



# BDI-3® ASD Crosswalk



A framework for  
conceptualizing your examinee

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# BDI-3® Developmental Complete: Autism Spectrum Disorder Crosswalk for Criteria A and B

The BDI-3® Developmental Complete is a standardized assessment that can be used in the screening process for making referrals for a more comprehensive autism spectrum disorder (ASD) evaluation, as well as providing additional information to be included in the comprehensive autism spectrum disorder (ASD) evaluation. Items from the BDI-3® domains provide information regarding a child's key developmental skills. Specific items listed in the crosswalk below have been checked for their alignment with the DSM-5-TR criteria A and B for ASD.

*This crosswalk has been designed for use as a framework for conceptualizing your examinee in the context of autism spectrum disorder DSM-5-TR criteria. It also highlights the depth and breadth at which items on the BDI-3® align with specific criteria on the DSM-5-TR for ASD. This crosswalk is not meant to serve as a substitute for a comprehensive autism spectrum disorder evaluation, nor is this crosswalk meant for use as a sole indicator for whether a child meets ASD criteria.*

For this use of the BDI-3®, the following crosswalk of items specifies the domain and subdomain which align with criteria A and B of the DSM-5-TR for ASD.

## KEY

- ✓ **Social Emotional:** AI (Adult Interaction); PI (Peer Interaction); SR (Self-Concept and Social Role)
- ✓ **Adaptive:** PR (Personal Responsibility); SC (Self-Care)
- ✓ **Motor:** GM (Gross Motor); FM (Fine Motor); PM (Perceptual Motor)
- ✓ **Communication:** RC (Receptive Communication); EC (Expressive Communication)
- ✓ **Cognitive:** PC (Perception and Concepts); RA (Reasoning and Academic Skills); AM (Attention and Memory)

**A Criteria A:** Persistent deficits in social communication and social interaction across multiple contexts, as manifested by all the following, currently or by history (examples are illustrative, not exhaustive, see text):

- ① Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.
- ② Deficits in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.
- ③ Deficits in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

	A1	A2	A3
Social emotional	AI: 6, 9, 11, 12, 14, 15, 16, 18, 19, 22 PI: 4, 5, 7, 8, 12, 14, 18 SR: 1, 2, 5, 13, 17, 22, 25, 26, 33	AI: 1, 3, 5	AI: 4, 8, 10, 13, 17, 26 PI: 1, 3, 6, 9, 10, 11, 13, 15, 16 (may also relate to A1), 17, 19, 20, 21, 27 SR: 7, 8, 9, 14, 18
Adaptive	-	-	PR: 10, 13
Motor	-	-	-
Communication	RC: 5, 6, 9 EC: 4, 7, 9, 10, 11, 22, 31	RC: 2, 6, and 27 EC: 8	EC: 38
Cognitive	PC 5	-	PC 26

**B Criteria B:** Restricted, repetitive patterns of behavior, interests, or activities, as manifested by at least two of the following, currently or by history (examples are illustrative, not exhaustive; see text):

- ① Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypes, lining up toys or flipping objects, echolalia, idiosyncratic phrases).
- ② Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route or eat same food every day).
- ③ Highly restricted, fixated Interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests).
- ④ Hyper- or hyperreactivity to sensory input or unusual interest in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).

	B1	B2	B3	B4
Social-Emotional	-	SR: 12, 15, and 16	AI: 9	-
Adaptive	-	-	-	PR: 2; SC: 12
Motor	-	-	-	-
Communication	-	-	-	RC: 1, 3, and 4
Cognitive	RA: 2	RA: 19	RA: 4	PC: 1

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