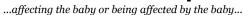


ACQUARONE DETECTION SCALES FOR EARLY RELATIONSHIPS® EARLY SIGNS OF ALARM - pre-AUTISM

	SSESSMENT - INFANT/CHILD	,	ر ج			27 Frognal, NW3 6AR www.infantmentalhealth.com
	me: CASE EXAMPLE	ŽĮ.	N &	W	3	
$\frac{ag}{4}$		- 5.	~	\(\varphi\)	4	OBSERVER REACTIONS
1.	GAZING					
_	Eye-to-eye contact within a relationship and the maintenance of this contact TALKING and BABBLING		_			
۷.						
3.	Making sounds for the benefit of the partner in the parent-infant relationship CALLING					
ა.	– The facial expressions – Noises or gestures that seek to produce an affectionate					
	response from the partner					
4.	IMITATING	+				
	– Moving mouth, tongue, etc., in imitation of mother's (or another) – The					
	repetition of a sound or a movement heard or seen by the child					
5.	PROVOKING					
	Inciting the person into interacting, not just to use as an instrument to do					
	something for him/her	-				
6.	POINTING					
٥.	Indicating with index finger to a person about an object of interest					
7	FEEDING					
٠.	Child's attitude during the intake of food, including anticipatory behaviour					
	(e.g. head-turning, moving arms the food/breast)					
8.	JOINT ATTENTION		_			
٠.	Looking in the same direction					
9.	PLAY					
	- Capacity to play the same game for more than 5 minutes, and share with					
	another person – Take turns and stay with a person – Children					
10	. ALONE					
11	. RELATING					
٠.	Behaviours indicating the capacity to relate & accept emotional warmth.					
	– Mother, Father					
	– Other caregivers		Ö			
	– Other unfamiliar adults					
	– Siblings					mother reports that child doesn't notice
_	– Other unfamiliar children					other children
12	. REACTIVE BEHAVIOURS tolerance to frustrations, including:					
	– a) Capacity to accept emotional warmth – b) Capacity to bounce back after					
_	stressful event – c) Capacity to adapt to changesplease indicate					
	TOUCHING					
	Skin-to-skin contact initiated by infant for play or affection					
14	Does the child touch paint, foam, sand, water, playdoh, plasticine and other					
l _	messy substances					
١	RESPONSE					
	Response to sounds					mother reports that child doesn't
16	. Response to noise . Response to name					notice noises
	. Response to light & patterns					
	Response to tight & patterns Response to smells					
_						
20	. COMFORTING					
	Child's ability to find relief from distress by themselves (e.g. thumb sucking,					
_	touching hands, playing with one car, others)specify HOLDING					
21	. The posturing of the child when he is supported in the arms of the mother					
-	(e.g. floppy, rigid, restless) – General muscle tone when sitting or standing					restless
22	. Stereotypic movement of arms, eyes, etc.					mother reports he walks in tiptoes
	- Walking: on tiptoes or sluggish					when he doesn't have shoes on
23	. Use of hands: for grasping, for helping himself					
	- Use of body: to reach, to climb, to hide, other					
24	. EXPRESSIVENESS					
	The body or facial expression of emotional states (e.g., sad, worried, anxious,					
	bland, happy, or others)specify					
25	. SELF-HELP DEVELOPMENT					mother reports that child eats
	– Ability to cope independently with the environment, (e.g., dress) – Eating					meals but not vegetables (for
	– Being careful with him/herself or others					example), not aware about danger
1A	NY OTHER OBSERVATIONS NOT LISTED ABOVE:					and may hit strongly (in a playing
						situation) siblings and grandfather

ACQUARONE DETECTION SCALES FOR EARLY RELATIONSHIPS®

EARLY SIGNS OF ALARM - pre-AUTISM





ASSESSMENT - MOTHER/caregiver 27 Frognal, NW3 6AR www.infantmentalhealth.com name: CASE EXAMPLE **OBSERVER REACTIONS** child: CASE EXAMPLE age: YY MMM 1. GAZING Eye-to-eye contact with the baby and the maintenance of this contact 2. TALKING and BABBLING – Making sounds for the benefit of the parent-infant relationship – Talking 3. CALLING Facial expressions, noises or gestures seeking to produce an affectionate response from the infant **4. FEEDING** *Mother's* attitude towards infant's hunger and need to feed: – Does she anticipate behaviour and have meal or breast easily available? -Does she pay attention, talk with the baby and enjoy feeding? – Does she interrupt with any excuse (e.g., talks to others and looks away)? – Is she fearful, full of anguish or has she any delusions? – Is she apathetic? 5. GAMES / PLAY - Playful encounters, including songs and teasing 6. RELATING Behaviours indicating the capacity to relate & accept emotional warmth towards the baby 7. REACTIVE BEHAVIOURS including: – Tolerance to frustrations – Capacity to accept emotional warmth – Capacity to bounce back after stressful event - Capacity to adapt to changes 8. TOUCHING SENSORIAL – Skin-to-skin contact initiated by infant for play or affection 9. COMFORTING ..when child was hitting Grandfather, Mother said that he was tired and didn't – Mother's ability to find relief for the baby's distress cuddle him to calm him down The posturing of the mother when the infant is supported in her arms or any ...never interact with the child other way (e.g., other, rough, balanced precariously) 11. EXPRESSIVENESS - Expression of emotional state (e.g., sad, worried, anxious, bland, happy, others)...specify 12. UNDERSTANDING OF EMOTIONS – in themselves - in the baby 13. PAST ...mother reports that during the – Psychiatric illness pregnancy (first 3 month) her mother died and 7 months before her father Other difficulties ANY OTHER OBSERVATIONS NOT LISTED ABOVE:

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Key To Understanding The Acquarone Detection Scales For Early Relationship:

For Infant/Child:

<3 'Never' or 'Always' : Needs Monitoring

<5 'Never' or 'Always' : Needs Early Intervention

For Mother/Carer:

<2* 'Never' or 'Always': Needs Early Intervention

* However, some signs will require intervention regardless eg Past Psychiatric Illness