

Modified Checklist for Autism in Toddlers, Revised with Follow-Up

(M-CHAT-R/F)TM

Acknowledgement: We thank Joaquin Fuentes, M.D. for his work in developing the flow chart format used in this document.

For more information, please see www.mchatscreen.com
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The Modified Checklist for Autism in Toddlers, Revised with Follow-Up (M-CHAT-R/F; Robins, Fein, & Barton, 2009) is a 2-stage parent-report screening tool to assess risk for Autism Spectrum Disorder (ASD). The M-CHAT-R/F is available for free download for clinical, research, and educational purposes. Download of the M-CHAT-R/F and related material is authorized from www.mchatscreen.com.

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Instructions for Use

The M-CHAT-R can be administered and scored as part of a well-child care visit, and also can be used by specialists or other professionals to assess risk for ASD. The primary goal of the M-CHAT-R is to maximize sensitivity, meaning to detect as many cases of ASD as possible. Therefore, there is a high false positive rate, meaning that not all children who score at risk will be diagnosed with ASD. To address this, we have developed the Follow-Up questions (M-CHAT-R/F). Users should be aware that even with the Follow-Up, a significant number of the children who screen positive on the M-CHAT-R will not be diagnosed with ASD; however, these children are at high risk for other developmental disorders or delays, and therefore, evaluation is warranted for any child who screens positive. The M-CHAT-R can be scored in less than two minutes. Scoring instructions can be downloaded from <http://www.mchatscreen.com>. Associated documents will be available for download as well.

Scoring Algorithm

For all items except 2, 5, and 12, the response "NO" indicates ASD risk; for items 2, 5, and 12, "YES" indicates ASD risk. The following algorithm maximizes psychometric properties of the M-CHAT-R:

LOW-RISK: Total Score is 0-2; if child is younger than 24 months, screen again after second birthday. No further action required unless surveillance indicates risk for ASD.

MEDIUM-RISK: Total Score is 3-7; Administer the Follow-Up (second stage of M-CHAT-R/F) to get additional information about at-risk responses. If M-CHAT-R/F score remains at 2 or higher, the child has screened positive. Action required: refer child for diagnostic evaluation and eligibility evaluation for early intervention. If score on Follow-Up is 0-1, child has screened negative. No further action required unless surveillance indicates risk for ASD. Child should be rescreened at future well-child visits.

HIGH-RISK: Total Score is 8-20; It is acceptable to bypass the Follow-Up and refer immediately for diagnostic evaluation and eligibility evaluation for early intervention.



Child's name _____

Date _____

Age _____

Relationship to child _____

SCORE

M-CHAT-R™ (Modified Checklist for Autism in Toddlers Revised)

Please answer these questions about your child. Keep in mind how your child usually behaves. If you have seen your child do the behavior a few times, but he or she does not usually do it, then please answer **no**. Please circle **yes** or **no** for every question. Thank you very much.

- 1. If you point at something across the room, does your child look at it? Yes No
(**FOR EXAMPLE**, if you point at a toy or an animal, does your child look at the toy or animal?)
- 2. Have you ever wondered if your child might be deaf? Yes No
- 3. Does your child play pretend or make-believe? (**FOR EXAMPLE**, pretend to drink from an empty cup, pretend to talk on a phone, or pretend to feed a doll or stuffed animal?) Yes No
- 4. Does your child like climbing on things? (**FOR EXAMPLE**, furniture, playground equipment, or stairs) Yes No
- 5. Does your child make unusual finger movements near his or her eyes? Yes No
(**FOR EXAMPLE**, does your child wiggle his or her fingers close to his or her eyes?)
- 6. Does your child point with one finger to ask for something or to get help? Yes No
(**FOR EXAMPLE**, pointing to a snack or toy that is out of reach)
- 7. Does your child point with one finger to show you something interesting? Yes No
(**FOR EXAMPLE**, pointing to an airplane in the sky or a big truck in the road)
- 8. Is your child interested in other children? (**FOR EXAMPLE**, does your child watch other children, smile at them, or go to them?) Yes No
- 9. Does your child show you things by bringing them to you or holding them up for you to see – not to get help, but just to share? (**FOR EXAMPLE**, showing you a flower, a stuffed animal, or a toy truck) Yes No
- 10. Does your child respond when you call his or her name? (**FOR EXAMPLE**, does he or she look up, talk or babble, or stop what he or she is doing when you call his or her name?) Yes No
- 11. When you smile at your child, does he or she smile back at you? Yes No
- 12. Does your child get upset by everyday noises? (**FOR EXAMPLE**, does your child scream or cry to noise such as a vacuum cleaner or loud music?) Yes No
- 13. Does your child walk? Yes No
- 14. Does your child look you in the eye when you are talking to him or her, playing with him or her, or dressing him or her? Yes No
- 15. Does your child try to copy what you do? (**FOR EXAMPLE**, wave bye-bye, clap, or make a funny noise when you do) Yes No
- 16. If you turn your head to look at something, does your child look around to see what you are looking at? Yes No
- 17. Does your child try to get you to watch him or her? (**FOR EXAMPLE**, does your child look at you for praise, or say “look” or “watch me”?) Yes No
- 18. Does your child understand when you tell him or her to do something? Yes No
(**FOR EXAMPLE**, if you don’t point, can your child understand “put the book on the chair” or “bring me the blanket”?)
- 19. If something new happens, does your child look at your face to see how you feel about it? Yes No
(**FOR EXAMPLE**, if he or she hears a strange or funny noise, or sees a new toy, will he or she look at your face?)
- 20. Does your child like movement activities? Yes No
(**FOR EXAMPLE**, being swung or bounced on your knee)