## Appendix A: Developmental Milestones

<table>
<thead>
<tr>
<th>Developmental domain</th>
<th>Proficient</th>
<th>Concerning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social/emotional</td>
<td>At 2 years old, plays mainly beside other children, does not like sharing, and may grab and push</td>
<td>Poor affection for friends</td>
</tr>
<tr>
<td></td>
<td>At 3 years old, shows affection for friends without prompting, takes turns in games, shows concern for a crying friend, and has a wide range of emotions</td>
<td>Aggressive forms of play, Poor self-regulation while playing</td>
</tr>
<tr>
<td>Language/communication</td>
<td>At 2 years old, average vocabulary should be 50–300 words</td>
<td>Limited amount of words used</td>
</tr>
<tr>
<td></td>
<td>By 3 years old, should have a vocabulary of 1,000 words and be able to carry a conversation using two- to three-word sentences using plurals and pronouns</td>
<td>Use of offensive words, likely heard from adults</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loud use of infantile voice</td>
</tr>
<tr>
<td>Cognition</td>
<td>At 2 years old, completes phrases of two to three words and communicates needs (hunger, thirst, pain, etc.)</td>
<td>Play is simple or disorganized</td>
</tr>
<tr>
<td></td>
<td>At 3 years old, plays make-believe with dolls, animals, and people, completes puzzles with three or four pieces</td>
<td>Poor ability to play make-believe and speaks of negative view of others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concrete play without story line</td>
</tr>
</tbody>
</table>

By 3 years old, should have a vocabulary of 1,000 words and be able to carry a conversation using two- to three-word sentences using plurals and pronouns.
### Behavior/motor

| At 2 years old, begins to run and kicks a ball, builds a tower of six to seven cubes | Impulsive with poor self-regulation  
| At 3 years old, runs easily and climbs well, has control of bowel and bladder during the day | Repetitive behaviors or actions  
| Repetitive behaviors or actions | Often aggressive actions |

### Parental “milestones”

| Creates a stimulating and colorful environment | Unpredictable routines  
| Reads to the child | Abrupt and inconsistent discipline  
| Displays consistent and predictable discipline and routines | Poor recollection of feeding and sleep schedules  
| Attunes to child’s needs even during episodes of angry feelings | Unaware of child’s distress during conflict between parents  
|  | Bothered by child’s needs and yells at child rather than attunes |

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<tr>
<td>Social/emotional</td>
<td>Enjoys exploring and is curious about toys and games</td>
<td>Restricted range of emotions</td>
</tr>
<tr>
<td></td>
<td>Increasing creativity with make-believe play</td>
<td>Ignores other children</td>
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<tr>
<td></td>
<td>Wants to please and agrees to rules, although may change rules often</td>
<td>Argues with persons outside of the family</td>
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<td></td>
<td>Increasingly cooperates and plays with other children over playing alone</td>
<td>Shows extreme behavior, usually aggressive or sad</td>
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<tr>
<td></td>
<td>Likes to sing, dance, and act</td>
<td>Limited repertoire of games and activities</td>
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<tr>
<td></td>
<td>By 5 years old, can tell the difference between pretend and real and is aware of gender</td>
<td>No interest in make-believe or interactive games</td>
</tr>
<tr>
<td></td>
<td>May be very demanding at times, and very compliant at other times</td>
<td></td>
</tr>
<tr>
<td>Language/communication</td>
<td>Sings a song or recites poem from memory</td>
<td>Speaks unclearly and is difficult to understand</td>
</tr>
<tr>
<td></td>
<td>Tells stories with full sentences</td>
<td>Cannot retell a favorite story or video</td>
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<tr>
<td></td>
<td>Can say first and last name</td>
<td>Frequent errors with pronouns</td>
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<td></td>
<td>Increasingly uses future tense</td>
<td>Unable to comment on daily activities or experiences</td>
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<tr>
<td></td>
<td>Uses basic rules of grammar</td>
<td>Limited and repetitive vocabulary</td>
</tr>
<tr>
<td></td>
<td>By 5 years old, recites the alphabet and counts to 10</td>
<td>Poor use of grammar, especially plurats and past tense</td>
</tr>
<tr>
<td></td>
<td>By 6 years old, average expressive vocabulary should be 2,500 words, and receptive vocabulary should be 20,000 words</td>
<td>Imitates words of others and uses out of context</td>
</tr>
</tbody>
</table>
## Cognition

