

Mathers Clinic Childhood Disorders Checklist

Child's Name: _____

Gender: _____ Age: _____ Grade: _____ Date: _____ / _____ / _____

Completed By: _____ Relationship To Child: _____

Directions: Below are lists of behaviors or reactions that describe disorders that may be seen in children and adolescents. Read each list and check the box to the left of the item to indicate whether your child has displayed any of these behaviors or reactions during the period noted for each list.

| | |
|--|---|
| A. Oppositional Defiant Disorder List | |
| Indicate if your child has displayed any of the behaviors listed below within the past six months. | |
| | Often loses temper |
| | Often argues with adults |
| | Often defies or refuses to do what you tell him/her |
| | Often does things to deliberately annoy others |
| | Often blames others for his/her own mistakes or misbehavior |
| | Often is touchy or is easily annoyed by others |
| | Often is angry or resentful |
| | Often takes anger out on others or tries to get even |
| | Does your child show four or more of these behaviors? |
| | Have these behaviors been exhibited for at least the past six months? |
| | At what age did these behaviors first cause problems for your child? _____ (yrs) |
| | Have these behaviors been the cause of problems for your child in any of the following areas? _____ Home _____ School _____ Workplace _____ Community |
| B. Conduct Disorder List | |
| Indicate if your child has displayed any of the behaviors listed below within the past six months. | |
| | Often bullies, threatens, or intimidates others |
| | Often starts physical fights |
| | Has used a weapon when fighting (bat, brick, bottle, etc.) |
| | Has been physically cruel to people |
| | Has stolen things from others using physical force |
| | Has stolen things when others were not looking |
| | Has forced someone into sexual activity |
| | Has destroyed others' property (other than by fire setting) |
| | Has broken into someone else's house, building, or car |



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B. Conduct Disorder List (continued)

Indicate if your child has displayed any of the behaviors listed below within the past six months.

| | |
|--|--|
| | Has not come home overnight at least twice while living in parent's home, foster care, or group home? If so, how many times? |
| | Is often truant from school? Did this occur before age 13? _____ (yes or no) If so, at what age? _____ (yrs) |
| | Does your child show three or more of the above behaviors? |
| | Have three of these behaviors occurred during the past 12 months? |
| | Has at least one of these behaviors occurred during the past six months? |
| | Did any of these behaviors occur prior to age ten years? |
| | Have these characteristics been the cause of problems for your child in any of the following areas? _____ Home _____ School _____ Workplace _____ Community |

C. Attention-Deficit/Hyperactivity Disorder List

Indicate if your child has displayed any of the behaviors listed below within the past six months.

Inattention List

| | |
|--|---|
| | Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities |
| | Often has difficulty sustaining attention in tasks or play activities |
| | Often does not seem to listen when spoken to directly |
| | Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions) |
| | Often has difficulty organizing tasks and activities |
| | Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework) |
| | Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools) |
| | Is often easily distracted by extraneous stimuli |
| | Is often forgetful in daily activities |

Hyperactivity-Impulsivity List

| | |
|--|---|
| | Often fidgets with hands or feet or squirms in seat |
| | Often leaves seat in classroom or in other situations in which remaining seated is expected |
| | Often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness) |
| | Often has difficulty playing or engaging in leisure activities quietly |
| | Is often "on the go" or often acts as if "driven by a motor" |
| | Often talks excessively |



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C. Attention-Deficit/Hyperactivity Disorder List (continued)

Indicate if your child has displayed any of the behaviors listed below within the past six months.

Hyperactivity-Impulsivity List (continued)

| | |
|--------------------------|--|
| <input type="checkbox"/> | . Often blurts out answers before questions have been completed |
| <input type="checkbox"/> | . Often has difficulty awaiting turn |
| <input type="checkbox"/> | . Often interrupts or intrudes on others (e.g., butts into conversations or games) |
| <input type="checkbox"/> | . Does your child show six or more of the behaviors on the inattention list? |
| <input type="checkbox"/> | . Does your child show six or more of the behaviors on the hyperactive-impulsive list? |
| <input type="checkbox"/> | At what age did these behaviors first cause problems for this child? _____ yrs of age |
| <input type="checkbox"/> | Have these behaviors existed for at least the past six months? _____ Yes _____ No |
| <input type="checkbox"/> | Have these behaviors been the cause of problems for your child in any of the following areas? _____ Home _____ School _____ Workplace _____ Community |

