Each item is rated on a scale from 0 to 4:
0: No unusual behaviour
1: Slightly unusual behaviour
2: Mild unusual behaviour
3: Clear unusual behaviour
4: Severe unusual behaviour

This scale is best rated by the observer on the basis of her/his observations, immediately following the clinical interview. Initially, spontaneous behaviour is assessed, then following stimulation (smile, voice, gesture, touch, etc.), and the evolution along time. The rating is what seems more significant during the whole examination procedure. In case of doubt between two ratings return to the definition above. In case of doubt, use the lowest rating (0).

1- **FACIAL EXPRESSION**: Observer assesses any reduction of facial expressiveness:

0: Face is spontaneously mobile, expressive, animated.
1: Face is mobile, expressive, but limited in range.
2: Little spontaneous facial mobility.
3: Face is fixed, sad.
4: Face is fixed, frozen, absent.

2- **EYE CONTACT**: Observer assesses the reduction of eye contact:

0: Eye contact is spontaneous, easy and sustained.
1: Brief spontaneous eye contact.
2: Eye contact is possible only when initiated by observer.
3: Eye contact is fleeting, vague, elusive.
4: Total avoidance of eye contact.

3- **GENERAL LEVEL OF ACTIVITY**: Observer assesses any failure of motion of the head, torso and limb without taking into account hands and fingers activity:

0: Frequent and well coordinated, spontaneous head, torso and limb motions.
1: Reduced general level of activity, few head and limbs movements.
2: No spontaneous activity, but reasonable level in response to stimulation.
3: Very low level of activity in response to stimulation.
4: Immobile, rigid, stiff, whatever the stimulation.

4- **SELF-STIMULATING GESTURES**: Observer assesses the frequency with which the child is ingrossed with his/her own body activity: fingers, hand, hair, thumb sucking, repetitive rubbing etc., in a sort of mechanical, non pleasurable way that seems detached from the rest of the activity:

0: Absence of self-stimulation; auto-exploration is appropriate to the level of general activity.
1: Self-stimulation occurs fleetingly.
2: Self-stimulation is rare but obvious.
3: Frequent self-stimulation.
4: Constant self-stimulation.

5- **VOCALIZATIONS**: Observer assesses the lack of vocalization expressing pleasure (Cooing, laughing, babbling, babbling with consonant sounds, squealing with pleasure), but also lack of vocalization expressing displeasure or pain (screaming or crying):

0: Frequent, cheerful, modulated spontaneous vocalizations; brief crying or screaming in response to an unpleasant stimulation or sensation.
1: Brief spontaneous vocalizations.;
2: **Rare spontaneous vocalizations, all negative**
3: Whimpering only in response to stimulation.
4: Absence of vocalization, even with nociceptive stimulation.

6- **BRISKNESS OF RESPONSE TO STIMULATION**: Observer assesses the sluggishness of response to pleasant or unpleasant stimulation during the examination (smile, voice, touch). The amount of response is not being assessed here, but only the delay in response; **an absence of identifiable response does not allow a rating**:

0: Appropriate, brisk and swift response to stimulation.
1: Slightly delayed and sluggish response to stimulation.
2: Sluggish, delayed response to stimulation.
3: Markedly sluggish response to even unpleasant stimulation.
4: Very delayed response to stimulation, or absence of any response to stimulation.

7- **RELATIONSHIP**: Observer assesses the infant's ability to engage in a relationship with him/her or with anyone present in the room,
other than his/her caretaker. Relationship is assessed through attitude, visual contact, reaction to stimulation:

0: Relationship clearly and quickly established, rather positive (after a possible initial phase of anxiety) and sustained.
1: Relationship identifiable, positive or negative, but less sustained.
2: Relationship mildly evident, delayed, positive or negative.
3: Doubt as to the existence of a relationship.
4: Absence of identifiable relationship to others.

8- **ATTRACTION**: The effort needed by the observer to keep in touch with the child is assessed here, along with the pleasure initiated by the contact with the child and the subjective feeling of length of time during the examination:

0: The child attracts attention through his/her initiative and contact, generating a feeling of interest and enjoyment.
1: There is interest towards the child, but without less pleasure than as described in 0.
2: Neutral feelings towards the child, possibly with a tendency to forget to focus on the child.
3: Uneasy feeling towards the child, feeling of being maintained at a distance.
4: Disturbing feeling with the child, impression of a child beyond reach.

**LAST NAME:**
**FIRST NAME:**
**TOTAL:**

**DATE:** / / / **AGE:** / / **MONTHS** /
/ **DAYS**
**EXAMINER**