

The Australian Scale for Asperger's Syndrome

M.S. Garnett and A.J. Attwood

The following questionnaire is designed to identify behaviours and abilities indicative of Asperger's Syndrome in children during their primary school years. This is the age at which the unusual pattern of behaviour and abilities is most conspicuous. Each question or statement has a rating scale with 0 as the ordinary level expected of a child of that age.

A. SOCIAL AND EMOTIONAL ABILITIES

1. Does the child lack an understanding of how to play with other children? For example, unaware of the unwritten rules of social play?

Rarely 0 1 2 3 4 5 6 Frequently

2. When free to play with other children, such as school lunchtime, does the child avoid social contact with them? For example, finds a secluded place or goes to the library.

Rarely 0 1 2 3 4 5 6 Frequently

3. Does the child appear unaware of social conventions or codes of conduct and make inappropriate actions and comments? For example, making a personal comment to someone but the child seems unaware of how the comment could offend.

Rarely 0 1 2 3 4 5 6 Frequently

4. Does the child lack empathy, ie. the intuitive understanding of another person's feelings? For example, not realising an apology would help the other person feel better.

Rarely 0 1 2 3 4 5 6 Frequently

5. Does the child seem to expect other people to know their thoughts, experiences and opinions? For example, not realising you could not know about something because you were not with the child at the time.

Rarely 0 1 2 3 4 5 6 Frequently

6. Does the child need an excessive amount of reassurance, especially if things are changed or go wrong?

Rarely 0 1 2 3 4 5 6 Frequently

7. Does the child lack subtlety in their expression of emotion? For example, the child shows distress or affection out of proportion to the situation.

Rarely 0 1 2 3 4 5 6 Frequently

8. Does the child lack precision in their expression of emotion? For example, not understanding the levels of emotional expression appropriate for different people.

Rarely 0 1 2 3 4 5 6 Frequently

9. Is the child not interested in participating in competitive sports, games and activities. 0 means the child enjoys competitive sports.

Rarely 0 1 2 3 4 5 6 Frequently

10. Is the child indifferent to peer pressure? 0 means the child follows crazes. For example, does not follow the latest craze in toys or clothes.

Rarely 0 1 2 3 4 5 6 Frequently

B. COMMUNICATION SKILLS

11. Does the child take a literal interpretation of comments? For example, is confused by phrases such as "pull your socks up," "looks can kill" or "hop on the scales."

Rarely 0 1 2 3 4 5 6 Frequently

12. Does the child have an unusual tone of voice? For example, the child seems to have a "foreign" accent or monotone that lacks emphasis on key words.

Rarely 0 1 2 3 4 5 6 Frequently

13. When taking to the child does he or she appear uninterested in your side of the conversation? For example, not asking about or commenting on your thoughts or opinions on the topic.

Rarely 0 1 2 3 4 5 6 Frequently

14. When in a conversation, does the child tend to use less eye contact than you would expect?

Rarely 0 1 2 3 4 5 6 Frequently

15. Is the child's speech over-precise or pedantic? For example, talks in a formal way or like a walking dictionary.

Rarely 0 1 2 3 4 5 6 Frequently

16. Does the child have problems repairing a conversation? For example, when the child is confused, he or she does not ask for clarification but simply switches to a familiar topic, or takes ages to think of a reply.

Rarely 0 1 2 3 4 5 6 Frequently

C. COGNITIVE SKILLS

17. Does the child read books primarily for information, not seeming to be interested in fictional works? For example, being an avid reader of encyclopaedias and science books but not keen on adventure stories.

Rarely 0 1 2 3 4 5 6 Frequently

18. Does the child have an exceptional long-term memory for events and facts? For example, remembering the neighbour's car registration of several years ago, or clearly recalling scenes that happened many years ago.

Rarely 0 1 2 3 4 5 6 Frequently

19. Does the child lack social imaginative play? For example, other children are not included in the child's imaginary games or the child is confused by the pretend games of other children.

Rarely 0 1 2 3 4 5 6 Frequently

D. SPECIFIC INTERESTS

20. Is the child fascinated by a particular topic and avidly collects information or statistics on that interest? For example, the child becomes a walking encyclopaedia of knowledge on vehicles, maps or league tables.

