

## Appendix 3

### The CHAT Checklist for Autism in Toddlers (CHAT)

#### How To Use the CHAT<sup>35</sup>

- Ask parents the nine questions in Section A (Box 1).
- Complete the five questions in Section B (Box 1) by direct observation.
- The five key items in Sections A and B (Box 2) are concerned with joint attention and pretend play. The key items in Section B validate (by cross-checking) the parents' answers to the key items in Section A. The remaining non-key items (Box 2) assist in distinguishing autism from other global developmental delays, and provide an opportunity for all parents to answer "yes" to some questions.
- The degree of risk for autism depends on which items a child fails. See Box 3 for risk assignment.

#### Box 1 The CHAT

Section A: Ask the Parent		
1. Does your child enjoy being swung, bounced on your knee, etc.?	Yes	No
2. Does your child take an interest in other children?	Yes	No
3. Does your child like climbing on things, such as up stairs?	Yes	No
4. Does your child enjoy playing peek-a-boo/hide-and-seek?	Yes	No
5. Does your child ever PRETEND, for example to make a cup of tea using a toy cup and teapot, or pretend other things?	Yes	No
6. Does your child ever use his/her index finger to point, to ask for something?	Yes	No
7. Does your child ever use his/her index finger to point, to indicate INTEREST in something?	Yes	No
8. Can your child play properly with small toys (e.g., cars or bricks) without just mouthing, fiddling or dropping them?	Yes	No
9. Does your child ever bring objects over to you (parent) to SHOW you something?	Yes	No
Section B: General practitioner or health visitor observation		
i. During the appointment, has the child made eye contact with you?	Yes	No
ii. Get the child's attention, then point across the room at an interesting object and say "Oh look! There's a [name of toy]!" Watch child's face. Does the child look across to see what you are pointing at?	Yes	No*
iii. Get the child's attention, then give child a miniature toy cup and teapot and say "Can you make a cup of tea?" Does the child pretend to pour out tea, drink it, etc.?	Yes	No†
iv. Say to the child "Where's the light?" or "Show me the light." Does the child POINT with his/her index finger at the light?	Yes	No‡
v. Can the child build a tower of bricks? (If so, how many?) (No. of bricks:...)	Yes	No
* To record Yes on this item, ensure the child has not simply looked at your hand, but has actually looked at the object you are pointing at.		
† If you can elicit an example of pretending on some other game, score a Yes on this item.		
‡ Repeat this with "Where's the teddy?" or some other unreachable object, if child does not understand the word light. To record Yes on this item, the child must have looked up at your face around the time of pointing.		

#### Box 2 Key and non-key items

CHAT key items	CHAT non-key items
<b>Section A</b>	
A5: Pretend play	A1: Rough and tumble play
A7: Protodeclarative pointing	A2: Social interest
	A3: Motor development
	A4: Social play
	A6: Protoimperative pointing
	A8: Functional play
	A9: Showing
<b>Section B</b>	
Bii: Following a point	Bi: Eye contact
Biii: Pretending	Bv: Tower of bricks
Biv: Producing a point	

#### Box 3 Risk assignment

High risk for autism group	Fail A5, A7, Bii, Biii, Biv
Medium risk for autism group	Fail A7, Biv (but not in maximum risk group)
Low risk for autism group	Not in other two risk groups