| By 6 years old, identifies many colors and numbers |
| Can draw a person and geometric shapes with increasing complexity |
| Can count 10 or more things |
| Developing idea of “same” and “different” |
| Remembers parts of stories and tells you what may happen next in a story |
| Developing an understanding of time |
| Knows about things used every day, like money and food |
| Can draw a circle or triangle |
| Has trouble scribbling |
| Resists dressing self and toilet training |
| Difficulty staying focused on a single activity for more than three minutes |
| Difficulty distinguishing between pretend and real |
| Cannot follow three-part commands |
| Speaks in infantile manner |
| No depth to their stories or play |

## Behavior/motor

| Can print some letters or numbers |
| Stands on one foot for 10 s or longer |
| Hops and eventually skips |
| Uses a fork and spoon and sometimes can use a knife to spread |
| Can use the toilet on his or her own |
| Swings and climbs |
| Can dress independently; may need help with laces and buttons |
| Unable to jump in place |
| Unable to brush teeth, wash and dry hands, or get undressed without help |
| Draws pictures in very simple form |
| Restlessness, over-activity, and abrupt behavior/motor |

## Parental “milestones”

| Reads stories and attunes to the child’s reactions to the story line |
| Is consistent, repeats instructions with tone of voice and gestures reflecting care and firmness |
| Is warm and affectionate when child expresses angry feelings |
| Has predictable routine in parenting and playful activities |
| Frequently involves children in conflict between parents |
| Consistently displays affect in harsh manner |
| Inconsistent and abrupt discipline |
| Frequently shouts when the child needs attention |
| Unrealistic expectations of the child |
| Use of corporal punishment |