Rarely 0 1 2 3 4 5 6 Frequently

21. Does the child become unduly upset by changes in routine or expectation? For example, is distressed by going to school by a different route.

Rarely 0 1 2 3 4 5 6 Frequently

22. Does the child develop elaborate routines or rituals that must be completed? For example, lining up toys before going to bed.

Rarely 0 1 2 3 4 5 6 Frequently

E. MOVEMENT SKILLS

23. Does the child have poor motor coordination? For example, is not skilled at catching a ball.

Rarely 0 1 2 3 4 5 6 Frequently

24. Does the child have an odd gait when running?

Rarely 0 1 2 3 4 5 6 Frequently

F. OTHER CHARACTERISTICS

For this section, tick whether the child has shown any of the following characteristics:

(a) Unusual fear or distress due to:

ordinary sound, e.g. electrical appliances

yes, no

light touch on skin or scalp

yes, no

wearing particular items of clothing

yes, no

unexpected noises

yes, no

seeing certain objects

yes, no

noisy, crowded places, e.g. supermarkets

yes, no

(b) A tendency to flap or rock when excited or distressed

yes, no

(c) A lack of sensitivity to low levels of pain

yes, no

(d) Late in acquiring speech

yes, no

(e) Unusual facial grimaces or tics

yes, no

If the answer is yes to the majority of the questions in the scale, and the rating was between two and six (i.e. conspicuously above the normal range), it does not automatically imply the child has Asperger's Syndrome. However, it is a possibility and a referral for a diagnostic assessment is warranted.

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The Australian Scale for Asperger's Syndrome (A.S.A.S.) was taken from the following book by Tony Attwood, PhD.:

ASPERGER'S SYNDROME A GUIDE FOR PARENTS AND PROFESSIONALS
Tony Attwood, PhD

Forward by Lorna Wing --Sept. 1997, 176 pages, Jessica Kingsly Publishers, ISBN 1 853025777

The Childhood Autism Spectrum Test (CAST)

Child's Name: Age: Sex: Male / Female

Birth Order: Twin or Single Birth:

Parent/Guardian:

Parent(s) occupation:

Age parent(s) left full-time education:

Address:

.....

Tel.No: School:

Please read the following questions carefully, and circle the appropriate answer. All responses are confidential.

1. Does s/he join in playing games with other children easily? Yes No
2. Does s/he come up to you spontaneously for a chat? Yes No
3. Was s/he speaking by 2 years old? Yes No
4. Does s/he enjoy sports? Yes No
5. Is it important to him/her to fit in with the peer group? Yes No
6. Does s/he appear to notice unusual details that others miss? Yes No
7. Does s/he tend to take things literally? Yes No
8. When s/he was 3 years old, did s/he spend a lot of time pretending (e.g., play-acting being a superhero, or holding teddy's tea parties)? Yes No
9. Does s/he like to do things over and over again, in the same way all the time? Yes No
10. Does s/he find it easy to interact with other children? Yes No
11. Can s/he keep a two-way conversation going? Yes No
12. Can s/he read appropriately for his/her age? Yes No

13. Does s/he mostly have the same interests as his/her peers?	Yes	No
14. Does s/he have an interest which takes up so much time that s/he does little else?	Yes	No
15. Does s/he have friends, rather than just acquaintances?	Yes	No
16. Does s/he often bring you things s/he is interested in to show you?	Yes	No
17. Does s/he enjoy joking around?	Yes	No
18. Does s/he have difficulty understanding the rules for polite behaviour?	Yes	No
19. Does s/he appear to have an unusual memory for details?	Yes	No
20. Is his/her voice unusual (e.g., overly adult, flat, or very monotonous)?	Yes	No
21. Are people important to him/her?	Yes	No
22. Can s/he dress him/herself?	Yes	No
23. Is s/he good at turn-taking in conversation?	Yes	No
24. Does s/he play imaginatively with other children, and engage in role-play?	Yes	No
25. Does s/he often do or say things that are tactless or socially inappropriate?	Yes	No
26. Can s/he count to 50 without leaving out any numbers?	Yes	No
27. Does s/he make normal eye-contact?	Yes	No
28. Does s/he have any unusual and repetitive movements?	Yes	No
29. Is his/her social behaviour very one-sided and always on his/her own terms?	Yes	No
30. Does s/he sometimes say "you" or "s/he" when s/he means "I"?	Yes	No
31. Does s/he prefer imaginative activities such as play-acting or story-telling, rather than numbers or lists of facts?	Yes	No

