

ASASC

NAME _____

DATE _____ AGE _____ DOB _____ MALE/FEMALE

DIAGNOSIS (IF APPLICABLE) _____

WHO DIAGNOSED ASD (IF APPLICABLE) _____

QUESTIONNAIRE COMPLETED BY _____

Please complete if you can:

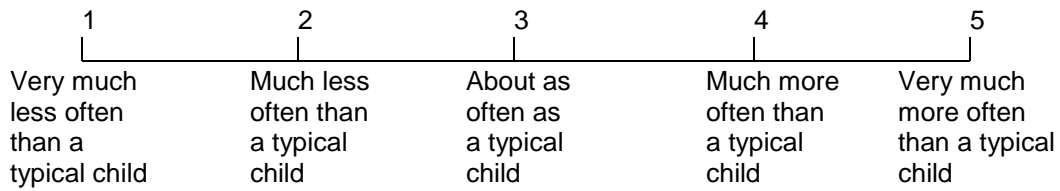
VIQ (Verbal IQ): _____

PIQ (Performance IQ): _____

Global IQ: _____

Please indicate scores if possible, otherwise any descriptor given, for example, intellectual impairment: mild, borderline, average, high average, superior, very superior.

Attends Special School: YES / NO



The following questionnaire is designed to identify behaviours and abilities in children who are aged between 5 and 19 years. Each question or statement has a rating scale from “1” to “5”. Rate each item using the scale to indicate the frequency with which the child you are rating shows the behaviour described. The scale is shown below.

While completing the questionnaire please compare the child you are rating with typically developing children you know who are the same age and gender.

SECTION A

(1) Does the child have difficulty ‘reading’ the signs of someone being embarrassed?	1	2	3	4	5
(2) Does the child have difficulty ‘reading’ the signs of someone’s facial expression?	1	2	3	4	5
(3) Does the child have difficulty ‘reading’ the signs of someone being bored?	1	2	3	4	5
(4) Does the child have difficulty ‘reading’ the emotion in someone’s eyes?	1	2	3	4	5
(5) Does the child have difficulty ‘reading’ the signs of someone being annoyed?	1	2	3	4	5
(6) Does the child lack subtlety or maturity in his or her expression of affection?	1	2	3	4	5
(7) Does the child lack subtlety or maturity in his or her expression of anger?	1	2	3	4	5
(8) Does the child lack subtlety or maturity in his or her expression of sadness?	1	2	3	4	5

1	2	3	4	5
Very much less often than a typical child	Much less often than a typical child	About as often as a typical child	Much more often than a typical child	Very much more often than a typical child

SECTION B

(9) Is the child primarily interested in facts?	1	2	3	4	5
(10) Is the child interested in cataloguing information?	1	2	3	4	5
(11) Is the child interested in statistics?	1	2	3	4	5
(12) Is the child an expert on a specific topic?	1	2	3	4	5
(13) Does the child avidly read books, primarily for information about their special interest?	1	2	3	4	5
(14) Does the child's speech give more information or technical detail than you need?	1	2	3	4	5
(15) Is the child's speech overly formal or polite such that they talk like an adult?	1	2	3	4	5
(16) Does the child have an exceptional long-term memory for events or facts that he or she finds interesting?	1	2	3	4	5
(17) Does the child tend to over focus on details?	1	2	3	4	5

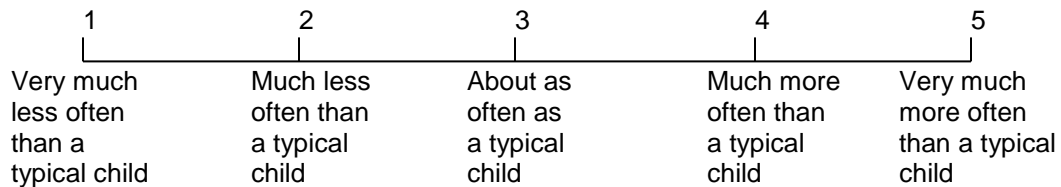
SECTION C

(18) Does the child show distress due to noises of a specific pitch, e.g. the sound of a vacuum cleaner?	1	2	3	4	5
(19) Does the child show distress due to noises of a specific volume?	1	2	3	4	5
(20) Does the child show distress due to sudden noises?	1	2	3	4	5
(21) Does the child show distress due to noises in crowded social situations?	1	2	3	4	5
(22) Does the child show distress due to bright lights?	1	2	3	4	5
(23) Does the child notice sounds that are not heard by others?	1	2	3	4	5

	1	2	3	4	5
	Very much less often than a typical child	Much less often than a typical child	About as often as a typical child	Much more often than a typical child	Very much more often than a typical child
(24) Does the child startle easily, e.g. when touched from behind, or when hearing sudden noise?	1	2	3	4	5
(25) Does the child show distress due to certain aromas or odors?	1	2	3	4	5
(26) Does the child show distress due to light touch on his or her skin?	1	2	3	4	5

SECTION D

(27) Does the child ask socially embarrassing questions?	1	2	3	4	5
(28) Does the child speak his or her mind irrespective of the social context?	1	2	3	4	5
(29) Does the child make up his or her own rules to a game and then insist that everyone follow those rules?	1	2	3	4	5
(30) Does the child point out other people's mistakes?	1	2	3	4	5
(31) Does the child make inappropriate but true comments?	1	2	3	4	5
(32) Does the child expect others to see things only from his or her point of view?	1	2	3	4	5
(33) Does the child enforce social rules to other children, i.e. is a social policeman?	1	2	3	4	5
(34) Does the child often interrupt a conversation?	1	2	3	4	5
(35) Does the child expect you to know what happened at school, even if you were not there to see?	1	2	3	4	5
(36) In social situations is the child likely to intrude on the conversation of others in a clumsy way?	1	2	3	4	5



SECTION E

(37) Do minor changes in routine or expectation cause the child distress?	1	2	3	4	5
(38) Does the child have to be forewarned of minor changes in the daily routine of home or the classroom?	1	2	3	4	5
(39) Do major changes upset the child e.g. moving house or a new teacher?	1	2	3	4	5
(40) Does the child have to do some things a certain way or in a certain order, e.g. before going to bed?	1	2	3	4	5
(41) Does the child need an excessive amount of reassurance regarding change?	1	2	3	4	5
(42) Is the child distressed by trivial changes in the environment, e.g. rearranged furniture or new cutlery?	1	2	3	4	5
(43) Does the child insist on a limited range of clothing?	1	2	3	4	5
(44) Do the child's clothes have to be made of a specific fabric?	1	2	3	4	5