

THE RULES TO COMPLETE THE METHYL-B₁₂ PARENT DESIGNED REPORT FORM AND PEGBOARD STORIES CORRECTLY

All the rules must be followed exactly as shown or I will ask you to redo the forms as many times as necessary until they are completed correctly and you get it right. Please note that until they are completed in the format required, I will not be able to accurately compare your child's response to methyl-B₁₂ injections against the responses seen by thousands of other children that have started methyl-B₁₂ injections before you. Therefore, please be aware that your child's methyl-B₁₂ prescription refill will be delayed until I can accurately determine what I need to do for your child relative to methyl-B₁₂ injections. There will be **NO EXCEPTIONS to these requirements.**

Patients from foreign countries that do not speak English are especially the ones that most often do this incorrectly. They are the ones with which I have to spend the most time trying to explain why they did not do the forms right and why I need them to complete the forms correctly so I can compare their child to the 1 million⁽⁺⁾ doses of methyl-B₁₂ that I have prescribed for other children. **It takes a lot of "wasted time" to have to go over things they should have studied and reviewed and "done right" so that I can do what I need to do in the appointment, that being to accomplish the 'task at hand' in the amount of time scheduled to do such. In the future I am going to be forced to charge for the extra time that I have to spend because parents did not do what they needed to do ahead of time. Everything is made available to them in the information provided in the Initial Office Visit Signout. Therefore **there is no excuse** why it is "done wrong" except for trying to use **"Internet Translator Programs"** and not work with their interpreter so that I do not get what I call **"Funny English"** that I cannot understand due to the tremendous inaccuracies from Internet Translator Programs.**

Updated January 1, 2012 PARENT DESIGNED REPORT FORM "ROWS AND COLUMNS" SECTION

Score Each Response Separately by the Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant

NEVER ENTER A "ZERO". JUST LEAVE IT BLANK! THE SCORING SHOULD BE FROM THE DATE THE TREATMENT BEGAN.

Dates

Patient Name: _____

1	Abstract thinking: can do better or for the first time: Be specific. Give examples to support your conclusion.		
2	Activity level now the appropriate amount for age (this does not mean "hyperactivity"): What was it like before and how is it better now?		
3	Affectionate, more than before taking methyl- B ₁₂ shots, even if s/he was already affectionate: Describe the changes you have seen and what time period after starting the shots.		
4	Age appropriate, more than prior methyl- B ₁₂ shots: Explain your answer.		
5	Aggression decreased: Describe - Be specific.		
6	Aggression increased: Describe - Be specific. Be sure to indicate what other factors may be contributing, e.g. allergy "season"; change in routine, teachers, therapists, classmates that may be bothering your child, etc.		
7	Alert, more: Describe. In what circumstances has this become obvious?		
8	Allergies, fewer symptoms: How can you tell? What is/was it usually like?		
9	Amicable, pleasant: More than before: Describe.		
10	Appetite has increased and/or is trying new foods, more varied; gaining weight: Describe what it was like before the shots. What it is like now. Indicate the time period within which this change began to occur, and indicate if the changes are subtle, mild, moderate, or significant.		
11	Assertive, more self-knowledge and self-protection; "defending one's own space" but and doing it in an appropriate manner (Example: s/he is not rude but just expresses what s/he does or does not want or wish to do; no longer lets siblings or playmates take advantage of him/her; defines his/her "equal right-to-be" in the world)		
12	Attempts to use words or to use more new words or harder words: <u>Be very specific with this section. Give as many examples as possible.</u> Tell what your child was like before the shots began and what your child is like now. Let us know how quickly you saw the effects and how obvious they were to you or others. Let us know whether the changes are mild, moderate, or significant. Let us know within what period of time after starting the shots that the changes started to occur.		
13	Attentive: Be specific: Describe in detail what it was like before and what it is like now and within what period of time you noted the changes and how strong the changes were.		
14	Attitude or disposition: Improved, overall or in general: Describe. We are looking for the general trend as compared to an occasional good day here or there. Be specific in your description if this is present in your child.		
15	Attitude or disposition: Worsening in general: Describe. We are looking for the general trend as compared to an occasional bad day or secondary to a triggering event.		
16	Awareness is increased. This is awareness "in general" and/or self-awareness, awareness of who s/he is and where s/he belongs in the greater scheme of things. Increased awareness of changing situations and life events. Explain with as many examples as possible from before and after the shots and the degree of change.		
17	Behavior: Better, all types of better behaviors including fewer tantrums and outbursts: Describe before the methyl- B ₁₂ shots and now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these improved behaviors affect your child, the family, the school, and the therapists.		
18	Behavior: Worse, all types of better behaviors including more tantrums, aggression, screaming, kicking, biting, hitting, crying, and/or other outbursts: Describe in detail everything you are seeing. Be sure to describe the baseline behaviour before the methyl- B ₁₂ shots and how they are different now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these worsened behaviors affect the child, the family, the school, and the therapists.		

Updated January 1, 2012 PARENT DESIGNED REPORT FORM "ROWS AND COLUMNS" SECTION

Score Each Response Separately by the Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant

NEVER ENTER A "ZERO". JUST LEAVE IT BLANK! THE SCORING SHOULD BE FROM THE DATE THE TREATMENT BEGAN.

Dates

Patient Name: _____

1	Abstract thinking: can do better or for the first time: Be specific. Give examples to support your conclusion.		
2	Activity level now the appropriate amount for age (this does not mean "hyperactivity"): What was it like before and how is it better now?		
3	Affectionate, more than before taking methyl- B ₁₂ shots, even if s/he was already affectionate: Describe the changes you have seen and what time period after starting the shots.		
4	Age appropriate, more than prior methyl- B ₁₂ shots: Explain your answer.		
5	Aggression decreased: Describe - Be specific.		
6	Aggression increased: Describe - Be specific. Be sure to indicate what other factors may be contributing, e.g. allergy "season"; change in routine, teachers, therapists, classmates that may be bothering your child, etc.		
7	Alert, more: Describe. In what circumstances has this become obvious?		
8	Allergies, fewer symptoms: How can you tell? What is/was it usually like?		
9	Amicable, pleasant: More than before: Describe.		
10	Appetite has increased and/or is trying new foods, more varied; gaining weight: Describe what it was like before the shots. What it is like now. Indicate the time period within which this change began to occur, and indicate if the changes are subtle, mild, moderate, or significant.		
11	Assertive, more self-knowledge and self-protection; "defending one's own space" but and doing it in an appropriate manner (Example: s/he is not rude but just expresses what s/he does or does not want or wish to do; no longer lets siblings or playmates take advantage of him/her; defines his/her "equal right-to-be" in the world)		
12	Attempts to use words or to use more new words or harder words: <u>Be very specific with this section. Give as many examples as possible.</u> Tell what your child was like before the shots began and what your child is like now. Let us know how quickly you saw the effects and how obvious they were to you or others. Let us know whether the changes are mild, moderate, or significant. Let us know within what period of time after starting the shots that the changes started to occur.		
13	Attentive: Be specific: Describe in detail what it was like before and what it is like now and within what period of time you noted the changes and how strong the changes were.		
14	Attitude or disposition: Improved, overall or in general: Describe. We are looking for the general trend as compared to an occasional good day here or there. Be specific in your description if this is present in your child.		
15	Attitude or disposition: Worsening in general: Describe. We are looking for the general trend as compared to an occasional bad day or secondary to a triggering event.		
16	Awareness is increased. This is awareness "in general" and/or self-awareness, awareness of who s/he is and where s/he belongs in the greater scheme of things. Increased awareness of changing situations and life events. Explain with as many examples as possible from before and after the shots and the degree of change.		
17	Behavior: Better, all types of better behaviors including fewer tantrums and outbursts: Describe before the methyl- B ₁₂ shots and now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these improved behaviors affect your child, the family, the school, and the therapists.		
18	Behavior: Worse, all types of better behaviors including more tantrums, aggression, screaming, kicking, biting, hitting, crying, and/or other outbursts: Describe in detail everything you are seeing. Be sure to describe the baseline behaviour before the methyl- B ₁₂ shots and how they are different now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these worsened behaviors affect the child, the family, the school, and the therapists.		