### Developmental milestones: 7- to 9-year-old children

<table>
<thead>
<tr>
<th>Developmental domain</th>
<th>Proficient</th>
<th>Concerning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social/emotional</td>
<td>Fears of monsters, kidnappers, and large animals</td>
<td>Intense sadness or despair</td>
</tr>
<tr>
<td></td>
<td>Play includes use of fantasy and imagination. May have imaginary friends</td>
<td>Only smiles or laughs at the expense of making fun of peer or adult</td>
</tr>
<tr>
<td></td>
<td>Develops a sense of humor, expresses simple jokes and rhymes</td>
<td>Problems making and keeping friends, demanding of their loyalty</td>
</tr>
<tr>
<td></td>
<td>Initially desires to play with parents, but gradually shifts toward friends</td>
<td>Displays anger, aggression, or temper tantrums</td>
</tr>
<tr>
<td></td>
<td>Can play in organized sports and follows rules</td>
<td>Demands privileges of older siblings</td>
</tr>
<tr>
<td></td>
<td>Develops a greater sense of empathy with same-sex peers, but still mostly self-focused</td>
<td>Does not fear being alone in public places</td>
</tr>
<tr>
<td>Language/communication</td>
<td>Can describe with some detail a favorite activity, video, or book</td>
<td>May steal or lie with a poor understanding of the consequences</td>
</tr>
<tr>
<td></td>
<td>Uses correct grammar and sentence structure most of the time</td>
<td>Poor comprehension of age-appropriate books and videos</td>
</tr>
<tr>
<td></td>
<td>Recognizes and reads simple words</td>
<td>Self-injurious behavior such as head banging, scratching, or biting when angry</td>
</tr>
<tr>
<td></td>
<td>Able to thank others for help</td>
<td>Frequently uses foul language</td>
</tr>
<tr>
<td>Cognition</td>
<td>Develops the skills to process more abstract concepts and complex ideas</td>
<td>Learning becomes increasingly difficulty; avoids doing homework</td>
</tr>
<tr>
<td></td>
<td>Is able to focus on the past and future as well as the present</td>
<td>Frequent disruptive behavior at school</td>
</tr>
<tr>
<td></td>
<td>Can draw a figure with a head, body, arms, and legs</td>
<td>Continues to communicate with simple sentences</td>
</tr>
<tr>
<td></td>
<td>Identifies right and left easily</td>
<td>Does not pick up on humor</td>
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<tr>
<td></td>
<td></td>
<td>Difficulty with changes in routine or transitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaks in infantile manner</td>
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<tr>
<td></td>
<td></td>
<td>Seems younger than age</td>
</tr>
<tr>
<td>Behavior/motor</td>
<td>Usually has good balance and enjoys running, jumping, skipping, and other forms of physical play</td>
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<tr>
<td></td>
<td>Able to hold a pencil and clearly write letters</td>
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<td>Can copy triangles and diamonds</td>
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<td>Can ride a bicycle and tie shoes</td>
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<td></td>
<td>Increasing height and weight</td>
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<td></td>
<td>Frequently falls during simple activities</td>
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<tr>
<td></td>
<td>Inability to hold and use writing instruments</td>
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<tr>
<td></td>
<td>Repetitive behavior/motors such as hand flapping or rocking</td>
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<tr>
<td></td>
<td>Frequent physical pains such as stomachaches, headaches, or vomiting</td>
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<tr>
<td></td>
<td>Frequent aggressive behaviors toward siblings and peers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parental “milestones”</th>
<th>Is involved in child’s extracurricular activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Delegates age-appropriate responsibilities within the home</td>
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<tr>
<td></td>
<td>Works to reduce changes in child’s life, shields children from parental conflict</td>
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<td></td>
<td>Often asks the child to take sides between parents when in conflict</td>
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<td></td>
<td>Frequent complaints of other persons in the presence of the child</td>
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<tr>
<td></td>
<td>Usually is harsh; inconsistent discipline may include corporal punishment</td>
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<tr>
<td></td>
<td>Always expresses anger verbally by yelling</td>
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<tr>
<td></td>
<td>Relies on child to listen to adult problems or loneliness</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Developmental domain</th>
<th>Proficient</th>
<th>Concerning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social/emotional</td>
<td>Close friendships to same-sex peers</td>
<td>Doesn’t smile or laugh, prefers to argue or demand</td>
</tr>
<tr>
<td></td>
<td>Becomes critical of adults</td>
<td>Problems making and keeping friends</td>
</tr>
<tr>
<td></td>
<td>Has intense interest in belonging to a team and enjoys organized competitive games</td>
<td>Angry and aggressive comments or behaviors, temper tantrums</td>
</tr>
<tr>
<td></td>
<td>Anger is common, resents being told what to do, and rebels at routines. Reacts emotionally rather than logically</td>
<td>Dislike of organized games</td>
</tr>
<tr>
<td></td>
<td>Experiences many fears and worries about physical changes and appearance</td>
<td></td>
</tr>
<tr>
<td>Language/communication</td>
<td>Begins to be interested in world and community events</td>
<td>Does not see the consequences of stealing or lying</td>
</tr>
<tr>
<td></td>
<td>Has strong urge to conform to peer-group morals</td>
<td>Prefers to view age-inappropriate books and videos, which can include violence and sex</td>
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<tr>
<td></td>
<td>Good abstract reasoning, with meaningful conversations with peers</td>
<td>Self-injurious behavior such as head banging, scratching, or biting when stressed</td>
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<tr>
<td></td>
<td></td>
<td>Use of foul language</td>
</tr>
<tr>
<td>Cognition</td>
<td>Challenges adult knowledge</td>
<td>Frequent negative behavior at school</td>
</tr>
<tr>
<td></td>
<td>Increased ability to use logic</td>
<td>Declining grades with increased difficulty</td>
</tr>
<tr>
<td></td>
<td>May have interest in earning money</td>
<td>Difficulty with small changes in routine or transitions</td>
</tr>
<tr>
<td></td>
<td>Has interest in having privacy</td>
<td>Avoids schoolwork, and it does not bring pleasure</td>
</tr>
<tr>
<td>Behavior/motor</td>
<td>Rapid growth if in puberty and is increasingly aware of body changes (e.g., voice, body odor)</td>
<td>Impulsivity is common</td>
</tr>
<tr>
<td></td>
<td>Girls begin to show secondary sex characteristics</td>
<td>Aggression is aimed at hurting others</td>
</tr>
<tr>
<td></td>
<td>Increased coordination and strength</td>
<td>Bullies other children who are not as strong</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frequent use of physical aggression</td>
</tr>
<tr>
<td>Shift in sleep patterns</td>
<td>Begins to resort to self-harming activities when angry or unhappy</td>
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</tr>
<tr>
<td>Parental &quot;milestones&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoys sports and video games with peers, both organized or in community</td>
<td>Is able to anticipate and discuss pubertal changes</td>
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<tr>
<td></td>
<td>Is understanding and supportive</td>
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</tr>
<tr>
<td></td>
<td>Helps child set the rules and decide own responsibilities</td>
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</tr>
<tr>
<td></td>
<td>Gives child opportunity to make decisions</td>
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</tr>
<tr>
<td></td>
<td>Provides for organized activities in sports or clubs</td>
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</tr>
<tr>
<td></td>
<td>Undermines other parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gives the child adultified role in caring for younger siblings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unable to perceive academic or social struggles in child</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Makes fun of child if child makes mistakes</td>
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</tr>
<tr>
<td></td>
<td>Increases use of negative comments and blames the child often</td>
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</tr>
</tbody>
</table>