D. Learning Problems List or Academic Skills Disorder List

Indicate if your child has displayed any of the following problems in learning or academic performance compared to other children of his or her age or grade level.

| | |
|--------------------------|---|
| <input type="checkbox"/> | Recognizing unfamiliar words when reading |
| <input type="checkbox"/> | Comprehending the meaning of what he/she reads |
| <input type="checkbox"/> | Spelling |
| <input type="checkbox"/> | Expressing ideas in writing |
| <input type="checkbox"/> | Expressing ideas orally |
| <input type="checkbox"/> | Memory |
| <input type="checkbox"/> | Handwriting |
| <input type="checkbox"/> | Arithmetic computation |
| <input type="checkbox"/> | Arithmetic problem solving (word problems) |
| <input type="checkbox"/> | Organizing work and homework |
| <input type="checkbox"/> | Completing homework on his/her own and in a timely manner |
| <input type="checkbox"/> | Excessive absences from school |
| <input type="checkbox"/> | Little effort made to achieve up to his/her potential |

E. Asperger's Disorder List

Indicate if your child has displayed any of the behaviors listed below within the past six months.

Problems in social interaction as manifested by at least two of the following:

| | |
|--------------------------|---|
| <input type="checkbox"/> | Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, gestures to regulate social interaction |
|--------------------------|---|



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| | |
|--|--|
| E. Asperger's Disorder List (continued) | |
| Indicate if your child has displayed any of the behaviors listed below within the past six months. | |
| Problems in social interaction as manifested by at least two of the following: (continued) | |
| <input type="checkbox"/> | Failure to develop peer relationships appropriate to developmental level |
| <input type="checkbox"/> | Marked impairment in the ability to express pleasure at other people's happiness |
| <input type="checkbox"/> | Lack of social or emotional reciprocity |
| In addition, which of the following patterns of behavior are exhibited? | |
| <input type="checkbox"/> | Restricted, repetitive, and stereotyped patterns of behavior, interests, and activities |
| <input type="checkbox"/> | Lack of any significant delay in language |
| <input type="checkbox"/> | Lack of any significant delay in cognitive development. Has age-appropriate self-help skills, adaptive behavior and curiosity about the environment |
| F. Tourette's Disorder List | |
| Indicate whether your child has exhibited the following tics. A tic is an involuntary, sudden, rapid, recurrent, non-rhythmic, motor movement or vocalization. | |
| <input type="checkbox"/> | Both multiple motor and one or more vocal tics (not necessarily at the same time) |
| <input type="checkbox"/> | The tics occur many times a day (usually in bouts), nearly every day or intermittently throughout a period of more than one year and never stop for more than two months at a time |
| <input type="checkbox"/> | Describe the tic(s) |
| G. Chronic Motor or Vocal Tic Disorder List | |
| Indicate whether your child has exhibited the following tics. | |
| <input type="checkbox"/> | Either vocal or motor tics but not both |
| <input type="checkbox"/> | The tics occur many times a day (usually in bouts), nearly every day or intermittently throughout a period of more than one year and never stop for more than two months at a time |
| <input type="checkbox"/> | Describe the tic(s) |
| H. Transient Tic Disorder List | |
| Indicate whether your child has exhibited the following tics. | |
| <input type="checkbox"/> | Single or multiple motor or vocal tics |
| <input type="checkbox"/> | The tics occur many times a day, nearly every day for at least four weeks, for no longer than 12 consecutive months |
| <input type="checkbox"/> | Describe the tic(s) |