Dates

Patient Name: _____

1	Abstract thinking: can do better or for the first time: Be specific. Give examples to support your conclusion.			
2	Activity level now the appropriate amount for age (this does not mean "hyperactivity"): What was it like before and how is it better now?			
3	Affectionate, more than before taking methyl- B ₁₂ shots, even if s/he was already affectionate: Describe the changes you have seen and what time period after			
4	<p style="text-align: center;">NEVER PUT A NUMBER IN A CELL unless it represents the degree or intensity of change over baseline (how your child was before starting methyl-B₁₂) that you have seen occur with your child since starting methyl-B₁₂ shots</p>			
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14	Awareness is increased. This is awareness in general and/or self-awareness, awareness of who s/he is and where s/he belongs in the greater scheme of things. Increased awareness of changing situations and life events. Explain with as many examples as possible from before and after the shots and the degree of change.			
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18				

Score Each Response Separately by the Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant

NEVER ENTER A "ZERO". JUST LEAVE IT BLANK! THE SCORING SHOULD BE FROM THE DATE THE TREATMENT BEGAN.

Dates		
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Patient Name: _____

1	Abstract thinking: can do better or for the first time: Be specific. Give examples to support your conclusion.		
2	Activity level now the appropriate amount for age (this does not mean "hyperactivity"): What was it like before and how is it better now?		
3	Affectionate, more than before taking methyl- B ₁₂ shots, even if s/he was already affectionate: Describe the changes you have seen and what time period after		

**NEVER ANSWER THE QUESTIONS
ON THIS PAGE OR SECTION!
The answers to each of the
questions are to be answered on
A SEPARATE PAGE IN SECTION C
under the
APPROPRIATE GROUPING**

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18	detail everything you are seeing. Be sure to describe the baseline behaviour before the methyl- B ₁₂ shots and how they are different now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these worsened behaviors affect the child, the family, the school, and the therapists.		

UNDERSTANDING WHAT GOES INTO EACH OF THE "DATE" CELLS

Column 1: this cell is to be used for the date when you evaluate **THE CHANGES SEEN OVER BASELINE** from the once every 3 day methyl-B₁₂ shots (usually done at our 1st Follow-up Appointment if we stay on target).

Column 2: this cell is to be used for the date when we evaluate **THE CHANGES SEEN OVER BASELINE** from the daily methyl-B₁₂ shots (usually done at our 3rd Follow-up Appointment if we stay on target).

Column 3: this cell is "saved or held in reserve" for things the doctor may choose to evaluate later on and therefore is not applicable most of the time so this cell should be ignored unless the doctor tells you otherwise.

Enter in this space the date that you are reviewing the results from the methyl-B₁₂ shots given once every three day shots.

Enter in this space the date that you are reviewing the results from the methyl-B₁₂ shots given on the daily shot schedule.

Updated January 1, 2012 PARENT DESIGNED REPORT FORM "ROWS AND COLUMNS" SECTION
Score Each Response Separately by the Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant
NEVER ENTER A "ZERO". JUST LEAVE IT BLANK! THE SCORING SHOULD BE FROM THE DATE THE TREATMENT BEGAN.

Patient Name: _____		Dates	
1	Abstract thinking: can do better or for the first time: Be specific. Give examples to support your conclusion.		
2	Activity level now the appropriate amount for age (this does not mean "hyperactivity"): What was it like before and how is it better now?		
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4	Age appropriate, more than prior methyl- B ₁₂ shots: Explain your answer.		
5	Aggression decreased: Describe - Be specific.		
6	Aggression increased: Describe - Be specific. Be sure to indicate what other factors may be contributing, e.g. allergy "season"; change in routine, teachers, therapists, classmates that may be bothering your child, etc.		
7	Alert, more: Describe. In what circumstances has this become obvious?		
8	Allergies, fewer symptoms: How can you tell? What is/was it usually like?		
9	Amicable, pleasant: More than before: Describe.		
10	Appetite has increased and/or is trying new foods, more varied; gaining weight: Describe what it was like before the shots. What it is like now. Indicate the time period within which this change began to occur, and indicate if the changes are subtle, mild, moderate, or significant.		
11	Assertive, more self-knowledge and self-protection; "defending one's own space" but and doing it in an appropriate manner (Example: s/he is not rude but just expresses what s/he does or does not want or wish to do; no longer lets siblings or playmates take advantage of him/her; defines his/her "equal right-to-be" in the world)		
12	Attempts to use words or to use more new words or harder words: <u>Be very specific with this section. Give as many examples as possible.</u> Tell what your child was like before the shots began and what your child is like now. Let us know how quickly you saw the effects and how obvious they were to you or others. Let us know whether the changes are mild, moderate, or significant. Let us know within what period of time after starting the shots that the changes started to occur.		
13	Attentive: Be specific: Describe in detail what it was like before and what it is like now and within what period of time you noted the changes and how strong the changes were.		
14	Attitude or disposition: Improved, overall or in general: Describe. We are looking for the general trend as compared to an occasional good day here or there. Be specific in your description if this is present in your child.		
15	Attitude or disposition: Worsening in general: Describe. We are looking for the general trend as compared to an occasional bad day or secondary to a triggering event.		
16	Awareness is increased. This is awareness "in general" and/or self-awareness, awareness of who s/he is and where s/he belongs in the greater scheme of things. Increased awareness of changing situations and life events. Explain with as many examples as possible from before and after the shots and the degree of change.		
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18	Behavior: Worse, all types of better behaviors including more tantrums, aggression, screaming, kicking, biting, hitting, crying, and/or other outbursts: Describe in detail everything you are seeing. Be sure to describe the baseline behaviour before the methyl- B ₁₂ shots and how they are different now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these worsened behaviors affect the child, the family, the school, and the therapists.		