32. Does s/he sometimes lose the listener because of not explaining what s/he is talking about?
33. Can s/he ride a bicycle (even if with stabilisers)?
34. Does s/he try to impose routines on him/herself, or on others, in such a way that it causes problems?
35. Does s/he care how s/he is perceived by the rest of the group?
36. Does s/he often turn conversations to his/her favourite subject rather than following what the other person wants to talk about?
37. Does s/he have odd or unusual phrases?

SPECIAL NEEDS SECTION

Please complete as appropriate

38. Have teachers/health visitors ever expressed any concerns about his/her development?

If Yes, please specify.....

39. Has s/he ever been diagnosed with any of the following?:

- | | | |
|--|-----|----|
| Language delay | Yes | No |
| Hyperactivity/Attention Deficit Disorder (ADHD) | Yes | No |
| Hearing or visual difficulties | Yes | No |
| Autism Spectrum Condition, incl. Asperger's Syndrome | Yes | No |
| A physical disability | Yes | No |
| Other (please specify) | Yes | No |

UNIVERSITY OF CAMBRIDGE

SOCIAL & COMMUNICATION DEVELOPMENT QUESTIONNAIRE - KEY

ASD relevant responses are underlined and score '1'. Maximum score possible is 31, cut-off currently is 15 for possible ASD or related social-communication difficulties. Questions that are not underlined are controls

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in to show you?	Yes	No
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35. Does s/he care how s/he is perceived by the rest of the group?

Yes No

36. Does s/he often turn conversations to his/her favourite subject rather than following what the other person wants to talk about?

Yes No

37. Does s/he have odd or unusual phrases?

Yes No

SPECIAL NEEDS SECTION

38. Have teachers/health visitors ever expressed any concerns about his/her development?

Yes No

If Yes, please specify.....

39. Has s/he ever been diagnosed with any of the following?

Language delay

Yes No

Hyperactivity/Attention Deficit Disorder (ADD)

Yes No

Hearing or Visual Difficulties

Yes No

Autism Spectrum Condition, incl. Asperger's Syndrome

Yes No

A physical disability

Yes No

Other (please specify)

Yes No

THE CHAT

To be used by GPs or Health Visitors during the 18 month developmental check-up.

Child's name: Date of birth: Age:
Child's address: Phone number:

SECTION A: ASK PARENT:

1. Does your child enjoy being swung, bounced on your knee, etc? YES NO

2. Does your child take an interest in other children? YES NO
3. Does your child like climbing on things, such as up stairs? YES NO
4. Does your child enjoy playing peek-a-boo/hide-and-seek? YES NO
5. Does your child ever PRETEND, for example, to make a cup of tea using a toy cup and teapot, or pretend other things? YES NO

6. Does your child ever use his/her index finger to point, to ASK for something? YES NO
7. Does your child ever use his/her index finger to point, to indicate INTEREST in something? YES NO

8. Can your child play properly with small toys (eg. cars or bricks) without just mouthing, fiddling or dropping them? YES NO
9. Does your child ever bring objects over to you (parent) to SHOW you something? YES NO

SECTION B: GP OR HV OBSERVATION:

- i. During the appointment, has the child made eye contact with you? YES NO
- ii. Get child's attention, then point across the room at an interesting object and say "Oh look! There's a (name of toy)!" Watch child's face. Does the child look across to see what you are pointing at? YES NO**
- iii. Get the child's attention, then give child a miniature toy cup and teapot and say "Can you make a cup of tea?" Does the child pretend to pour out tea, drink it, etc? YES NO**

- iv. Say to the child "Where's the light?", or "Show me the light?". Does the child POINT with his/her index finger at the light? YES NO**
- v. Can the child build a tower of bricks? (If so how many?) YES NO

(Number of bricks:.....)

