修订的幼儿自闭症检查列表 - 修订/随访版 (M-CHAT-R/F)TM 2018.8.10 版本包含少量更正

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请回答有关您孩子的这些问题。请记住您的孩子通常的行为方式。如果你见过你的孩子做了几次这种行为，但他或她通常不这样做，那么请回答"否"。每个问题请圈出来"是"或"否"。非常感谢你。

1. 如果你指着房间的某些东西，你的孩子会看它吗？   是   否
（例如，如果你指着玩具或动物，你的孩子是否看着玩具或动物？）

2. 你有没有想过你的孩子可能会耳聋？   是   否

3. 您的孩子会玩假伴/假装游戏吗？   是   否
（例如，假装从一个空杯子喝水，假装通过电话交谈，或假装喂娃娃或填充动物？）

4. 你的孩子喜欢往上爬吗？   是   否
（例如爬家具，在游乐场，设备或楼梯）

5. 您的孩子在自己的眼睛旁做不寻常的手指动作吗？   是   否
（例如，您的孩子在自己的眼睛旁摆动手指？）

6. 您的孩子用一根手指指点要求什么或要得到帮助？   是   否
（例如指向一个遥不可及的零食或玩具）

7. 您的孩子用一根手指指给你看一些有趣的东西吗？   是   否
（例如，指向天空中的飞机或道路上的大卡车）

8. 您的孩子对其他孩子感兴趣吗？   是   否
（例如，您的孩子是否观看其他孩子，对他们微笑，或去找他们？）

9. 您的孩子通过把物品带给你或者把它们拿给你来看-不是为了得到帮助，而是为了分享？   是   否
（例如，给你看一朵花，一个塞满了动物或玩具的卡车）

10. 当您打电话叫孩子的名字时，您的孩子会做出回应吗？   是   否
（例如，当您打电话叫孩子的名字时，孩子会抬头，说话或唠叨，或停止正在做的事？）

11. 当你对孩子微笑时，他或她会对你微笑吗？   是   否

12. 您的孩子是否因日常噪音而烦恼？   是   否
（例如，你的孩子是否对日常噪音尖叫或哭泣，如吸尘器或嘈杂的音乐？）

13. 你的孩子走路了吗？   是   否

14. 当您与孩子交谈，玩耍或给他/她穿衣时，您的孩子是否会用眼睛看着您吗？   是   否

15. 您的孩子是否试图重复您的动作？   是   否
（例如，挥手再见，鼓掌，或是否跟着你发出有趣的声音）

16. 如果你转头看东西，你的孩子是否会环顾四周，看看你正在看什么？   是   否

17. 你的孩子是否试图让你看他或她？   是   否
（例如，当你在夸奖，或说"看"或"看我"时，您的孩子是否看着你？）

18. 当您告诉孩子做某事时，您的孩子是否理解？   是   否
（例如，如果你不用手指，你的孩子是否理解"把书放在椅子上"或"给我拿毯子来？）

19. 如果新的事情发生了，您的孩子会看着您的脸，了解您的感受吗？   是   否
（例如，如果孩子听到一个奇怪或有趣的声音，或看到一个新玩具，孩子会看着你的脸吗？）

20. 您的孩子喜欢移动式活动吗？（例如，在你的膝盖上摆动或跳跃）   是   否

总得分：_____

Modified Checklist for Autism in Toddlers, Revised, with Follow-Up
(M-CHAT-R/F)™ Diana L. Robins, Ph.D., Deborah Fein, Ph.D., Marianne Barton, Ph.D.

Please answer these questions about your child. Keep in mind how your child usually behaves. If you have seen your child do the behavior a few times, but he or she does not usually do it, then please answer **no**. Please circle **yes** or **no** for every question. Thank you very much.

1. If you point at something across the room, does your child look at it? Yes No
(**FOR EXAMPLE**, if you point at a toy or an animal, does your child look at the toy or animal?)

2. Have you ever wondered if your child might be deaf? Yes No

3. Does your child play pretend or make-believe? (**FOR EXAMPLE**, pretend to drink Yes No
from an empty cup, pretend to talk on a phone, or pretend to feed a doll or stuffed animal?)

4. Does your child like climbing on things? (**FOR EXAMPLE**, furniture, playground equipment, or stairs) Yes No

5. Does your child make unusual finger movements near his or her eyes? Yes No
(**FOR EXAMPLE**, does your child wiggle his or her fingers close to his or her eyes?)

6. Does your child point with one finger to ask for something or to get help? Yes No
(**FOR EXAMPLE**, pointing to a snack or toy that is out of reach)

7. Does your child point with one finger to show you something interesting? Yes No
(**FOR EXAMPLE**, pointing to an airplane in the sky or a big truck in the road)

8. Is your child interested in other children? (**FOR EXAMPLE**, does your child watch Yes No
other children, smile at them, or go to them?)

9. Does your child show you things by bringing them to you or holding them up for you to Yes No
see – not to get help, but just to share? (**FOR EXAMPLE**, showing you a flower, a stuffed animal, or a toy truck)

10. Does your child respond when you call his or her name? (**FOR EXAMPLE**, does he or she Yes No
look up, talk or babble, or stop what he or she is doing when you call his or her name?)