This space is usually not used and is held in reserve if the doctor will need it sometime in the future.

UNDERSTANDING WHAT GOES INTO THE FIRST COLUMN

Column 1: Every cell is to be left blank UNLESS there has been a change in your child SINCE STARTING EVERY THREE DAY SHOTS that corresponds to the symptoms that the number of the row is describing. ONLY PUT A NUMBER IN THOSE CELLS. The number you enter is to correspond with the intensity or degree of change that you have seen. All other cells are to be left empty. YOU ARE ONLY GRADING CHANGES OVER BASELINE!

In the first column Enter Numbers Only Where you have seen Changes That Have Occurred since starting the every three day methyl-B₁₂ shots.

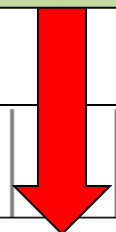
Updated January 1, 2012 PARENT DESIGNED REPORT FORM (ROWS AND COLUMNS) SE...
 Score Each Response Separately by the Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant
 NEVER ENTER A "ZERO". JUST LEAVE IT BLANK! THE SCORING SHEET IS ON THE DATE THE TREATMENT BEGAN

Patient Name: _____		Dates		
1	Abstract thinking: can do better or for the first time: Be specific. Give examples to support your conclusion.			
2	Activity level now the appropriate amount for age (this does not mean "hyperactivity"): What was it like before and how is it better now?			
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6	Aggression increased: Describe - Be specific. Be sure to indicate what other factors may be contributing, e.g. allergy "season"; change in routine, teachers, therapists, classmates that may be bothering your child, etc.			
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11	Assertive, more self-knowledge and self-protection; "defending one's own space" but and doing it in an appropriate manner (Example: s/he is not rude but just expresses what s/he does or does not want or wish to do; no longer lets siblings or playmates take advantage of him/her; defines his/her "equal right-to-be" in the world)			
12	Attempts to use words or to use more new words or harder words: <u>Be very specific with this section. Give as many examples as possible.</u> Tell what your child was like before the shots began and what your child is like now. Let us know how quickly you saw the effects and how obvious they were to you or others. Let us know whether the changes are mild, moderate, or significant. Let us know within what period of time after starting the shots that the changes started to occur.			
13	Attentive: Be specific: Describe in detail what it was like before and what it is like now and within what period of time you noted the changes and how strong the changes were.			
14	Attitude or disposition: Improved, overall or in general: Describe. We are looking for the general trend as compared to an occasional good day here or there. Be specific in your description if this is present in your child.			
15	Attitude or disposition: Worsening in general: Describe. We are looking for the general trend as compared to an occasional bad day or secondary to a triggering event.			
16	Awareness is increased. This is awareness "in general" and/or self-awareness, awareness of who s/he is and where s/he belongs in the greater scheme of things. Increased awareness of changing situations and life events. Explain with as many examples as possible from before and after the shots and the degree of change.			
17	Behavior: Better, all types of better behaviors including fewer tantrums and outbursts: Describe before the methyl- B ₁₂ shots and now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these improved behaviors affect your child, the family, the school, and the therapists.			
18	Behavior: Worse, all types of better behaviors including more tantrums, aggression, screaming, kicking, biting, hitting, crying, and/or other outbursts: Describe in detail everything you are seeing. Be sure to describe the baseline behaviour before the methyl- B ₁₂ shots and how they are different now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these worsened behaviors affect the child, the family, the school, and the therapists.			

UNDERSTANDING WHAT GOES INTO THE SECOND COLUMN

Column 2: In this column you are grading THE INTENSITY OF CHANGES SEEN OVER BASELINE (how your child was before starting every three day shots) as well as COMPARING EVERY THREE DAY SHOT RESULTS against any additional changes that may have occurred SINCE STARTING THE DAILY SHOTS. If the intensity of your child's response recorded in Column 1 has not changed, put the same number in Column 2. However, if your child showed a different intensity OVER BASELINE to the number that you recorded in Column 1, enter this new number in Column 2. Also, if there are new things that appeared after starting daily shots that had not been present with the every three day shots, enter in Column 2 those new intensity numbers. **OUR GOAL IS TO GRADE THE CHANGES SEEN FROM DAILY METHYL-B₁₂ OVER BASELINE AS WELL AS TO DOCUMENT WHETHER THERE WERE GREATER CHANGES FROM DAILY SHOTS THAN THERE WERE FROM EVERY THREE DAY SHOTS.**

In the second column Enter Numbers Where you have seen Changes That Have Occurred since starting the methyl-B₁₂ shots on a daily basis.



	Significant	Dates		
7			How?	
8			and what time period after	
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10				
11			in routine, teachers,	
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SUMMARY OF THE METHYL-B₁₂ PARENT DESIGNED REPORT FORM

Column 1: this cell is to be used for the date when you evaluate THE CHANGES SEEN OVER BASELINE from the once every 3 day methyl-B₁₂ shots (usually done at our 1st Follow-up Appointment if we stay on target).

Column 2: this cell is to be used for the date when we evaluate THE CHANGES SEEN OVER BASELINE from the daily methyl-B₁₂ shots (usually done at our 3rd Follow-up Appointment if we stay on target).

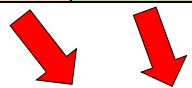
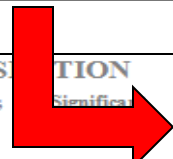
Column 3: this cell is “saved or held in reserve” for things the doctor may choose to evaluate later on and therefore is not applicable most of the time so this cell should be ignored unless the doctor tells you otherwise.

It is important to note that there is no date or column for how your child was at our initial office visit which is unlike the ATEC and YAARS forms!

We are only interested in changes over baseline!

Date And Grade For Every 3 Day Shots	Date And Grade For The Daily Shots	Date And Grade Saved For The Doctor
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Updated January 1, 2012 PARENT DESIGNED REPORT FORM “ROWS AND COLUMNS” SECTION
 Score Each Response Separately by the Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant;
 NEVER ENTER A “ZERO”. JUST LEAVE IT BLANK! THE SCORING SHOULD BE FROM THE DATE THE TREATMENT BEGAN.