- * (To record YES on this item, ensure the child has not simply looked at your hand, but has actually looked at the object you are pointing at.)
- ** (If you can elicit an example of pretending in some other game, score a YES on this item.)
- *** (Repeat this with "Where's the teddy?" or some other unreachable object, if child does not understand the word "light". To record YES on this item, the child must have looked up at your face around the time of pointing.)

Student Name: _____

Date: _____

Observer: _____

- In general, the order of tasks and events should be flexible and determined by flow of the interaction.
- Begin by putting student at ease. This should include some indication that the session will involve a variety of different activities or tasks. Need to present student with a list of tasks that we will be completing. Present the list orally. If the student seems anxious and not appearing to be engaged in task, then present the student with a visual chart of task, that then can be checked off as it is completed. It is essential to provide an interactive model, commenting on the student's activities or statements and introducing brief observations about the Psych's own interests or activities.
- Overall – note if student directs attention to a different place in the room, specific item, etc. Eye contact – if a student doesn't make eye contact, try to do something/make a noise that will catch his attention "Whoa! Look at this!"

1. Construction Task (puzzle and pattern board)

- Put at least a few pieces to the side so you can tell if student asks for pieces of puzzle (asks for help).
- Make sure the Psych gestures to the blocks so the student can see these blocks.
- Sit far apart and place some blocks out of reach
- Create opportunity for child to ask for help.
- Instructions: "Show me how you would put these blocks together to look like this picture. Let me know if you need more blocks."
- The remainder of the blocks are placed on the other side of the examiner's arm.
- Indicate where they are.
- Turn slightly away from the child when initial blocks have been used.
- If child does not ask or gesture towards/for the remaining blocks, ask
- Query: "Are you doing alright?" or "How are you doing"
- Still no gesture or communication, say: Query: "Do you need more blocks?"
- When finished place container in front of child, say: Instructions: "Time to clean up!"

- Observe interactive behavior
- Does the student make eye contact? When?
- Does student ask for pieces? How?
- Note details of conversation (reciprocal)

2. Make-Believe Play (contents of bag 3-2, action figures & props)

<ul style="list-style-type: none"> • The focus is to see if the child can engage in imaginative play • Do the action figures interact with one another? • Are there developing of play themes? • Does student participate in sequence (i.e., one hits another, the 2nd one falls, then something else happens)? • Does student engage in role playing? Does student pretend to be characters of telling what characters are doing ("The knight is going to...") 	<p>Instructions: "Here are three characters to use to make up a story. Could you play with these for a while?"</p> <ul style="list-style-type: none"> • Lay all the materials out with some description of each item • If the child does not pick up any objects, say: Query: "I'll play with these." 1. Examiner should begin play with the objects (limited) 2. If the child still does not play with the objects, say: <ul style="list-style-type: none"> Query: "What are you doing with yours?" • If child appears to be reluctant, frame the task as making a MTV video or TV show. • Examiner should be interactive and show interest in the play. • Try to elicit info from child by asking, Query: "That looks interesting. What are you doing?" • Crucial to see child's creative/imaginative play (not a recital of the examiner's introduction)
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3. Joint Interactive Play (same materials as #2)

<ul style="list-style-type: none"> • Focus is on reciprocity through interactive play • Participant must develop the interaction • Not just a reaction to the examiner's overtures • Flexibility in changing themes when examiner joins in? • When Psych puts out bag, does student start/help clean up toys? 	<ul style="list-style-type: none"> • After make-believe play has been evaluated, the examiner joins in. • Instructions: "Can I play too?" • Manipulate object and press for interactive play • Try this up to 4 times • Examiner must join in and attempt to elicit flexibility in play. • Make comments about what is happening. Add a third figure if only two are being used. • Query: "Can you be they boy?", or, "Can I do that?"
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4. Demonstration Task (Hand towel and soap)