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|--|--|
| I. Specific Phobia List | |
| Indicate whether your child has exhibited each of the behaviors in this list within the past six months. | |
| | Persistent, excessive and unreasonable fear triggered by the presence of, or the anticipation of, a specific object or situation. For example, in response to, or anticipation of, certain animals, heights, being in the dark, receiving an injection, seeing blood, etc. |
| | Exposure to the feared situation or object almost always produces immediate anxiety. In children this may be expressed by crying, tantrums, freezing, or clinging |
| | The fearful situation or object is avoided or else endured with extreme anxiety or distress |
| | Avoidance or anxious anticipation or distress in the feared situation interferes significantly with the child's normal routine and affects academic functioning, social activities, or relationships with others |
| | Has this fearful or anxious reaction to a situation or object persisted for at least the past 6 months? |
| | Describe the specific situation or object that your child exhibits anxiety to. |
| J. Separation Anxiety List | |
| Indicate whether your child has exhibited each of the behaviors in this list. | |
| | Persistent and excessive worry about losing a major attachment figure (e.g., parent, grandparent, guardian) or of possible harm befalling a major attachment figure |
| | Extreme worry that something will occur that will lead to separation from a major attachment figure (e.g., getting lost or being kidnapped) |
| | Persistent reluctance or refusal to go to school or elsewhere due to fear of separation |
| | Persistent reluctance to be alone or without major attachment figures at home or in other settings |
| | Persistent reluctance or refusal to go to sleep without being near a major attachment figure or to sleep away from home |
| | Re-occurring nightmares having to do with the theme of separation |
| | Repeated complaints of physical symptoms (e.g., headaches, stomachaches, nausea, or vomiting) when separated from a major attachment figure or when separation is anticipated |
| | Re-occurring distress when separation from home or major attachment figures takes place or is anticipated |
| K. Generalized Anxiety Disorder List | |
| Indicate whether your child has exhibited any of the following behaviors or reactions. | |
| | Excessive anxiety and worry occurring more often than not for at least six months |
| | Child finds it difficult to control the worry |
| Anxiety and worry are associated with at least three of the following six symptoms: | |
| | Restlessness or feeling keyed up or on edge |
| | Being easily fatigued |



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| | |
|--|--|
| K. Generalized Anxiety Disorder List (continued) | |
| Indicate whether your child has exhibited any of the following behaviors or reactions. | |
| Anxiety and worry are associated with at least three of the following six symptoms: (continued) | |
| <input type="checkbox"/> | Trouble with concentration |
| <input type="checkbox"/> | Irritability |
| <input type="checkbox"/> | Muscle tension |
| <input type="checkbox"/> | Trouble falling asleep or staying asleep or restless sleep |
| L. Obsessive Compulsive Disorder List | |
| Indicate whether your child has exhibited any of the following obsessions or compulsions. | |
| Obsessions | |
| <input type="checkbox"/> | Recurrent and persistent thoughts, impulses, or images that are experienced as intrusive and inappropriate and cause marked anxiety and distress |
| <input type="checkbox"/> | The thoughts, impulses or images are not simply excessive worries about real-life problems |
| <input type="checkbox"/> | The child attempts to ignore or suppress these thoughts or impulses or to "neutralize" them with some other thought or action |
| <input type="checkbox"/> | The child recognizes that the obsessional thoughts, impulses, or images are a product of his/her own mind |
| Compulsions | |
| <input type="checkbox"/> | Repetitive behaviors (e.g., hand washing, ordering, checking) or mental acts (e.g., praying, counting, repeating words silently) that the child feels driven to perform in response to an obsession, or according to rules that must be applied rigidly |
| <input type="checkbox"/> | The behaviors or mental acts have the goal of preventing or reducing distress or preventing some dreaded event or situation; however, these acts are not connected in a realistic way with what they are designed to neutralize or prevent, or are clearly excessive |
| <input type="checkbox"/> | Does the child realize that the obsessions or compulsions are excessive or unreasonable? |
| <input type="checkbox"/> | Do the obsessions or compulsions cause marked distress; are they time-consuming; or do they significantly interfere with the person's normal routine or social relationships with others? |



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M. Dysthymic Disorder List

Indicate whether your child has exhibited any of the following reactions.