Dates			
X			X
X			X
X			X
X			X
X			X
X			X
X			X
X			X
X			X
X			X
X			X
X			X

Unlike The ATEC And YAARS Forms With The Methyl-B₁₂ Parent Designed Report Form There Is No “Date Cell” Or “Grading Column” For How Your Child Was When You First Came To The Office

Score Each Response Separately by the Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant

NEVER ENTER A "ZERO". JUST LEAVE IT BLANK! THE SCORING SHOULD BE FROM THE DATE THE TREATMENT BEGAN.

Dates		
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Patient Name: _____

1	Abstract thinking: can do better or for the first time: Be specific. Give examples to support your conclusion.	1		
2	Activity: level now the appropriate amount for age (this does not mean "hyperactivity"): What was it like before and how is it better now?			
3	Affectionate, more than before taking methyl- B ₁₂ shots, even if s/he was already affectionate: Describe the changes you have seen and what time period after starting the shots.	3		

There was a MODERATE ("3") CHANGE in the DEGREE OF AFFECTION after starting Methyl-B₁₂ shots. You must now DECIDE WHAT GROUP YOU WILL PUT THIS IN to later TELL that group's PEGBBOARD STORY!

10	Appetite has increased and/or is trying new foods, more varied, gaining weight: Describe what it was like before the shots. What it is like now. Indicate the time period within which this change began to occur, and indicate the degree of change.			
11	Assertive, more self-knowledge and self-protection; "defensive" (e.g., s/he is not rude but just expresses what s/he does or does not want or wish to do; s/he is not afraid to stand up for her "equal right-to-be" in the world)	2		
12	Attempts to use words or to use more new words or harder words: Be very specific with this section. Give as many examples as possible. Tell what your child was like before the shots and what your child is like now. Let us know how quickly you saw effects and how obvious they were to you or others. Let us know whether the change was moderate or significant.	1		
13	Attentive: Be specific in describing what was like before and what is like now. Give as many examples as possible. Indicate within what time period the changes were.			
14	Attitude or disposition: Improved, overall or in general: Describe. We are looking for the general trend as compared to an occasional good day here or there. Be specific in your description if this is present in your child.			
15	Attitude or disposition: Worsening in general: Describe. We are looking for the general trend as compared to an occasional bad day here or there. Be specific in your description if this is present in your child.			
16	Awareness is increased. This is awareness "in general" and/or self-awareness, awareness of who s/he is and where s/he belongs in the greater scheme of things. Increased awareness of changing situations and life events. Explain with as many examples as possible from before and after the shots and the degree of change.	1		
17	Behavior: Better, all types of better behaviors including more compliance, more cooperation, more social skills, more verbal skills, more academic skills, more school, and the therapists.			
18	Behavior: Worse, all types of better behaviors including more tantrums, aggression, screaming, kicking, biting, hitting, crying, and or other outbursts: Describe in detail everything you are seeing. Be sure to describe the baseline behaviour before the methyl- B ₁₂ shots and how they are different now. Indicate within what period of time the changes were seen. Give as many examples as possible from before and after the shots and the degree of change.			

REMEMBER

We are only looking for

the amount of

CHANGE OVER BASELINE

(what the child was like before starting the shots)

Score Each Response Separately by the Following Rating Scale: 1-Mild; **2-Mild-to-Moderate;** 3-Moderate; 4-Moderate-to-Significant; 5-Significant

Dates

REMEMBER

We are only looking for the amount of **CHANGE OVER BASELINE**

(what the child was like before starting the shots)

Patient Name: _____			
1	Abstract thinking: can do better or for the first time: Be specific. Give examples to support your conclusion.	1	
2	Activity level: now the appropriate amount: Describe. Be specific. Give examples to support your conclusion.		
3	Affectionate, more than before taking methyl-B ₁₂ shots: Describe. Be specific. Give examples to support your conclusion.	3	
4	Age appropriate, more than prior methyl-B ₁₂ shots: Explain your answer.		
5	Aggression decreased: Describe - Be specific.		
6	Aggression increased: Describe - Be specific. Be sure to indicate what other factors may be contributing: e.g. allergy, "season", change in routine, teachers, therapists, classmates that may be bothering your child, etc.		
7	Alert, more: Describe. In what circumstances?		
8	Allergies, fewer symptoms: How can you tell? Describe what it was like before the shots. What is it like now. Indicate the time period within which the change began to be noticed.		
9	Amicable, pleasant: More than before: Describe.		
10	Appetite has increased: Describe. Indicate the time period within which the change began to be noticed.		
11	Assertive , more self-knowledge and self-protection; "defending one's own space" but and doing it in an appropriate manner (Example: s/he is not rude but just expresses what s/he does or does not want or wish to do; no longer lets siblings or playmates take advantage of him/her; defines his/her "equal right-to-be" in the world)	2	

There was a **MILD-TO-MODERATE ("2") CHANGE** in the **DEGREE OF ASSERTIVENESS** after starting Methyl-B₁₂ shots. You must now **DECIDE WHAT GROUP YOU WILL PUT THIS IN** to later **TELL** that group's **PEGBOARD STORY?**

15	Attitude or disposition: Worsening in general: Describe. We are looking for the general trend as compared to an occasional bad day or secondary to a triggering event.		
16	Awareness is increased. This is awareness "in general" and/or self-awareness, awareness of who s/he is and where s/he belongs in the greater scheme of things. Increased awareness of changing situations and life events. Explain with as many examples as possible from before and after the shots and the degree of change.	1	
17	Behavior: Better, all types of better behaviors including fewer tantrums and outbursts: Describe before the methyl-B ₁₂ shots and now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these improved behaviors affect your child, the family, the school, and the therapists.		
18	Behavior: Worse, all types of better behaviors including more tantrums, aggression, screaming, kicking, biting, hitting, crying, and/or other outbursts: Describe in detail everything you are seeing. Be sure to describe the baseline behaviour before the methyl-B ₁₂ shots and how they are different now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these worsened behaviors affect the child, the family, the school, and the therapists.		

Updated January 1, 2012 PARENT DESIGNED REPORT FORM "ROWS AND COLUMNS" SECTION

Score Each Response Separately by the Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant

NEVER ENTER A "ZERO". JUST LEAVE IT BLANK! THE SCORING SHOULD BE FROM THE DATE THE TREATMENT BEGAN.