<p>Instructions: "Now I want you to play a pretend game with me. Let's pretend this is a sink in the bathroom."</p> <p>• Pretend to draw a sink with the faucets. Then say:</p> <p>"This is a pretend toothbrush and this is the pretend toothpaste."</p> <p>• Make gestures to indicate where those object are. Say:</p> <p>"Now I want you to teach me how to brush my teeth. Can you show me and tell me? Start at the beginning. You just came into the bathroom. What do you do now?"</p> <p>• Repeat all the instructions if the student does not understand.</p> <p>• If student still does not begin, demonstrate for the student.</p> <p>• If they demonstrate only an isolated action, say:</p> <p>"That's good, now tell me and show me again."</p> <p>• Now repeat the sequence with the hand towel and soap.</p> <p>• Can attempt 2nd task, if student not successful with 1st.</p>	
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- Focus is the child's ability to represent familiar actions with gestures.
- Are there verbal explanations of the gestures?
- How much detail is provided?
- Can the child report on a familiar event?
- Overall – looking for student's ability to describe a story AND provide gestures. Does student do one (describe) but not provide gestures or vice versa?
- How does student respond to having to sequence a task? Can student initiate task?
- If student is not able to do through gestures, have student demonstrate using real objects. Does this help student sequence the process better? How specific were the sequencing details when real objects were used (increase or decrease)?

5. Description of a Picture (American montage scene or resort scene)

<ul style="list-style-type: none"> • Looking for student's language level, ability to describe details. • Does student look at the picture as a whole or does student just describe details in the picture? • Does student point to any objects in the picture? • Try to get a good sample of the child's spontaneous language and communication • Consider if the examiner had to ask questions to elicit verbal exchanges. • Look for the child's interests • Any reciprocity? • Did the child only provide basic facts or detailed info and explanations? 	<ul style="list-style-type: none"> • Use only one scene unless the child does not respond to one • Can shift down to level 2 scene if not appropriate for developmental level. <p>Instructions: Let's look at this picture now. Can you tell me about it? What is happening in the picture?</p> <ul style="list-style-type: none"> • The aim is to generate language • Encourage student and respond positively • Show interest and enthusiasm in what the child says • Make statements or ask questions to encourage more communication. • Want the child to relate what they see to personal experience • If the child does not offer any conversation other than stating factual info, say: Query: "What is this? Who is this? What are they doing?"
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6. Telling a Story from a Book (either of the picture books) Younger-Frog Book, Older-Free Fall

<ul style="list-style-type: none"> • Try to get a good sample of the child's spontaneous language and communication • Consider if the examiner had to ask questions to elicit verbal exchanges. • Look for the child's interests • Any reciprocity? • Did the child only provide basic facts or detailed info and explanations in sequences? • Also look for the child's response to humor. • Demonstrate social understanding (related to characters in the book)? • Notice affect, intonation, emotional range on face and reflection. • Does the student demonstrate the story using gestures? • Does student recognize humor in the book (i.e., recognize details on the people's faces. • Does student have ability to retell story (real or imaginative)? • Why is the story imaginative? 	<ul style="list-style-type: none"> • Show the child a book and say: Instructions: "Have a look at this book. It tells a story in pictures. See it starts out with(describe the first picture). Can you tell me the story as we go along? You go first, then I will take a turn." • "Tell me and show me with your hands what happened in the cartoon?" • Hand the book to the child and encourage them to begin • Only give two specific prompts to begin • If the child focuses on specific details say: "You're right. Can you tell the story? Or What are the pictures all about?" • Once the child has described the book for a few minutes, say: "That was great. Now I'll take a turn." • Quickly complete the story. If the child is determined to complete the story. Make a note and let them do so. • 1st – See what student does without Psych asking student questions. After, Psych can ask probing questions about the book: "What is the man thinking?" Psych can have student slow down and tell sequence. • Ok to make comments, "Gosh, look at that!"
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<ul style="list-style-type: none"> • Child is told to look at the cartoons and then retell the story • Examiner presents each set of cartoons in order while giving basic info about the cartoon • Initially, do not give too much info • If the child is confused about the story provide clarification • After presentation of each set, ask the student to step back from the table and cartoons and say : "Can you tell me the story?" "Tell me and show me with your hands what happened in the cartoon?" • The student needs room to gesture, standing up • Have no access to the cartoons (nothing in hands) • If limited gesturing on the first cartoon set, then administer the second. 	<ul style="list-style-type: none"> • Does student recognize emotions on the page? • Observe the child's use of gestures as coordinated with speech • Any sense of humor apparent? • Note the amount of language provided • Obtain an idea of insight (ability to inference from concrete visuals) • Ability to adapt narrative to the audience (make it understandable). Concerned about audience understanding. • Comments about affect or relationships of characters. • Can the child describe character motivations? • Retell in sequence?
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8. Conversation and Reporting

