

UCC-HF
UNDERLYING CHARACTERISTICS CHECKLIST-HIGH FUNCTIONING

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NAME: Michael **DATE:** _____ **COMPLETED BY:** _____

FOLLOW-UP DATE: _____ **COMPLETED BY: -** _____

INSTRUCTIONS FOR COMPLETING INITIAL ASSESSMENT:

The UCC may be completed by an individual; however, the perspective of others who know and/or work with the person of focus is beneficial. Working as a team is optimal. Additionally, the team may include the individual who is the focus of the UCC as developmentally appropriate.

Each item describes behaviors or characteristics that may be exhibited by individuals with autism spectrum disorders. Please place a check beside **ALL** items that currently apply to the individual. Use the *Notes* column to describe the behavior and characteristics in more detail, provide specific examples, or indicate frequency, settings, etc.

Projected **Follow-up** date: _____

Area	Item	✓	Notes:	Follow-up:
SOCIAL	1. Has difficulty recognizing the feelings and thoughts of others (mindblindness)	✓	<ul style="list-style-type: none"> • Does not recognize when classmates tease or "set him up" • After being corrected at home, she repetitively asks her parents if they are still angry • In roll plays, she can accurately identify the feelings of others 4 out of 10 times 	
	2. Uses poor eye contact			
	3. Has difficulty maintaining personal space, physically intrudes on others	✓	<ul style="list-style-type: none"> • Sniffs peers' hair 	

INSTRUCTIONS FOR FOLLOW-UP ASSESSMENT:

Review checked and unchecked items. Use the *Notes* column to add further descriptors or to indicate changes. If an item no longer applies, strike through the check and explain changes in the **Follow-up** column.

Area	Item	✓	Notes:	Follow-up:
SOCIAL	1. Has difficulty recognizing the feelings and thoughts of others (mindblindness)	✓	<ul style="list-style-type: none"> • Does not recognize when classmates tease or "set him up" • After being corrected at home, she repetitively asks her parents if they are still angry • In roll plays, she can accurately identify the feelings of others 4 out of 10 times 	<ul style="list-style-type: none"> • Accurately reported that she was being teased last week • In role plays, she can now accurately identify others' feelings 6 out of 10 times
	2. Uses poor eye-contact or fails to orient to others			
	3. Has difficulty maintaining personal space, physically intrudes on others	✓	<ul style="list-style-type: none"> • Sniffs peers' hair 	<ul style="list-style-type: none"> • No longer sniffs others. Follows rules for respecting personal space of others

Area	Item	✓	Notes:	Follow-up:
SOCIAL	1. Has difficulty recognizing the feelings and thoughts of others (mindblindness)	✓	<i>Difficulty understanding others have likes/interests different from him</i>	
	2. Uses poor eye-contact			
	3. Has difficulty maintaining personal space, physically intrudes on others			
	4. Lacks tact or appears rude	✓	<i>Attempts to dominate conversations with own topic of interest</i>	
	5. Has difficulty making or keeping friends	✓	<i>No real friends at school or home</i>	
	6. Has difficulty joining an activity	✓		
	7. Is naïve, easily taken advantage of, or bullied			
	8. Tends to be less involved in group activities than most same age individuals	✓	<i>Tends to keep to self in social situations. Prefers looking at sports magazines/memorizing baseball statistics</i>	
	9. Has difficulty understanding others' nonverbal communication (e.g., facial expressions, body language, tone of voice, etc.)	✓	<i>Does not read other's body language/facial expressions (i.e.: doesn't see peers bored with his interest)</i>	
	10. Has difficulty understanding jokes			
	11. Other			

Area	Item	✓	Notes:	Follow-up:
RESTRICTED PATTERNS OF BEHAVIOR, INTERESTS, AND ACTIVITIES	12. Expresses strong need for routine or "sameness"			
	13. Expresses desire for repetition			
	14. Has eccentric or intense preoccupations/ absorption in own unique interests	✓	<i>Excessive interest in baseball statistics</i>	
	15. Asks repetitive questions	✓	<i>Frequent off-topic questions</i>	
	16. Seems to be unmotivated by customary rewards	✓		
	17. Displays repetitive motor movements (e.g., flaps hands, paces, flicks fingers in front of eyes, etc.)			
	18. Has problems handling transition and change			
	19. Has strong need for closure or difficulty stopping a task before it is completed			
	20. Other			

Area	Item	✓	Notes:	Follow-up:
COMMUNICATION	21. Makes sounds or states words or phrases repeatedly [non-echolalic] (e.g., humming, “well actually”)			
	22. Makes up new words or creates alternate meanings for words or phrases			
	23. Displays immediate or delayed echolalia (e.g., recites lines from movies, repeats another person’s questions or statements, repeats sounds, etc.)			
	24. Interprets words or conversations literally/ has difficulty understanding figurative language			
	25. Has difficulty with rules of conversation (e.g., interrupts others, asks inappropriate questions, makes poor eye-contact, has difficulty maintaining conversation)	✓	<i>Interrupts, inappropriate questions, obsesses on topics of his interest, difficulty with understanding other’s perspectives and likes/dislikes (TOM)</i>	
	26. Fails to initiate or respond to social greetings			
	27. Has difficulty using gestures and facial expressions			
	28. Has difficulty starting, joining, and/or ending a conversation	✓		
	29. Has difficulty asking for help			
	30. Makes irrelevant comments	✓	<i>Makes unrelated comments during lessons</i>	
31. Has difficulty expressing thoughts and feelings	✓			