Dates

Patient Name: _____

1	Abstract thinking: can do better or for the first time: Be specific. Give examples to support your conclusion.	1	
2	Activity level now the appropriate amount for age (this does not mean "hyperactivity"): What was it like before and how is it better now?	4	
3	Affectionate, more than before taking methyl- B ₁₂ shots, even if s/he was already affectionate: Describe the changes you have seen and what time period after starting the shots.	3	
4	Age appropriate, more than prior methyl- B ₁₂ shots: Explain your answer.	2	
5	Aggression decreased: Describe - Be specific.	3	
6	Aggression increased: Describe - Be specific. Be sure to indicate what other factors may be contributing, e.g. allergy "season"; change in routine, teachers, therapists, classmates that may be bothering your child, etc.	5	
7	Alert, more: Describe. In what circumstances has this become obvious?	2	
8	Allergies, fewer symptoms: How can you tell? What is/was it usually like?		
9	Amicable, pleasant: More than before: Describe.	2	
10	Appetite has increased and/or is trying new foods, more varied; gaining weight: Describe what it was like before the shots. What it is like now. Indicate the time period within which this change began to occur, and indicate if the changes are subtle, mild, moderate, or significant.	4	
11	Assertive, more self-knowledge and self-protection; "defending one's own space" but and doing it in an appropriate manner (Example: s/he is not rude but just expresses what s/he does or does not want or wish to do; no longer lets siblings or playmates take advantage of him/her; defines his/her "equal right-to-be" in the world)	2	
12	Attempts to use words or to use more new words or harder words: <u>Be very specific with this section. Give as many examples as possible.</u> Tell what your child was like before the shots began and what your child is like now. Let us know how quickly you saw the effects and how obvious they were to you or others. Let us know whether the changes are mild, moderate, or significant. Let us know within what period of time after starting the shots that the changes started to occur.	1	
13	Attentive: Be specific: Describe in detail what it was like before and what it is like now and within what period of time you noted the changes and how strong the changes were.	2	
14	Attitude or disposition: Improved, overall or in general: Describe. We are looking for the general trend as compared to an occasional good day here or there. Be specific in your description if this is present in your child.	2	
15	Attitude or disposition: Worsening in general: Describe. We are looking for the general trend as compared to an occasional bad day or secondary to a triggering event.	4	
16	Awareness is increased. This is awareness "in general" and/or self-awareness, awareness of who s/he is and where s/he belongs in the greater scheme of things. Increased awareness of changing situations and life events. Explain with as many examples as possible from before and after the shots and the degree of change.	1	
17	Behavior: Better, all types of better behaviors including fewer tantrums and outbursts: Describe before the methyl- B ₁₂ shots and now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these improved behaviors affect your child, the family, the school, and the therapists.	2	
18	Behavior: Worse, all types of better behaviors including more tantrums, aggression, screaming, kicking, biting, hitting, crying, and/or other outbursts: Describe in detail everything you are seeing. Be sure to describe the baseline behaviour before the methyl- B ₁₂ shots and how they are different now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these worsened behaviors affect the child, the family, the school, and the therapists.	4	

Updated January 1, 2012 PARENT DESIGNED REPORT FORM "ROWS AND COLUMNS" SECTION

Score Each Response Separately by the Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant

NEVER ENTER A "ZERO". JUST LEAVE IT BLANK! THE SCORING SHOULD BE FROM THE DATE THE TREATMENT BEGAN.

Dates

Patient Name: _____

1	Abstract thinking: can do better or for the first time: Be specific. Give examples to support your conclusion.	1	
2	Activity level now the appropriate amount for age (this does not mean "hyperactivity"): What was it like before and how is it better now?	4	
3	Affectionate, more than before taking methyl- B12 shots, even if s/he was already affectionate: Describe the changes you have seen and what time period after starting the shots.	3	
4	Age appropriate, more than prior methyl- B12 shots: Explain your answer.	2	
5	Aggression decreased: Describe - Be specific.	3	
6	Aggression increased: Describe - Be specific. Be sure to indicate what other factors may be contributing, e.g. allergy "season"; change in routine, teachers, therapists, classmates that may be bothering your child, etc.	5	
7	Alert, more: Describe. In what circumstances has this become obvious?	2	
8	Allergies, fewer symptoms: How can you tell? What is/was it usually like?		
9	Amicable, pleasant: More than before: Describe.	2	
10	Appetite has increased and/or is trying new foods, unvaried; gain weight: Describe what was like before the shots. What is like now. Indicate the time period within which this change began to occur, and indicate if the changes are substantial, moderate, or minimal.	4	
11	Assertive, more self-knowledge and self-protection; "defending one's own space" but and doing it in an appropriate manner (example: s/he is not rude but just expresses what s/he does or does not want or wish to do; no longer lets siblings or playmates take advantage of him/her; defines his/her "equal right-to-be" in the world)	2	
12	Attempts to use words or to use more new words or harder words: Be very specific with this section. Give as many examples as possible. Tell what your child was like before the shots began and what your child is like now. Let us know how quickly you saw the effects and how obvious they were to you or others. Let us know whether the changes are mild, moderate, or significant. Let us know within what period of time after starting the shots that the changes started to occur.	1	
13	Attentive: Be specific. Describe in detail what it was like before and what it is like now and if it is different from what you noticed the changes were.	2	
14	Attitude or disposition: Improved, overall or in general: Describe. We are looking for the general trend as compared to an occasional good day here or there. Be specific in your description if this is present in your child.	2	
15	Attitude or disposition: Worsening in general: Describe. We are looking for the general trend as compared to an occasional bad day or secondary to a triggering event.	4	
16	Awareness is increased. This is awareness "in general" and/or self-awareness, awareness of who s/he is and where s/he belongs in the greater scheme of things. Increased awareness of changing situations and life events. Explain with as many examples as possible from before and after the shots and the degree of change.	1	
17	Behavior: Better, all types of better behaviors including fewer tantrums and outbursts: Describe before the methyl- B12 shots and now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these improved behaviors affect your child, the family, the school, and the therapists.	2	
18	Behavior: Worse, all types of better behaviors including more tantrums, aggression, screaming, kicking, biting, hitting, crying, and/or other outbursts: Describe in detail everything you are seeing. Be sure to describe the baseline behaviour before the methyl- B12 shots and how they are different now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these worsened behaviors affect the child, the family, the school, and the therapists.	4	

This is Wrong
This is Impossible

THESE PARENTS DID THIS LIKE THE ATEC AND YAARS FORMS

They gave an number for how their child was when first coming to my office and/or how he is now. **THIS IS FILLED OUT WRONG!** It did not show the child's **CHANGE OVER BASELINE!** *It is impossible* to have that many changes for that many symptoms in just six short weeks after starting methyl-B₁₂ shots!