## Developmental milestones: 13- to 15-year-old adolescents

<table>
<thead>
<tr>
<th>Developmental domain</th>
<th>Proficient</th>
<th>Concerning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social/emotional</strong></td>
<td>Withdraws from parents, who are invariably called “too old”</td>
<td>Irritability, mood swings</td>
</tr>
<tr>
<td></td>
<td>Needs less family companionship</td>
<td>Expects to fail and blames parents</td>
</tr>
<tr>
<td></td>
<td>Worries about grades, appearance, and popularity</td>
<td>Bullies other children</td>
</tr>
<tr>
<td></td>
<td>Identifies with peer group</td>
<td>Blames parents for unhappiness</td>
</tr>
<tr>
<td></td>
<td>Ambivalent about sexual relationships</td>
<td>Enjoys teasing others</td>
</tr>
<tr>
<td></td>
<td>Body image and dieting patterns begin to have prominence</td>
<td>Engage in self-defeating, aggressive, antisocial, or impulsive behavior; may withdraw or isolate</td>
</tr>
<tr>
<td></td>
<td>Age-specific moodiness</td>
<td>Does not respect others’ property</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Body image avoids mainstream peers’ image</td>
</tr>
<tr>
<td><strong>Language/communication</strong></td>
<td>Enjoys reading or being involved in school projects</td>
<td>Unable to enjoy being with peers unless involved in negative behaviors</td>
</tr>
<tr>
<td></td>
<td>Thrives on arguments and discussions by using logical thinking</td>
<td>Argues with adults using foul language</td>
</tr>
<tr>
<td><strong>Cognition</strong></td>
<td>Increasingly able to memorize</td>
<td>Concrete thinking</td>
</tr>
<tr>
<td></td>
<td>Thinks logically and hypothetically about concepts</td>
<td>Behaves as if societal rules do not apply</td>
</tr>
</tbody>
</table>

