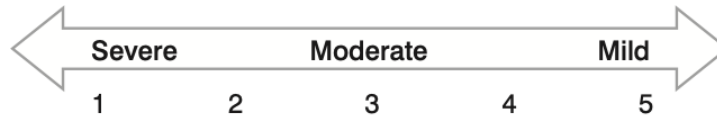


— Psychodiagnostic Chart—Infancy and Early Childhood (PDC-IEC) —

Name: _____ Age: ____ Gender: _____ Ethnicity: _____
 Date of evaluation: ___/___/___ Evaluator: _____

Section I: Primary Diagnoses

List the main IEC diagnoses and rate the level of severity for each, using a 1–5 scale. If necessary, you may use the DC: 0–3R, DC: 0–5, or DSM diagnosis here.



Principal diagnosis: _____ Level: _____
 Other diagnosis: _____ Level: _____
 Other diagnosis: _____ Level: _____

Section II: Functional Emotional Developmental Capacities

Circle the child’s level of strengths or deficits on each of the six emotional functions below, on a scale from 1 to 5 (1 = Severe deficits; 5 = Healthy).

Level	Expected emotional function	Rating scale				
		5	4	3	2	1
1	Shared attention and regulation	5	4	3	2	1
2	Engagement and relating	5	4	3	2	1
3	Two-way purposeful emotional interactions	5	4	3	2	1
4	Shared social problem solving	5	4	3	2	1
5	Creating symbols and ideas	5	4	3	2	1
6	Building logical bridges between ideas: Logical thinking	5	4	3	2	1

Section III: Regulatory–Sensory Processing Capacities

Axis III describes the child’s regulatory–sensory processing profile. There are a number of constitutional–maturational differences in the way in which infants and young children respond to and comprehend sensory experiences and then plan actions. The different observed patterns exist on a continuum from relatively normal variations to disorders.

(continued)

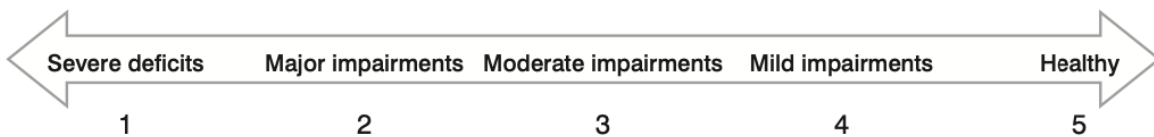
Psychodiagnostic Chart—Infancy and Early Childhood *(page 2 of 4)*

Circle the child's level of regulatory–sensory processing capacities in each of the categories below, on a scale from 1 to 4 (1 = Severe problem; 4 = No indication).

Category	Subtype	Challenge in this area			
		No indication; never or rarely a problem	Mild problem or only occasionally a problem	Moderate problem or frequently a problem	Severe problem or almost always a problem
Sensory modulation	Sensory underresponsivity	4	3	2	1
	Sensory overresponsive	4	3	2	1
	Sensory seeking	4	3	2	1
Sensory discrimination	Tactile	4	3	2	1
	Auditory	4	3	2	1
	Visual	4	3	2	1
	Taste/smell	4	3	2	1
	Vestibular/ Propriocep.	4	3	2	1
Sensory-based motor functioning	Postural challenges	4	3	2	1
	Dyspraxis challenges	4	3	2	1

Overall Regulatory–Sensory Profile

Considering the ratings and your clinical judgment, circle the degree to which each regulatory–sensory pattern represents normal variation versus disorder. For scores 1–2, consider a regulatory–sensory processing disorder as a primary diagnosis; for scores 3–4, consider that the disordered regulatory–sensory processing can be associated with other primary diagnoses.



(continued)

Psychodiagnostic Chart—Infancy and Early Childhood *(page 3 of 4)*

Section IV: Relational Patterns and Disorders

Each child's relationship with a significant caregiver (mother or father but, if appropriate custodial parent, grandparent, etc.) should be evaluated in this section. Rate the caregiver-child relationship on each of the eight descriptions below, on a scale from 1 to 5 (1 = Severely impaired; 5 = Healthy). Then sum the eight ratings for the degree to which the pattern represents healthy/adapted relationship versus relational disorder.

Caregiver 1: _____ (please specify)

Infant/child-caregiver relationship	Rating scale				
Quality and flexibility of caregiver's representation of the child	5	4	3	2	1
Quality of caregiver's reflective functioning	5	4	3	2	1
Quality of caregiver and child's nonverbal engagement	5	4	3	2	1
Quality of interactional patterns (reciprocity, synchrony, interactive repair)	5	4	3	2	1
Affective tone of the caregiver-infant relationship	5	4	3	2	1
Quality of caregiver's behavior (sensitivity vs. threatening and/or frightening behaviors)	5	4	3	2	1
Quality of caregiving patterns (comfort, stimulation, response to infant emotional signals, encouragement vs. withdrawal, overstimulation, controlling behavior, insensitivity)	5	4	3	2	1
Infant/child's ability to engage and form a significant relationship (vs. specific difficulties that impair this ability)	5	4	3	2	1
Total score = ____					

Overall Level of Relational Pattern (Caregiver 1)

[Healthy/adapted relational patterns, 36–40; Adapted relational patterns with some areas of difficulty, 29–35; Moderate perturbation or disturbance in relational patterns, 22–28; Significant disturbance in relational patterns, 15–21; Major impairments in relational pattern or relational disorders, 8–14]

Attachment Pattern (Caregiver 1)

Rate the caregiver-child relationship as regards attachment patterns on a scale from 1 (no correspondence) to 5 (high correspondence) for each of the four prototypes.

Secure _____
 Insecure-avoidant _____
 Insecure-ambivalent/resistant _____
 Disorganized/disoriented _____

(continued)

Psychodiagnostic Chart—Infancy and Early Childhood *(page 4 of 4)*

Caregiver 2: _____ (please specify)

Infant/child–caregiver relationship	Rating scale				
Quality and flexibility of caregiver’s representation of the child	5	4	3	2	1
Quality of caregiver’s reflective functioning	5	4	3	2	1
Quality of caregiver and child’s nonverbal engagement	5	4	3	2	1
Quality of interactional patterns (reciprocity, synchrony, interactive repair)	5	4	3	2	1
Affective tone of the caregiver–infant relationship	5	4	3	2	1
Quality of caregiver’s behavior (sensitivity vs. threatening and/or frightening behaviors)	5	4	3	2	1
Quality of caregiving patterns (comfort, stimulation, response to infant emotional signals, encouragement vs. withdrawal, overstimulation, controlling, insensitivity)	5	4	3	2	1
Infant/child’s ability to engage and form a significant relationship (vs. specific difficulties that impair this ability)	5	4	3	2	1
Total score = ____					

Overall Level of Relational Pattern (Caregiver 2)

[Healthy/adapted relational patterns, 36–40; Adapted relational patterns with some areas of difficulty, 29–35; Moderate perturbation or disturbance in relational patterns, 22–28; Significant disturbance in relational patterns, 15–21; Major impairments in relational pattern or relational disorders, 8–14]

Attachment Pattern (Caregiver 2)

Rate the caregiver–child relationship as regards attachment patterns on a scale from 1 (no correspondence) to 5 (high correspondence) for each of the four prototypes.

Secure _____
 Insecure–avoidant _____
 Insecure–ambivalent/resistant _____
 Disorganized/disoriented _____

Section V: Other Medical and Neurological Diagnoses