4	Age appropriate, more than prior methyl- B ₁₂ shots: Explain your answer.	2	
5	Aggression decreased: Describe - Be specific.	3	
6	Aggression increased: Describe - Be specific. Be sure to indicate what other factors may be contributing, e.g. allergy "season"; change in routine, teachers, therapists, classmates that may be bothering your child.	5	
7	Alert, more: Describe. In what circumstances has this been observed?	2	
8	Allergies, fewer symptoms: How can you tell? What is/was the allergen?		
9	Amicable, pleasant: More than before: Describe.	2	
10	Appetite has increased and/or is trying new foods unvaried; g... Describe how your child was like before the shots. What is like now. Indicate the time period within which this change began to occur, and indicate if the change is permanent, or temporary.	4	
11	Assertive, more self-knowledge and self-protection; "defending one's self" in an appropriate manner (example: s/he is not rude but just expresses what s/he does or does not want or wish to do; no longer lets s/he be taken advantage of him/her; defines his/her "equal right-to-be" in the world)	2	
12	Attempts to use words or to use more new words or harder words: Be specific in your description. Give as many examples as possible. Tell what your child was like before the shots began and what your child is like now. Let us know when you saw the effects and how obvious they were to you or others. Let us know whether the changes are mild, moderate, or significant. Indicate the time after starting the shots that the changes started to occur.	1	
13	Attentive: Be specific. Describe what it was like before the shots. What is like now? How long did the changes last? How strong the changes were.	2	
14	Attitude or disposition: Improved, overall or in general: Describe how your child is compared to an occasional good day here or there. Be specific in your description if this is present in your child.	2	
15	Attitude or disposition: Worsening in general: Describe how your child is compared to an occasional bad day or secondary to a triggering event.	4	
16	Awareness is increased. This is awareness "in general" and/or self-awareness, awareness of who s/he is and where s/he belongs in the greater scheme of things. Increased awareness of changing situations and life events. Explain with as many examples as possible from before and after the shots and the degree of change.	1	
17	Behavior: Better, all types of better behaviors including fewer tantrums and outbursts: Describe before the methyl- B ₁₂ shots and now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these improved behaviors affect your child, the family, the school, and the therapists.	2	
18	Behavior: Worse, all types of better behaviors including more tantrums, aggression, screaming, kicking, biting, hitting, crying, and/or other outbursts: Describe in detail everything you are seeing. Be sure to describe the baseline behaviour before the methyl- B ₁₂ shots and how they are different now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these worsened behaviors affect the child, the family, the school, and the therapists.	4	

This is wrong
This is impossible

Updated January 1, 2012 PARENT DESIGNED REPORT FORM "ROWS AND COLUMNS" SECTION

Score Each Response Separately by the Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant

NEVER ENTER A "ZERO". JUST LEAVE IT BLANK! THE SCORING SHOULD BE FROM THE DATE THE TREATMENT BEGAN.

Dates

Patient Name: _____

1	Abstract thinking: can do better or for the first time: Be specific. Give examples to support your conclusion.	1		
2	Activity level now the appropriate amount for age (this does not mean "hyperactivity"): What was it like before and how is it better now?			
3	Affectionate, more than before taking methyl- B ₁₂ shots, even if s/he was already affectionate: Describe the changes you have seen and what time period after starting the shots.	3		
4	Age appropriate, more than prior methyl- B ₁₂ shots: Explain your answer.			
5	Aggression decreased: Describe - Be specific.			
6	Aggression increased: Describe - Be specific. Be sure to indicate what other factors may be contributing, e.g. allergy "season"; change in routine, teachers, therapists, classmates that may be bothering your child, etc.			
7	Alert, more: Describe. In what circumstances has this become obvious?			
8	Allergies, fewer symptoms: How can you tell? What is/was it usually like?			
9	Amicable, pleasant: More than before: Describe.			
10	Appetite has increased and/or is trying new foods, more varied; gaining weight: Describe what it was like before the shots. What it is like now. Indicate the time period within which this change began to occur, and indicate if the changes are subtle, mild, moderate, or significant.			
11	Assertive, more self-knowledge and self-protection; "defending one's own space" but and doing it in an appropriate manner (Example: s/he is not rude but just expresses what s/he does or does not want or wish to do; no longer lets siblings or playmates take advantage of him/her; defines his/her "equal right-to-be" in the world)	2		
12	Attempts to use words or to use more new words or harder words: <u>Be very specific with this section. Give as many examples as possible.</u> Tell what your child was like before the shots began and what your child is like now. Let us know how quickly you saw the effects and how obvious they were to you or others. Let us know whether the changes are mild, moderate, or significant. Let us know within what period of time after starting the shots that the changes started to occur.	1		
13	Attentive: Be specific: Describe in detail what it was like before and what it is like now and within what period of time you noted the changes and how strong the changes were.			
14	Attitude or disposition: Improved, overall or in general: Describe. We are looking for the general trend as compared to an occasional good day here or there. Be specific in your description if this is present in your child.			
15	Attitude or disposition: Worsening in general: Describe. We are looking for the general trend as compared to an occasional bad day or secondary to a triggering event.			
16	Awareness is increased. This is awareness "in general" and/or self-awareness, awareness of who s/he is and where s/he belongs in the greater scheme of things. Increased awareness of changing situations and life events. Explain with as many examples as possible from before and after the shots and the degree of change.	1		
17	Behavior: Better, all types of better behaviors including fewer tantrums and outbursts: Describe before the methyl- B ₁₂ shots and now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these improved behaviors affect your child, the family, the school, and the therapists.			
18	Behavior: Worse, all types of better behaviors including more tantrums, aggression, screaming, kicking, biting, hitting, crying, and/or other outbursts: Describe in detail everything you are seeing. Be sure to describe the baseline behaviour before the methyl- B ₁₂ shots and how they are different now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these worsened behaviors affect the child, the family, the school, and the therapists.			

Updated January 1, 2012 PARENT DESIGNED REPORT FORM "ROWS AND COLUMNS" SECTION

Score Each Response Separately by the Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant

NEVER ENTER A "ZERO". JUST LEAVE IT BLANK! THE SCORING SHOULD BE FROM THE DATE THE TREATMENT BEGAN.