Area	Item	✓	Notes:	Follow-up:
	32. Speaks in an overly formal way			
	33. Gives false impression of understanding more than he/she actually does			
	34. Talks incessantly, little back-and-forth			
	35. Uses an advanced vocabulary			
	36. Uses mechanical, “sing-song” voice or speech sounds unusual in other ways (e.g., prosody, cadence, tone)			
	37. Has difficulty following instructions			
	38. Has difficulty understanding language with multiple meanings, humor, sarcasm, or synonyms			
	39. Has difficulty talking about others’ interests	✓		
	40. Other			

Area	Item	✓	Notes:	Follow-up:
SENSORY DIFFERENCES	41. Responds in an unusual manner to sounds (e.g., ignores sounds or overreacts to sudden, unexpected noises, high-pitched continuous sounds, or complex/multiple noises)	✓	<i>Has difficulty in physical education class with loud noises, unexpected noises</i>	
	42. Responds in an unusual manner to pain (e.g., overreacts or seems unaware of an illness or injury)	✓	<i>Defensive to touch and reacts to light touch as in pain</i>	
	43. Responds in an unusual manner to taste (e.g., resists certain textures, flavors, brands, etc.)			
	44. Responds in an unusual manner to light or color (e.g., focuses on shiny items, shadows, reflections, shows preference or strong dislike for certain colors)			
	45. Responds in an unusual manner to temperature			
	46. Responds in an unusual manner to smells (e.g., may comment on smells that others do not detect)			
	47. Seeks activities that provide touch, pressure, or movement (e.g., swinging, hugging, pacing, etc.)			
	48. Avoids activities that provide touch, pressure, or movement (e.g., resists wearing certain types of clothing, strongly dislikes to be dirty, resists hugs, etc.)	✓	<i>Can only wear loose-fitting clothes, has to have all tags removed from clothing</i>	

Area	Item	✓	Notes:	Follow-up:
	49. Makes noises such as humming or singing frequently			
	50. Other			
COGNITIVE DIFFERENCES	51. Displays extensive knowledge in narrow areas of interest	✓	<i>Sports statistics</i>	
	52. Displays poor problem-solving skills			
	53. Has poor organizational skills	✓	<i>Doesn't write homework assignments down</i>	
	54. Withdraws into complex inner worlds/fantasizes often			
	55. Is easily distracted by unrelated details–has difficulty knowing what is relevant or makes off-topic comments	✓		
	56. Displays weakness in reading comprehension with strong word recognition			
	57. Knows many facts and details but has difficulty with abstract reasoning (i.e., Weak central coherence)	✓		
	58. Has difficulty applying learned skills in new settings			
	59. Has academic skills deficits			
	60. Has attention problems			
61. Displays very literal understanding of concepts				

Area	Item	✓	Notes:	Follow-up:
	62. Recalls information inconsistently (i.e., seems to forget previously learned information)			
	63. Has difficulty understanding the connection between behavior and resulting consequences	✓	<i>Doesn't understand why he receives consequences for off-topic comments/interrupting lessons</i>	
	64. Other			
MOTOR DIFFERENCES	65. Has balance difficulties			
	66. Resists or refuses handwriting tasks			
	67. Has poor handwriting	✓	<i>uses a word-processor for written assignments</i>	
	68. Has poor motor coordination (e.g., accident prone, difficulty using fasteners, etc.)			
	69. Writes slowly			
	70. Displays atypical activity level (e.g., over-active/hyperactive, under-active/hypoactive)			
	71. Has athletic skills deficits	✓		
	72. Displays an awkward gait			
	73. Displays unusual body postures and movements or facial expressions (e.g., odd postures, stiffness, "freezing," facial grimacing)			
	74. Has difficulty starting or completing actions (e.g., may rely on physical or verbal prompting by others)			

Area	Item	✓	Notes:	Follow-up:
	75. Other			
EMOTIONAL VULNERABILITY	76. Is easily stressed—worries obsessively	✓	<i>Worries about having to participate in team sports in P.E. class</i>	
	77. Appears to be depressed or sad			
	78. Has unusual fear response (e.g., lacks appropriate fears or awareness of danger or is overly fearful)			
	79. Appears anxious			
	80. Exhibits rage reactions or “meltdowns”			
	81. Injures self (e.g., bangs head, picks skin, bites nails until they bleed, bites self)			
	82. Makes suicidal comments or gestures			
	83. Displays inconsistent behaviors			
	84. Has difficulty tolerating mistakes	✓		
	85. Has low frustration tolerance			
	86. Has low self-esteem, makes negative comments about self			
87. Has difficulty identifying, quantifying, expressing, and/or controlling emotions (e.g., can only recognize and express emotions in extremes or fails to express emotions—“emotionally flat”)				

Area	Item	✓	Notes:	Follow-up:
	88. Has a limited understanding of own and others' emotional responses	✓		
	89. Has difficulty managing stress and/or anxiety	✓	P.E. class	
	90. Other			

	Description	Notes:	Follow-up:
KNOWN MEDICAL OR OTHER BIOLOGICAL FACTORS			