

<b>III. Narrow Range of Interests and Insistence on Set Routines. This refers to the individual's rigidity, obsessions, perseverations, and need for structure/routine/order.</b>	
<b>A. Rules are very important as the world is seen as black or white.</b>	
<input type="checkbox"/>	<b>1.</b> Takes perfectionism to an extreme — one wrong answer is not tolerable and the individual must do things perfectly.
<input type="checkbox"/>	<b>2.</b> Has difficulty with any changes in the established routine.
<input type="checkbox"/>	<b>3.</b> Has a set routine for how activities are to be done.
<input type="checkbox"/>	<b>4.</b> Has rules for most activities, which must be followed (this can be extended to all involved).
<b>B. The individual has few interests, but those present are unusual and treated as obsessions.</b>	
<input type="checkbox"/>	<b>1.</b> Patterns, routines, and rituals are evident and interfere with daily functioning (this is driven by the individual's anxiety: the world is confusing for her, she is unsure what to do and how to do it — if she can impose structure she begins to have a feeling of control)
<input type="checkbox"/>	<b>2.</b> Has developed narrow and specific interests; the interests tend to be atypical (this gives a feeling of competence and order). Involvement with the area of special interest becomes all-consuming.
<input type="checkbox"/>	<b>3.</b> Displays rigid behavior.
<input type="checkbox"/>	<b>a.</b> Has unusual fears.
<input type="checkbox"/>	<b>b.</b> Has narrow food preferences.
<input type="checkbox"/>	<b>c.</b> Carries a specific object.
<input type="checkbox"/>	<b>d.</b> Plays games or completes activities in a repetitive manner or makes own rules for them.
<input type="checkbox"/>	<b>e.</b> Insists on driving a specific route.
<input type="checkbox"/>	<b>f.</b> Arranges toys/objects/furniture in a specific way.
<input type="checkbox"/>	<b>g.</b> Is unable to accept environmental changes (must always go to the same restaurant, same vacation spot).
<input type="checkbox"/>	<b>h.</b> Is unable to change the way she has been taught to complete a task.
<input type="checkbox"/>	<b>i.</b> Needs to be first in line, first selected, etc.
<input type="checkbox"/>	<b>j.</b> Erases over and over to make the letters just right.
<input type="checkbox"/>	<b>k.</b> Colors with so much pressure the crayons break (in order to cover all the white).
<input type="checkbox"/>	<b>l.</b> Only sits in one specific chair or one specific location.
<input type="checkbox"/>	<b>m.</b> Cannot extend the allotted time for an activity; activities must start and end at the times specified.
<input type="checkbox"/>	<b>n.</b> Selects play choices/interests not commonly shared by others (electricity, weather, advanced computer skills, scores of various sporting events [but not interested in the actual play; this could also be true for music, movies, and books]).
<input type="checkbox"/>	<b>o.</b> Has narrow clothing preferences.
<input type="checkbox"/>	<b>p.</b> Feels need to complete projects in one sitting, has difficulty with projects completed over time.
<b>C. Failure to follow rules and routines results in behavioral difficulties. These can include:</b>	
<input type="checkbox"/>	<b>1.</b> Anxiety.
<input type="checkbox"/>	<b>2.</b> Tantrums/meltdowns (crying, aggression, property destruction, screaming,

	verbal arguing).
<input type="checkbox"/>	<b>3.</b> Noncompliant behaviors.
<input type="checkbox"/>	<b>4.</b> Increase in perseverative/obsessive/rigid/ritualistic behaviors or preoccupation with area of special interest, engaging in nonsense talk.
<input type="checkbox"/>	<b>5.</b> Inability to prevent or lessen extreme behavioral reactions, inability to use coping or calming techniques.
<input type="checkbox"/>	<b>6.</b> Emotional responses out of proportion to the situation, emotional responses that are more intense and tend to be negative (glass half-empty).