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Appendix
<table>
<thead>
<tr>
<th>Behavior/motor</th>
<th>Parental “milestones”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages in introspection and probing into own thinking</td>
<td>Decision making is done as a parental unit, even when divorced</td>
</tr>
<tr>
<td>Has realistic plans for the future</td>
<td>Assists in navigating through pubertal changes</td>
</tr>
<tr>
<td>Difficulties at school lead to disruptive behavior</td>
<td>Models emotional and behavioral regulation during arguments</td>
</tr>
<tr>
<td>Use of nicotine, alcohol, and drugs</td>
<td>Engages in consistent support and limit setting</td>
</tr>
<tr>
<td>Experiences sudden and rapid increases in height, weight, and strength with the onset of adolescence</td>
<td>Models by engaging in altruistic activities</td>
</tr>
<tr>
<td>Aggression is aimed at hurting others</td>
<td>Undermines other parent</td>
</tr>
<tr>
<td>No inhibitions of sexual or substance abuse activity</td>
<td>Unable to perceive struggles in peers</td>
</tr>
<tr>
<td>Bullies other children who are not as strong</td>
<td>Makes fun of other's mistakes with foul language</td>
</tr>
<tr>
<td>Frequent use of physical aggression</td>
<td>Engages in unilateral authoritarian parenting with limited collaboration</td>
</tr>
<tr>
<td>Behavior/motor</td>
<td>Parental “milestones”</td>
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<table>
<thead>
<tr>
<th>Developmental domain</th>
<th>Proficient</th>
<th>Concerning Similar to deficits in 13- to 15-year-olds, although in more extreme form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social/emotional</strong></td>
<td>Usually has many friends and a few in whom they confide</td>
<td>Irritability, mood swings</td>
</tr>
<tr>
<td></td>
<td>May be strongly invested in a single romantic relationship; may begin to become sexually active</td>
<td>Bullies peers and adults</td>
</tr>
<tr>
<td></td>
<td>Worries about failure</td>
<td>Blames parents for any mishap</td>
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<tr>
<td></td>
<td>Has conflicting feelings about dependence/independence</td>
<td>Begins to speak of physical actions toward others, self-harm, and suicide if demands to be liked or loved are not met</td>
</tr>
<tr>
<td></td>
<td>Age-specific moodiness</td>
<td>Difficulties trusting</td>
</tr>
<tr>
<td><strong>Language/Communication</strong></td>
<td>Able to fluidly shift between different contexts, including ages and peer groups</td>
<td>Enjoys being with peers only if they use the same foul language</td>
</tr>
<tr>
<td></td>
<td>Able to use more complex communication to express ideas, including nonverbal and abstract ideas</td>
<td>Involved in negative behaviors with more planning</td>
</tr>
<tr>
<td></td>
<td>Establishment of ethical and moral values</td>
<td>Argues and threatens adults and uses foul language without concern for hurting others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unable to form or maintain satisfactory relationships with peers</td>
</tr>
<tr>
<td><strong>Cognition</strong></td>
<td>Beginning to integrate knowledge leading to decisions about future</td>
<td>Concrete thinking is common</td>
</tr>
<tr>
<td></td>
<td>Makes steps toward intimacy</td>
<td>Critical of parents and believes societal rules do not apply</td>
</tr>
<tr>
<td></td>
<td>Conscious choices about which adults to trust.</td>
<td>Difficulties at school lead to disruptive behavior</td>
</tr>
<tr>
<td></td>
<td>Respects honesty and straightforwardness from adults</td>
<td>Use of nicotine, alcohol, and illegal drugs</td>
</tr>
<tr>
<td><strong>Behavior/motor</strong></td>
<td>Has essentially completed physical maturation; physical features are shaped and defined</td>
<td>Aggression is aimed at hurting others</td>
</tr>
<tr>
<td></td>
<td>Probability of acting on sexual desires increases</td>
<td>No inhibitions of sexual activity</td>
</tr>
<tr>
<td></td>
<td>May become sexually active or experiment with drugs</td>
<td>Takes pleasure in bullying peers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frequent use of physical aggression</td>
</tr>
<tr>
<td><strong>Parental “milestones”</strong></td>
<td>Discusses appropriate clothing in context of changes in physical maturity</td>
<td>Unable to understand or dismisses the adolescent's struggles</td>
</tr>
<tr>
<td></td>
<td>Is available to talk and to listen. Avoids ridicule of inconsistent behaviors</td>
<td>Makes fun of adolescent if adolescent makes mistakes</td>
</tr>
<tr>
<td>Provides accurate information on consequences of sexual activity</td>
<td>Demands respect in angry and hostile manner</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Gives limited supervision roles in household of siblings</td>
<td>Unaware of adolescent’s whereabouts</td>
<td></td>
</tr>
<tr>
<td>Engages in promoting college or other adult roles</td>
<td>Failure to be aware of adolescent’s developmental needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expects adolescent to be overly involved in parent role of younger siblings, although demands respect at other times</td>
<td></td>
</tr>
</tbody>
</table>