Dates

Patient Name: _____

1	Abstract thinking: can do better or for the first time: Be specific. Give examples to support your conclusion.	1	
2	Activity level now the appropriate amount for age (this does not mean "hyperactivity"): What was it like before and how is it better now?		
3	Affectionate, more than before taking methyl- B ₁₂ shots, even if s/he was already affectionate: Describe the changes you have seen and what time period after starting the shots.	3	
4	Age appropriate, more than prior methyl- B ₁₂ shots: Explain your answer.		
5	Aggression decreased: Describe - Be specific.		
6	Aggression increased: Describe - Be specific. Be sure to indicate what other factors may be contributing, e.g. allergy "season"; change in routine, teachers, therapists, classmates that may be bothering your child, etc.		
7	Alert, more: Describe. In what circumstances has this become obvious?		
8	Allergies, fewer symptoms: How can you tell? What is/was it usually like?		
9	Amicable, pleasant: More than before: Describe.		
10	Appetite has increased and/or is trying new foods, not vomiting, gaining weight: Describe what it was like before the shots. What it is like now. Indicate the time period within which this change began to occur, and indicate the changes are subtle, mild, moderate, or significant.		
11	Assertive, more self-knowledge and self-protection; "defending one's own space" but and doing it in an appropriate manner (Example: s/he is not rude but just expresses what s/he does or does not want or wish to do; no longer lets siblings or playmates take advantage of him/her; defines his/her "equal right-to-be" in the world)	2	
12	Attempts to use words or to use more new words or harder words: Be very specific with this section. Give as many examples as possible. Tell what your child was like before the shots began and what your child is like now. Let us know how quickly you saw the effects and how obvious they were to you or others. Let us know whether the changes are mild, moderate, or significant. Let us know when, what period of time after starting the shots that the changes started to occur.	1	
13	Attentive: Be specific: Describe in detail what it was like before and what it is now and in what period of time you noticed the changes and how strong the changes were.		
14	Attitude or disposition: Improved, overall or in general: Describe. We are looking for the general trend as compared to an occasional good day here or there. Be specific in your description if this is present in your child.		
15	Attitude or disposition: Worsening in general: Describe. We are looking for the general trend as compared to an occasional bad day or secondary to a triggering event.		
16	Awareness is increased. This is awareness "in general" and/or self-awareness, awareness of who s/he is and where s/he belongs in the greater scheme of things. Increased awareness of changing situations and life events. Explain with as many examples as possible from before and after the shots and the degree of change.	1	
17	Behavior: Better, all types of better behaviors including fewer tantrums and outbursts: Describe before the methyl- B ₁₂ shots and now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these improved behaviors affect your child, the family, the school, and the therapists.		
18	Behavior: Worse, all types of better behaviors including more tantrums, aggression, screaming, kicking, biting, hitting, crying, and/or other outbursts: Describe in detail everything you are seeing. Be sure to describe the baseline behaviour before the methyl- B ₁₂ shots and how they are different now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these worsened behaviors affect the child, the family, the school, and the therapists.		

This is Right
This is Possible

THESE PARENTS DID THE METHYL-B₁₂ PDRF CORRECTLY

They only gave numbers for those symptoms in which they observed a CHANGE OVER BASELINE from how their child was before starting the methyl-B₁₂ shots to how their child was six weeks later!

3	Affectionate, more than before taking methyl- B ₁₂ shots, even if s/he was already affectionate: Describe the changes you have seen and what time period after starting the shots.	3		
4	Age appropriate, more than prior methyl- B ₁₂ shots: Explain your answer.			
5	Decreased: Describe - Be specific.			
6	Increased: Describe - Be specific. Be sure to indicate what other factors may be contributing, e.g. allergy "season"; change in routine; playmates that may be bothering your child, etc.			
7	Describe. In what circumstances has this become obvious?			
8	Over symptoms: How can you tell? What is/was it usually like?			
9	Pleasant: More than before: Describe.			
10	Unpleasant and/or is trying new words, not words, gaining weight: Describe what it was like before the shots. What it is like now. Indicate within what period of time this change began to occur, and indicate if the changes are subtle, mild, moderate, or significant.			
11	Assertive: More self-knowledge and self-protection; "defending one's own space" but and doing it in an appropriate manner (Example: s/he is not afraid to stand up for what s/he does or does not want or wish to do; no longer lets siblings or playmates take advantage of him/her; defines his/her "equal rights" in the world.)	2		
12	Attention: To use words or to use more new words or harder words: Be very specific with this section. Give as many examples as possible. Tell what your child was like before the shots began and what your child is like now. Let us know how quickly you saw the effects and how obvious they were to you or others. Let us know whether the changes are mild, moderate, or significant. Let us know within what period of time after starting the shots that the changes started to occur.	1		
13	Attention: Specific: Describe in detail what it was like before and what it is like now and within what period of time you noticed the changes and when the changes occurred.			
14	Attitude or disposition: Improved, overall or in general: Describe. We are looking for the general trend as compared to an occasional good day here or there. Be specific in your description if this is present in your child.			
15	Attitude or disposition: Worsening in general: Describe. We are looking for the general trend as compared to an occasional bad day or secondary to a triggering event.			
16	Awareness is increased. This is awareness "in general" and/or self-awareness, awareness of who s/he is and where s/he belongs in the greater scheme of things. Increased awareness of changing situations and life events. Explain with as many examples as possible from before and after the shots and the degree of change.	1		
17	Behavior: Better, all types of better behaviors including fewer tantrums and outbursts: Describe before the methyl- B ₁₂ shots and now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these improved behaviors affect your child, the family, the school, and the therapists.			
18	Behavior: Worse, all types of better behaviors including more tantrums, aggression, screaming, kicking, biting, hitting, crying, and/or other outbursts: Describe in detail everything you are seeing. Be sure to describe the baseline behaviour before the methyl- B ₁₂ shots and how they are different now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these worsened behaviors affect the child, the family, the school, and the therapists.			

This is Right

This is Possible

THIS IS THE RIGHT WAY TO NAME THE GROUPINGS

Here the parents have “grouped” the symptom improvements “they feel” go together . They then named the group and gave it a title. You may disagree with the name they chose but this is “their evaluation” the way “they see it”, not how others may view it.

GROUP 6: MORE AGE APPROPRIATE HUMOR & IMAGINATION

60#Humor, jokes around and/or laughs at appropriate times

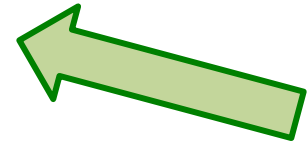
45#Feelings

4#Age appropriate

11#Assertive, more self-knowledge and self-protection

63#Imaginative play, pretend play, fantasy

98#Play is appropriate; initiates play



Now Pedro likes playing of scaring his parents and he has fun and smiles a lot when he realizes that his parents are scared by a scene that he does. Pedro is always requesting us to watch cartoons on TV and it is the first time is having fun with the funny scenes. He laughs a lot and looks for us to have fun with him. After watching one of his favorite cartoon he was immediately try to reproduce that scenes with their toys, we were surprised because he is very creative and is imitating very well. Pedro is playing more appropriate to his age, he is playing soccer and games but still don't sharing with others when he is playing games. At the school, Pedro still not defending their space and stays intimidated when other child takes something from him.

GROUP 7: SOCIALIZATION & ENGAGEMENT

42#Engaged or engaging

68#Initiation of social interaction or play

70#Interaction with children, adults, groups, peers now to a greater or more appropriate degree

107#Responsiveness to people has increased



Pedro's dad was very surprised when arrived at school and saw Pedro playing ball with two other friends because before Pedro was always alone isolating the group. It was the first time that Pedro is talking with his uncles and aunts using their names. His aunt was surprised when Pedro was playing with his toys and inquired her "Deja, how many cars have here?". It was the first time that Pedro remained sitting and playing with his cousin without the mediation of their parents.