11. When you smile at your child, does he or she smile back at you? Yes No

12. Does your child get upset by everyday noises? (**FOR EXAMPLE**, does your Yes No
child scream or cry to noise such as a vacuum cleaner or loud music?)

13. Does your child walk? Yes No

14. Does your child look you in the eye when you are talking to him or her, playing with him or her, Yes No
or dressing him or her?

15. Does your child try to copy what you do? (**FOR EXAMPLE**, wave bye-bye, clap, or Yes No
make a funny noise when you do)

16. If you turn your head to look at something, does your child look around to see what you are looking at? Yes No

17. Does your child try to get you to watch him or her? (**FOR EXAMPLE**, does your child Yes No
look at you for praise, or say "look" or "watch me"?)

18. Does your child understand when you tell him or her to do something? Yes No
(**FOR EXAMPLE**, if you don't point, can your child understand "put the book on the chair" or "bring me the blanket"?)

19. If something new happens, does your child look at your face to see how you feel about it? Yes No
(FOR EXAMPLE, if he or she hears a strange or funny noise, or sees a new toy, will he or she look at your face?)

20. Does your child like movement activities? (**FOR EXAMPLE**, being swung or bounced on your knee) Yes No

Total Score: _____

Note. This version contains minor corrections. August 10, 2018.
2018.8.10 版本包含少量更正

评分计算法

对于除 2, 5 和 12 之外的所有项目, "否"表示 ASD 风险;
对于第 2 项, 第 5 项和第 12 项, "是"表示 ASD 风险。

以下**计算法**最能显示 M-CHAT-R 的心理测量属性:

低风险 总分为 0-2	如果孩子小于 24 个月, 在 2 岁生日后再次筛选。 除非监察显示 ASD 风险, 否则无需采取进一步行动。
中等风险 总分为 3-7	跟进随访（M-CHAT-R/F 的第二阶段）以获取有关风险的更多信息。 • 如果随访 M-CHAT-R/F 得分保持在 2 或更高, 孩子筛选为阳性。应对: 转诊儿童进行诊断评估和早期干预的资格评估。 • 如果随访 M-CHAT-R/F 得分为 0-1, 孩子筛选为阴性。除非监察显示 ASD 风险, 否则无需采取进一步行动。应该在未来的儿童体检探访时重新筛选。
高风险 总分为 8-20	可以绕过随访并立即转诊进行诊断评估和早期干预的资格评估。

Scoring Algorithm

For all items except 2, 5, and 12, the response "NO" indicates ASD risk; for items 2, 5, and 12, "YES" indicates ASD risk. The following algorithm maximizes psychometric properties of the M-CHAT-R:

LOW-RISK: **Total Score is 0-2**; if child is younger than 24 months, screen again after second birthday. No further action required unless surveillance indicates risk for ASD.

MEDIUM-RISK: **Total Score is 3-7**; Administer the Follow-Up (second stage of M-CHAT-R/F) to get additional information about at-risk responses. If M-CHAT-R/F score remains at 2 or higher, the child has screened positive. Action required: refer child for diagnostic evaluation and eligibility evaluation for early intervention. If score on Follow-Up is 0-1,child has screened negative. No further action required unless surveillance indicates risk for ASD. Child should be rescreened at future well-child visits.

HIGH-RISK: **Total Score is 8-20**; It is acceptable to bypass the Follow-Up and refer immediately for diagnostic evaluation and eligibility evaluation for early intervention.

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The Modified Checklist for Autism in Toddlers, Revised with Follow-Up (M-CHAT-R/F; Robins, Fein, & Barton, 2009) is a 2-stage parent-report screening tool to assess risk for Autism Spectrum Disorder (ASD). The M-CHAT-R/F is available for free download for clinical, research, and educational purposes. Download of the M-CHAT-R/F and related material is authorized from

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(4) If you are part of a medical practice, and you want to incorporate the first stage M-CHAT-R questions into your own practice's electronic medical record (EMR), you are welcome to do so. However, if you ever want to distribute your EMR page outside of your practice, please contact Diana Robins to request a licensing agreement.

Instructions for Use

The M-CHAT-R can be administered and scored as part of a well-child care visit, and also can be used by specialists or other professionals to assess risk for ASD. The primary goal of the M-CHAT-R is to maximize sensitivity, meaning to detect as many cases of ASD as possible. Therefore, there is a high false positive rate, meaning that not all children who score at risk will be diagnosed with ASD. To address this, we have developed the Follow-Up questions (M-CHAT-R/F). Users should be aware that even with the Follow-Up, a significant number of the children who screen positive on the M-CHAT-R will not be diagnosed with ASD; however, these children are at high risk for other developmental disorders or delays, and therefore, evaluation is warranted for any child who screens positive. The M-CHAT-R can be scored in less than two minutes. Scoring instructions can be downloaded from http://www.mchatscreen.com. Associated documents will be available for download as well.

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