If the change is forced, he / she shows very significant discontent or refuses to cooperate and is hysterical. |  |  |  |  |  |  |  |  |
| VII Visual responseWrite 1, if the use of vision is normal and age appropriate. Vision is used with other sensory modalities to explore a new object.Write 2, if the use of vision is impaired in a mild degree. Sometimes a child may look at the item he is being referred to. The child may be more interested in the mirror and light than the peers, may at times "look into space", may avoid looking into the eyes of other peopleWrite 3, if the use of vision is impaired to a moderate degree. In order for a child to look at an item, he needs to be reminded of this often. He / she can look into space, avoid looking into the eyes of others, look at objects from an unusual angle, or bring objects very close to the eyes.Write 4, if serious degree of visual impairment. The child stubbornly avoids looking into the eyes of others, and may have extreme forms of unusual use of vision, as described above. |  |  |  |  |  |  |  |  |
| VIII Listening responseWrite 1, if listening response is age appropriate. The reaction of the child to the sounds and speech is appropriate. The child uses hearing with other sensory modalities.Write 2, if listening use is impaired in a mild degree. The child does not always respond, or shows a mild degree in excess of the response to some sounds. The response to the sound may be delayed, in order to attract the attention of the child, the sounds must be repeated. Some external sounds can upset a child.Write 3, if the moderate degree of impaired listening response. The child’s response to the sounds is different, often ignoring the sound after the first few repetitions, can cover his ears when he hears some everyday sounds.Write 4, if listening use is severely impaired. The child largely exhibits an overreaction and / or insufficient response to sounds regardless of the type of sound. |  |  |  |  |  |  |  |  |
| IX Taste-smell-touch response and useWrite 1, if normal use of smell, touch and taste. The child explores new objects in an age appropriate manner, mainly receiving sensations and looking at. When it is needed, smell and taste are used. If the child is experiencing the usual mild pain, he expresses discomfort, but does not manifests it beyond the reaction.Write 2, if mild degree of impairment of the use of smell, touch and taste. A child may refuse to put objects in his mouth, may smell or taste inedible objects, may ignore, or show an excessive reaction to slight pain in situations when it is common for an ordinary child to show only discomfort.Write 3, if the moderate degree of impairment in the use of smell, touch and taste. The child may be concerned about feeling, sniffing, testing the taste of objects or people. The reactions of the child may be either too strong or too weak.Write 4, if severe degree of impairment of the use of smell, touch and taste. The child is busy groping, sniffing, testing the taste of objects to a greater extent than the normal study or use of objects. The child can completely ignore the pain, or react very strongly to mild discomfort. |  |  |  |  |  |  |  |  |
| X. Fear and nervousnessWrite 1, if the normal manifestation of nervousness and fears. The behavior of the child corresponds to both the situation and age.Write 2, if the manifestation of nervousness and fears is slightly impaired. At times, the child shows too much fear, or lack thereof, compared to the reactions of other children of the same age in a similar situation.Write 3, if the manifestation of nervousness and fears is impaired to a moderate degree. A child exhibits significantly more or less fear compared to the reactions of older children or younger children in a similar situation.Write 4, if the manifestation of nervousness and fears is severely impaired. Fear does not occur even after repeated experiences with dangerous events or objects. The child is very difficult to calm and comfort. Conversely, a child may not be disturbed in dangerous situations that are avoided by children of the same age. |  |  |  |  |  |  |  |  |
| XI Verbal communicationWrite 1, if verbal communication is in accordance to age Write 2, if mild impairment of verbal communication. Speech delay, most of the speech used is meaningful, however, some echolalia or pronoun substitutions may be present. Sometimes strange, unusual words or jargon are used.Write 3, if the moderate degree of impairment of verbal communication. Speech may be absent. If speech is present, then it is a combination of some unintelligible communication, strange words, such as jargon, echolalia, pronoun substitutions. Speech may include constant questioning or concern about certain topics.Write 4, if severe degree of impairment of verbal communication. Speech is not meaningful. A child can squeal, make strange sounds, imitate animal voices, make sounds that remotely resemble speech, or constantly use some unnatural words or phrases. |  |  |  |  |  |  |  |  |
| XII Nonverbal communicationWrite 1, if usage of nonverbal communication corresponds to the age and situations.Write 2, if the use of non-verbal communication is impaired in a light degree. Immature use of non-verbal communication, a child may not clearly show or pursue what he wants in situations where a child of the same age can indicate or use a more specific gesture to show what he / she wants.Write 3, if the use of non-verbal communication is impaired to a moderate degree. Basically, a child cannot express his needs or desires in a non-verbal way and cannot understand the non-verbal communication of other people.Write 4, if the use of non-verbal communication is severely impaired. The child uses only strange and unusual gestures that have no obvious meaning, or do not show an understanding of the gestures and facial expressions of other people. |  |  |  |  |  |  |  |  |
| XIII Activity levelWrite 1, if the level of activity of the child corresponds to the age and circumstances. A child is no more and no less active than children of the same age in a similar situation.Write 2, if the level of activity of the child is slightly impaired. A child may be somewhat restless or, on the contrary, “lazy”, slow moving. Level activity slightly interferes with his activity.Write 3, if the level of activity of the child is impaired in the moderate degree. A child can be very active and difficult to restrain. His / her energy may be limitless, may be not ready to go to sleep at night. Conversely, the child may be sleepy, in order to make him move, you need to put a lot of effort.Write 4, if severe degree of impairment of the level of activity. The child shows extreme forms of activity or passivity, or activity and passivity replace each other. |  |  |  |  |  |  |  |  |
| XIV Level and consistency of intellectual responseWrite 1, if intellectual functioning is normal and the child is evenly developed in various areas. Intellectual manifestations of the child correspond to the age; the child does not have unusual intellectual skills or difficulties. Write 2, if the intellectual functioning is impaired in a slight degree. A child is not as smart as children of the same age, skills are about the same in all areas.Write 3, if the average degree of impaired intellectual functioning. In general, a child is not as smart as children of the same age, the child functions close to normal.Write 4, if a serious degree of impaired intellectual functioning. Although the child is not as smart as his peers, in one or more areas he or she can’t even function better than children of the same age. |  |  |  |  |  |  |  |  |
| XV General impressions Write 1, if no autism. The child does not manifest any symptoms of autism Write 2, if mild autism. Some of the autistic symptoms are rarely manifested. Write 3, if moderate autism. The child manifests a list of autistic symptoms of moderate degree. Write 4, if severe autism. The child manifests many of autistic symptoms, or some of them in a severe degree.  |  |  |  |  |  |  |  |  |