THIS IS THE WRONG WAY TO NAME THE GROUPINGS

Let's say the parents listed the different symptoms they believed had changed since starting the shots. They even wrote a nice Pegboard Story documenting the changes. However, they did not name the groups they made so it is impossible to quickly see what categories of change occurred with their child.

GROUP 6:

60#Humor, jokes around and/or laughs at appropriate times

45#Feelings

4#Age appropriate

11#Assertiveness, more self-knowledge and self-protection

63#Imagination

98#Play is appropriate, imitates play

Now Pedro likes playing of scaring his parents and is scared by a scene that he does. Pedro is always having fun with the funny scenes. He laughs a lot. His favorite car is a red one. Pedro is very creative and is imitating very well. Pedro likes games but doesn't sharing with others when he is playing games. At the school, Pedro still not defending their space and is intimidated when other child takes something from him.

GROUP 7:

42#Engaged or engaging

68#Initiation of social interaction or play

70#Interaction with children, adults, groups, peers now to a greater or more appropriate degree

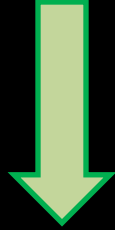
107#Responsiveness to people has increased

Pedro's dad was very surprised when arrived at school and saw Pedro playing ball with two other friends because before Pedro was always alone isolating the group. It was the first time that Pedro is talking with his uncles and aunts using their names. His aunt was surprised when Pedro was playing with his toys and inquired her "Deja, how many cars have here?". It was the first time that Pedro remained sitting and playing with his cousin without the mediation of their parents.

THE GROUPS
WERE NOT
GIVEN A TITLE

THIS IS THE RIGHT WAY TO DO THE WORDS AND NUMBERS

The symptom numbers and “shortened” set of symptom words are listed vertically underneath each other



GROUP 6: MORE AGE APPROPRIATE HUMOR & IMAGINATION

60#Humor, jokes around and/or laughs at appropriate times

45#Feelings

4#Age appropriate

11#Assertive, more self-knowledge and self-protection

63#Imaginative play, pretend play, fantasy

98#Play is appropriate; initiates play

Now Pedro likes playing of scaring his parents and he has fun and smiles a lot when he realizes that his parents are scared by a scene that he does. Pedro is always requesting us to watch cartoons on TV and it is the first time is having fun with the funny scenes. He laughs a lot and looks for us to have fun with him. After watching one of his favorite cartoon he was immediately try to reproduce that scenes with their toys, we were surprised because he is very creative and is imitating very well. Pedro is playing more appropriate to his age, he is playing soccer and games but still don't sharing with others when he is playing games. At the school, Pedro still not defending their space and stays intimidated when other child takes something from him.

GROUP 7: SOCIALIZATION & ENGAGEMENT

42#Engaged or engaging

68#Initiation of social interaction or play

70#Interaction with children, adults, groups, peers now to a greater or more appropriate degree

107#Responsiveness to people has increased

Pedro's dad was very surprised when arrived at school and saw Pedro playing ball with two other friends because before Pedro was always alone isolating the group. It was the first time that Pedro is talking with his uncles and aunts using their names. His aunt was surprised when Pedro was playing with his toys and inquired her "Deja, how many cars have here?". It was the first time that Pedro remained sitting and playing with his cousin without the mediation of their parents.

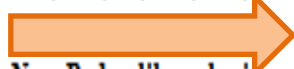


THIS IS THE WRONG WAY TO DO THE WORDS AND NUMBERS

The symptom numbers have been listed horizontally and there are no descriptive words to know what symptoms the different numbers correspond to

GROUP 6:

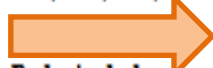
60#, 45#, 4#, 11#, 63#, 98#



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GROUP 7:

42#, 68#, 70#, 107#



Pedro's dad was very surprised when arrived at school and saw Pedro playing ball with two other friends because before Pedro was always alone isolating the group. It was the first time that Pedro is talking with his uncles and aunts using their names. His aunt was surprised when Pedro was playing with his toys and inquired her "Deja, how many cars have here?". It was the first time that Pedro remained sitting and playing with his cousin without the mediation of their parents.

THIS IS THE RIGHT WAY TO WRITE YOUR PEGBOARD STORIES

You first describe
what the child
was like
BEFORE starting
methyl-B₁₂.




A Parent's Pegboard Story Relating To Her Child's Improvements In Attention From Methyl-B₁₂

Destiny had no focus before we started the shots. We could not get her to look at anything or play with anything. It was so sad she couldn't even look at pictures or watch a whole TV show - she just couldn't stay focused. After the shots she has such great focus on all kinds of things - games, books, TV, playing with other people. She can now sit for over five minutes and play with a toy or game. She will look at four or five books in one sitting. She can watch a ½ hour TV show. She can jump on the trampoline for more than ten minutes. She watches the birds outside and stays watching them. She can focus when interacting with others while before she would only do it with me. Now she interacts with everyone in the house or anyone that comes to the house. She plays with them

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and her memory is getting so much better than before the shots because now she will go to people once she looks at them and remembers who they are. She remembers things – for example she starts playing with a toy without me having to show her how to do it again. Her interest in things has increased. She really likes books and blocks, her piggy and the trampoline. She gets interested in new things like Legos and her ball pit. Before the shots she would not pick the balls up or play in the pit at all. She never played with toys and showed no interest in them at all. She only liked to stim with one hand and two fingers. Destiny's motor skills before the shots were not there. She could not stack blocks or push the coins into the bank. She still has a little trouble with

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putting things into small spaces but not into big spaces. She is not so clumsy anymore with walking and stepping over things. Now she is starting to jump over things and starting to run in a way she could never do that before. Before the shots she was obsessed with one thing all day long and hardly ever put it down and if she did she always went back to it. Also before the shots she was obsessed with the color blue and circles. If you showed her either, that was it, she just stimmied with it and put it up to her face real close. Now after the shots started her obsessions have gone away some. Though she is still little obsessed with blue and some circle things she will put them down after a few seconds of stimming with them and she does not go back to them unless we

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are doing something with them. Destiny has started to try to sing. She dances around the room while songs are on. Though there are not many words you still know what she is trying to do which we have never seen before ever. She has started to laugh at TV shows or if someone is playing with her. She also laughs at her movements in the mirror. She was trying to see her foot in the mirror one day and kept losing her balance and was laughing so hard till she did it as she kept working on it and never gave up. She laughs at silly noises and expressions on people's faces. Before the shot she would laugh at nothing at all and just crack up for like ten minutes. When we ask her something now she will say no or yes at the right time while answering you. If I ask her to play

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ball she will say yes or no. When we ask her if she wanted to eat she will answer us with yes or no. When you tell her to do something she doesn't want to do she will tell you no. If you say "Does Destiny want something or does Destiny want to play" she will sometimes say yes.

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