

III. Narrow Range of Interests and Insistence on Set Routines. This refers to the individual's rigidity, obsessions, perseverations, and need for structure/routine/order.	
A. Rules are very important as the world is seen as black or white.	
<input type="checkbox"/>	1. Takes perfectionism to an extreme — one wrong answer is not tolerable and the individual must do things perfectly.
<input type="checkbox"/>	2. Has difficulty with any changes in the established routine.
<input type="checkbox"/>	3. Has a set routine for how activities are to be done.
<input type="checkbox"/>	4. Has rules for most activities, which must be followed (this can be extended to all involved).
B. The individual has few interests, but those present are unusual and treated as obsessions.	
<input type="checkbox"/>	1. Patterns, routines, and rituals are evident and interfere with daily functioning (this is driven by the individual's anxiety: the world is confusing for her, she is unsure what to do and how to do it — if she can impose structure she begins to have a feeling of control)
<input type="checkbox"/>	2. Has developed narrow and specific interests; the interests tend to be atypical (this gives a feeling of competence and order). Involvement with the area of special interest becomes all-consuming.
<input type="checkbox"/>	3. Displays rigid behavior.
<input type="checkbox"/>	a. Has unusual fears.
<input type="checkbox"/>	b. Has narrow food preferences.
<input type="checkbox"/>	c. Carries a specific object.
<input type="checkbox"/>	d. Plays games or completes activities in a repetitive manner or makes own rules for them.
<input type="checkbox"/>	e. Insists on driving a specific route.
<input type="checkbox"/>	f. Arranges toys/objects/furniture in a specific way.
<input type="checkbox"/>	g. Is unable to accept environmental changes (must always go to the same restaurant, same vacation spot).
<input type="checkbox"/>	h. Is unable to change the way she has been taught to complete a task.
<input type="checkbox"/>	i. Needs to be first in line, first selected, etc.
<input type="checkbox"/>	j. Erases over and over to make the letters just right.
<input type="checkbox"/>	k. Colors with so much pressure the crayons break (in order to cover all the white).
<input type="checkbox"/>	l. Only sits in one specific chair or one specific location.
<input type="checkbox"/>	m. Cannot extend the allotted time for an activity; activities must start and end at the times specified.
<input type="checkbox"/>	n. Selects play choices/interests not commonly shared by others (electricity, weather, advanced computer skills, scores of various sporting events [but not interested in the actual play; this could also be true for music, movies, and books]).
<input type="checkbox"/>	o. Has narrow clothing preferences.
<input type="checkbox"/>	p. Feels need to complete projects in one sitting, has difficulty with projects completed over time.
C. Failure to follow rules and routines results in behavioral difficulties. These can include:	
<input type="checkbox"/>	1. Anxiety.
<input type="checkbox"/>	2. Tantrums/meltdowns (crying, aggression, property destruction, screaming,

	verbal arguing).
<input type="checkbox"/>	3. Noncompliant behaviors.
<input type="checkbox"/>	4. Increase in perseverative/obsessive/rigid/ritualistic behaviors or preoccupation with area of special interest, engaging in nonsense talk.
<input type="checkbox"/>	5. Inability to prevent or lessen extreme behavioral reactions, inability to use coping or calming techniques.
<input type="checkbox"/>	6. Emotional responses out of proportion to the situation, emotional responses that are more intense and tend to be negative (glass half-empty).