Please assess the frequency of the following conditions:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Difficult to walk1. never
2. sometimes
3. often
4. (almost) always
 | Before treatment | After the 1st cycle | After the 2nd cycle | After the 3rd cycle | After the 4th cycle | After the 5th cycle | After the 6th cycle |
|  |  |  |  |  |  |  |
| Difficult to run1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Difficult to participate in active play or exercise1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Difficult to lift something heavy1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Having hurts or aches1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Low energy level1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Feeling afraid or scared1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Feeling sad or blue1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Feeling angry1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Trouble sleeping1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Worrying1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Difficult to play and communicate with other children1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Other kids do not want to play with him or her1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Getting teased by other children1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Not able to do things that other children his or her age can do1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Difficult to concentrate1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Doing the same school activities as peers1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Forgets things1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |
| Missing school/daycare because of not feeling well1. never
2. sometimes
3. often
4. (almost) always
 |  |  |  |  |  |  |  |

Part 2. Questions regarding parents

Instructions: With these questions, we want to assess how the state of children diagnosed with autism affects the lives and condition of their parents. For each category, assess the status associated with each item on the scale. For each item, select a score that corresponds to the statement. Answer questions about your condition before treatment, and how it changed or did not change during the treatment after each course. If it is unpleasant for you to answer any of the questions, you are not obliged to answer it and can leave it unanswered.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Before treatment | After the 1st cycle | After the 2nd cycle | After the 3rd cycle | After the 4th cycle | After the 5th cycle | After the 6th cycle |
| Interruption of personal time resulting from your child’s emotional or behavioral problem?1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| You missing work or neglecting other duties because of your child’s emotional or behavioral problems1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| Disruption of family routines due to your child’s emotional or behavioral problems1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| Any family member suffering negative mental or physical health effects as a result of your child’s emotional or behavioral problems1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| Your child getting into trouble with the neighbors, the school, the community, or law enforcement1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| Financial strain for your family as a result of your child’s emotional or behavioral problem1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| Less attention paid to other family members because of your child’s emotional or behavioral problem1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| Disruption or upset of relationships within the family due to your child’s emotional or behavioral problem1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| Disruption of your family’s social activities resulting from your child’s emotional or behavioral problem1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| You feel isolated as a result of your child’s emotional or behavioral problems1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| You feel sad or unhappy as a result of your child’s emotional or behavioral problems1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| You feel embarrassed about your child’s emotional or behavioral problems1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| You don’t relate well to your child1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| You feel angry toward your child1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| You feel worried about your child’s future1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| You feel guilty about your child’s emotional or behavioral problems1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |
| You feel tired or strained as a result of your child’s emotional or behavioral problems1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. Very much
 |  |  |  |  |  |  |  |