

# UCC-HF UNDERLYING CHARACTERISTICS CHECKLIST-HIGH FUNCTIONING

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NAME: \_\_\_\_\_ 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 behavior characteristics that may be exhibited by individuals with autism spectrum disorders. Please place a check mark in the *Yes* column if the behavior currently applies to the individual. Use the *Notes* column to describe the behavior and characteristics. Provide specific examples, or indicate frequency, settings, etc.

Projected **Follow-up** date: \_\_\_\_\_

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

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### INSTRUCTIONS FOR FOLLOW-UP ASSESSMENT:

Review checked and unchecked items. Use the *Notes* column to describe the behavior and characteristics. Use the *Follow-up* column to describe the behavior and characteristics. Use the *Follow-up* column to describe the behavior and characteristics. Use the *Follow-up* column, as illustrated below.

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

## UCC-HF

NAME: \_\_\_\_\_

Area	Item	✓	Notes	Follow-Up
SOCIAL	1. Has difficulty recognizing the feelings and thoughts of others (mindblindness)			
	2. Uses poor eye contact			
	3. Has difficulty maintaining personal space, physically intrudes on others			
	4. Lacks tact or appears rude			
	5. Has difficulty making or keeping friends			
	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			
	9. Has difficulty understanding others' nonverbal communication (e.g., facial expressions, body language, tone of voice)			
	10. Has difficulty understanding jokes			
	11. Other			

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

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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)			
	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)			
	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			

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Area	Item	✓	Notes	Follow-Up
COMMUNICATION	31. Has difficulty expressing thoughts and feelings			
	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			

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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)			
	42. Responds in an unusual manner to pain (e.g., overreacts or seems unaware of an illness or injury)			
	43. Responds in an unusual manner to taste (e.g., resists certain textures, flavors, brands)			
	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)			
	48. Avoids activities that provide touch, pressure, or movement (e.g., resists wearing certain types of clothing, strongly dislikes to be dirty, resists hugs)			
	49. Makes noises such as humming or singing frequently			
	50. Other			

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Area	Item	✓	Notes	Follow-Up
COGNITIVE DIFFERENCES	51. Displays extensive knowledge in narrow areas of interest			
	52. Displays poor problem-solving skills			
	53. Has poor organizational skills			
	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)			

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Area	Item	✓	Notes	Follow-Up
<b>COGNITIVE DIFFERENCES</b>	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			
	62. Recalls information inconsistently (i.e., seems to forget previously learned information)			
	63. Has difficulty understanding the connection between behavior and resulting consequences			
	64. Other			

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Area	Item	✓	Notes	Follow-Up
MOTOR DIFFERENCES	65. Has balance difficulties			
	66. Resists or refuses handwriting tasks			
	67. Has poor handwriting			
	68. Has poor motor coordination (e.g., accident prone, difficulty using fasteners)			
	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)			
75. Other				

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Area	Item	✓	Notes	Follow-Up
EMOTIONAL VULNERABILITY	76. Is easily stressed – worries obsessively			
	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			

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Area	Item	✓	Notes	Follow-Up
EMOTIONAL VULNERABILITY	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")			
	88. Has a limited understanding of own and others' emotional responses			
	89. Has difficulty managing stress and/or anxiety			
	90. Other			
KNOWN MEDICAL OR OTHER BIOLOGICAL FACTORS	<b>Description</b>		<b>Notes</b>	<b>Follow-Up</b>

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