| | |
|---|---|
| <input type="checkbox"/> | Exhibits depressed mood or irritability for most of the day, for more days than not, for at least one year |
| Presence, while depressed, of at least three of the following: | |
| <input type="checkbox"/> | Low self-esteem, low self-confidence, or feelings of inadequacy |
| <input type="checkbox"/> | Feelings of pessimism, hopelessness, or despair |
| <input type="checkbox"/> | General loss of interest or pleasure in activities that others of his/her age enjoy |
| <input type="checkbox"/> | Little interest in social activities |
| <input type="checkbox"/> | Persistent state of fatigue or tiredness |
| <input type="checkbox"/> | Feelings of guilt, brooding about the past |
| <input type="checkbox"/> | Subjective feelings of irritability or excessive anger |
| <input type="checkbox"/> | Decreased activity, drive, or productivity |
| <input type="checkbox"/> | Difficulty concentrating, poor memory, or indecisiveness |
| <input type="checkbox"/> | If your child has exhibited signs of depressed mood, has this created distress for your child or impairment in any of the following areas? <input type="checkbox"/> Home <input type="checkbox"/> School <input type="checkbox"/> Workplace <input type="checkbox"/> Community |

N. Major Depressive Disorder List

Indicate whether your child has exhibited any of the following reactions for at least a two-week period of time.

| | |
|--------------------------|---|
| <input type="checkbox"/> | Depressed or irritable mood most of the day, nearly every day, as indicated by complaints of feeling sad or appears to be sad or irritable. |
| <input type="checkbox"/> | Diminished interest or pleasure in all, or almost all, activities most of the day, nearly every day |
| <input type="checkbox"/> | Significant weight loss or weight gain when not dieting |
| <input type="checkbox"/> | Trouble falling asleep or staying asleep, or excessive sleeping |
| <input type="checkbox"/> | Agitated or lethargic (slow moving) nearly every day |
| <input type="checkbox"/> | Fatigue or loss of energy nearly every day |
| <input type="checkbox"/> | Feelings of worthlessness or excessive or inappropriate guilt nearly every day |
| <input type="checkbox"/> | Diminished ability to concentrate or cannot make a decision nearly every day |
| <input type="checkbox"/> | Repeated thoughts of death (not just fear of dying), repeated suicidal thoughts without a specific plan or with a plan |



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| | |
|---|--|
| O. Bipolar Disorder: Manic Episode List | |
| Indicate if your child has ever experienced the following reactions for a period of time that lasted at least one week. | |
| <input type="checkbox"/> | Mood was abnormally and persistently elevated (he/she felt abnormally happy, giddy, ecstatic) |
| <input type="checkbox"/> | Mood was abnormally and persistently expansive (he/she felt able to accomplish everything he/she decided to do and had no limits on his/her abilities to accomplish things) |
| <input type="checkbox"/> | Mood was abnormally and persistently irritable (he/she was very touchy, easily given to outbursts of anger or temper, easily annoyed by minor events or by others, or abnormally cranky) |
| If your child exhibited any of the above during the week or more that your child showed this abnormal and persistent mood, mark which of the following behaviors were exhibited? | |
| <input type="checkbox"/> | Inflated self-esteem or grandiosity |
| <input type="checkbox"/> | Decreased need for sleep (e.g., feels rested after only three hours of sleep) |
| <input type="checkbox"/> | More talkative than usual or pressure to keep talking Thoughts seem to be racing |
| <input type="checkbox"/> | Thoughts seem to be racing |
| <input type="checkbox"/> | Easily distracted (i.e., attention drawn away by unimportant external stimuli) |
| <input type="checkbox"/> | Increased goal-directed activity; he/she became unusually focused and productive toward one or more tasks |
| <input type="checkbox"/> | Becomes highly involved in pleasurable activities without regard for negative consequences (e.g., spending excessively, taking risks, etc.) |
| <input type="checkbox"/> | Were at least three of the behaviors listed above present? |
| <input type="checkbox"/> | Was this disturbance in your child's mood significant enough to cause marked impairment in social relationships, academic performance, or other important activities? |
| <input type="checkbox"/> | Did your child's abnormal mood result in him/her being hospitalized? |
| <input type="checkbox"/> | Did your child have hallucinations or bizarre ideas or feel or act paranoid? |
| <input type="checkbox"/> | Explain in more detail. |



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