Appendix B: Contemporary Diagnostic Interview Case Formulation Tool

Contemporary Diagnostic Interview Case Formulation Tool

Patient Name: ____________________________________     Age: ______   Sex: [ ] Male [ ] Female

Difficulties in Developmental Milestones for Stated Age:
[ ] Social/Emotional [ ] Gross/Fine Motor [ ] Cognition [ ] Parental availability [ ] Language/Communication

Contemporary Diagnostic Interview

<table>
<thead>
<tr>
<th>Temperament</th>
<th>Cognition</th>
<th>Cognitive Flexibility</th>
<th>Int. Working Model of Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy/Flexible</td>
<td>Above Average</td>
<td>High</td>
<td>Secure</td>
</tr>
<tr>
<td>Slow-to-Warm-up</td>
<td>Average</td>
<td>Adequate</td>
<td>Anxious/ambivalent</td>
</tr>
<tr>
<td>Mixed</td>
<td>Below Average</td>
<td>Limited*</td>
<td>Dismissive*/avoidant</td>
</tr>
<tr>
<td>Difficult/Feisty*</td>
<td>Intellectual</td>
<td>Impaired*</td>
<td>Disorganized*</td>
</tr>
<tr>
<td></td>
<td>Disability*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specific LD*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-Verbal LD*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* consider neurodevelopmental deficits, injury or psychological trauma: formal cognitive testing needed

DSM-5 Psychiatric Diagnosis based on Descriptive Criteria

Intellectual Disability [ ] Brief Psychotic Disorder
Language Disorder [ ] Schizoaffective Disorder
Social Communication Disorder [ ] Schizophrenia
Autism Spectrum Disorder [ ] Substance/Medication-Induced Psychotic Disorder

Attention-Deficit/Hyperactivity Disorder [ ] Delusional disorder

Bipolar I Disorder [ ] Major Depressive Disorder
Bipolar II Disorder [ ] Substance/Medication-Induced Depressive Disorder
Cyclothymic Disorder [ ] Unspecified Depressive Disorder
Substance/Med-Induced Bipolar Disorder [ ] Adjustment Disorder
Unspecified Bipolar and Related Disorder [ ] Cannabis Use Disorder
Disruptive Mood Dysregulation Disorder (DMDD) [ ] Alcohol Use Disorder

Obsessive-Compulsive Disorder [ ] Intermittent Explosive Disorder (IED)

Separation Anxiety Disorder [ ] Oppositional Defiant Disorder
Social Anxiety Disorder (Social Phobia) [ ] Conduct Disorder
Panic Disorder [ ] Posttraumatic Stress Disorder (PTSD)
Agoraphobia [ ] Acute Stress Disorder
Generalized Anxiety Disorder [ ] Reactive Attachment Disorder
Substance/Medication-Induced Anxiety Disorder [ ] Anorexia Nervosa
Unspecified Anxiety Disorder [ ] Bulimia Nervosa

Symptoms of ______ although does not meet full DSM-5 criteria.
Pertinent Environmental Factors (parents, peers, school environment, trauma):

Sample Formulation:

The patient is a ___ year old [race and gender] presenting with [description of functional impairment]. The clinical interview suggests that the patient has [describe level of cognition] and also [has or does not have] a learning disability. Additionally, there is a [high/adequate/limited/impaired] cognitive flexibility. The patient’s early childhood environment is remarkable in that [describe]. Temperament, since infancy, is consistent with [easy/feisty/slow-to-warm-up/difficult/odd] style. Internal working models of attachment (IWMA) are observed to be [description]. In terms of formal psychiatric disorders, the patient [does or does not] meets DSM-5 criteria for [list DSM-5 diagnoses].
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