

Child's Name _____

Respondent's Name _____

Child's Date of Birth _____

Relationship of Respondent _____

Neurobehavioral/Neurodevelopmental Identification Tool- Pediatric

Elizabeth Cleveland, PhD

How often does the child do the following: (1- Never/Not usually; 2-Sometimes; 3- Usually/Often.)

1	Seems to adhere to the view that "every day is the new day"? (i.e. lives in the moment; does not seem to let past events bother him/her)	1	2	3
2	Thrives when given a classroom job, chore, or meaningful purpose.	1	2	3
3	Finds laughter and joy in things that others might not.	1	2	3
4	Does well when given multiple reminders and help from an adult to follow instructions.	1	2	3
5	Is deeply engaged and passionate about their special interests.	1	2	3
6	Is a creative thinker. Finds creative ways to solve problems.	1	2	3
7	Has the ability to hear, smell, or feel (tactile) things on a deep, sensitive level.	1	2	3
8	Does well when given routine and structure.	1	2	3
9	Is exceptionally cautious about new situations.	1	2	3
10	Has the ability to show a wide variety of emotions in a short period of time.	1	2	3
11	Finds excitement easily.	1	2	3
12	Seems to have little need for sleep during naps or overnight.	1	2	3
13	Does well when given multiple reminders and help from an adult to do household chores or home-based routines.	1	2	3
14	Finds enjoyment in moving from activity to activity with little need to stay engaged in one activity for long periods of time.	1	2	3
15	Seems to notice small details in people, activities, or places that other children seem not to notice.	1	2	3
16	Is trusting of people, even people they do not know.	1	2	3
17	Seems to feel what others are feeling.	1	2	3
18	Does well when given multiple reminders and help from an adult to stay on task.	1	2	3
19	Does their work quickly.	1	2	3
20	Has the ability to do the same task a different way each time.	1	2	3
21	Talks or plays joyfully and passionately.	1	2	3
22	Makes new friends often (never meets a stranger).	1	2	3
23	Is brave and/or fearless.	1	2	3
24	Can easily switch to new activities without needing to finish the previous activity.	1	2	3
25	When engaged in a preferred activity, can concentrate on the activity for long periods of time.	1	2	3
26	Feels proud of themselves when they have been rewarded or praised.	1	2	3
27	Compliments seem to be taken to heart.	1	2	3
28	Enjoys telling elaborate stories.	1	2	3
29	Loves to share their ideas, stories, or what they're doing with others.	1	2	3
30	Has a deep desire to connect with others.	1	2	3

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Neurobehavioral or Neurodevelopmental disorders (NB/NDD) are common in children with disabilities and delays. Prenatal alcohol exposure is the most common cause of NB disorders in children, although other prenatal substance exposures, genetic conditions, or a variety of etiologies may cause similar symptoms. This screener was designed to identify children at risk for NB and who may benefit from intervention and support.

Check all that apply:

Prenatal Exposure	
	Prenatal Alcohol Exposure (2 or more drinks on one occasion anytime during pregnancy)
	Prenatal Drug Exposure (any drug)
	Other Prenatal Substance Exposure
	Suspected prenatal drug or alcohol exposure
	Prenatal COVID exposure
	Identified FASD
SKILL DOMAINS (Cognition, Self-Regulation, and Adaptive Function)	
Domain 1: Cognition	
	Intellectual disability
	Impairment in executive function
	Has an IEP or IFSP
	Learning Impairment
	Memory deficit
Domain 2: Self-Regulation	
	ADHD
	ODD
	Anxiety
	Depression
	Other conduct disorder
	Other mood disorder
Domain 3: Adaptive Functioning	
	Receives speech therapy
	Communication Impairment
	Social Impairment
	Receives physical therapy
	Receives occupational therapy
	Impairment in daily living
	Has difficulty eating or overeats

See attached glossary for information about each Skill Domain.

If one or more are selected in each of the three Skill Domains, the child is at risk for NB/NDD. Refer for additional testing at www.ArkSDRC.org. Select "DCFS Evaluation Referral" under the "Appointment Information" tab on the website.

Office Use Only
Total Score:

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Glossary of Terms:

SKILL DOMAINS (Cognition, Self-Regulation, and Adaptive Function)	
Domain 1: Cognition	
Intellectual disability	Client has a diagnosed intellectual disability.
Impairment in executive function	Client has difficulty with any of the following: planning, organizing, getting started on tasks, shifting attention, maintaining attention.
Has an IEP or IFSP	Client has an Individualized Education Program or an Individualized Family Service Program through the school district. If a child has an IEP or IFSP, they likely receive services (i.e. speech therapy, resource classes, self-contained classes) through the school district.
Learning Impairment	Client has a diagnosed learning impairment or difficulty with learning (i.e. difficulty with math or reading).
Memory deficit	Client has difficulty with remembering.
Domain 2: Self-Regulation	
ADHD	Attention Deficit/Hyperactivity Disorder
ODD	Oppositional Defiant Disorder
Anxiety	Child feels worried, anxious, scared, or nervous often.
Depression	Child feels sad, despairing, or hopeless often.
Other conduct disorder	Any other conduct disorder
Other mood disorder	Any other mood disorder
Domain 3: Adaptive Functioning	
Receives speech therapy	Child receives speech therapy from a speech-language pathologist/speech therapist. This may be for difficulty understanding, difficulty communicating, difficulty feeding, or difficulty with speech production.
Communication Impairment	Child has difficulty talking, listening, understanding, or any other forms of communication.
Social Impairment	Child has difficulty making and maintaining friends their own age.
Receives physical therapy	Child receives physical therapy from a physical therapist. This may be for difficulty walking, running, jumping, crawling, or balancing.
Receives occupational therapy	Child receives occupational therapy from an occupational therapist. This may be for weak hand muscles, writing difficulty, or sensory processing.
Impairment in daily living	Child has difficulty following day-to-day tasks by themselves. This may be at home, school, in the community, or in social relationships.
Has difficulty eating or overeats	Child is a picky eater, child never appears hungry, child never appears to get full, or any combination of the three.