Materials: None

Instructions:

- Psych must provide sufficient leads, guides & prompts on a topic.
- Psych needs to make appropriate use of student's own interests by incorporating his/her earlier statements, comments, or questions whenever possible.
- Topic cannot be centered exclusively around student's strongest interest; but should include some discussion of age-appropriate topics of interest
- Avoid question-and-answer style.
- In order to emphasize the reciprocal nature of task, psych should make a point of including brief statements about own interests, activities, or feelings and then see if student can build upon or follow up on such comments.
- Student must be given the opportunity to describe a nonroutine event (i.e., vacation or family celebration). The event should be something that actually occurred, as opposed to an account of a film or story.
- As time goes on, the psych should stop maintaining the conversation and remain silent for a few seconds while looking interested, to see if student can take the initiative without a specific prompt.

Purpose:

- Assess ability to engage in a conversation with to- and fro interchange.
- Describe an event/situation for which there are no current visual cues.
- Provides an opportunity to generate a language sample in less structured settings (versus with picture tasks).
- Student's ability to recount a nonroutine event is evaluated.
- Focus of Observation:
 - Extent to which the student builds on the psych's statements and takes a full role in back and forth conversation.
 - How does student report routine and nonroutine events?
 - How does student describe relationships and emotions?
- Observe student's features of communication: use of gaze, facial expression, intonation and gesture.

9. Emotions

Materials: None

Instructions:

- Often appropriate to begin or end with "happy" or other positive emotions, but any order may be used.
- These questions can be integrated throughout the ADOS presentation where they fit most casually. If Psych doesn't get all information needed for subtest, can put on visual schedule as "Talk with Karly".
- Interview Questions:** (need description of 2 emotions)
 - "What do you like doing that makes you feel happy and cheerful?"
 - "What kinds of things make you feel this way? How do you feel when you're happy? Can you describe it?"
 - "What about things that you're afraid of?"
 - "What makes you feel frightened or anxious?"
 - How does it feel? What do you do?"
 - "What about feeling angry?"
 - "What kinds of things make you feel that way? How do you feel "inside" when you're angry?"
 - "Most people have times when they feel sad. What kinds of things make you feel that way?"
 - "How do you feel when you're sad? What is it like when you're sad? Can you describe that?"
 - Can give leading questions: "You know the other day made me so happy. This is what I did... What makes you happy?"
 - Can support conversation with visuals. However, may want to start conversation off without using visuals. Does the introduction of visual picture of friend/name of friend generate more language?

Purpose:

- Psych should probe until the student has given detailed descriptions of:
 - 2 emotions
 - the context in which they arise
 - & what the student's individual experience of these emotions is like.
- Focus of Observation:
 - Identify what events or objects elicit different emotions in the student, especially whether the events/objects are social in nature or not
 - To observe how student describes his/her emotions.

10. Social Difficulties and Annoyance

<p>Purpose:</p> <ul style="list-style-type: none"> • To assess student's insight into personal social difficulties and sense of responsibility for his/her own actions. • Focus of Observation: <ul style="list-style-type: none"> • On student's perception of social difficulties • His/her insight into the nature of these problems • And whether he/she has made any attempt to change his/her own behavior in order to fit in with others more smoothly. • Psych should pay attention to the student's understanding of the appropriateness and implications of his/her feelings. 	<p>Materials: None</p> <p>Instructions:</p> <p>Interview Questions:</p> <ul style="list-style-type: none"> • "Have you ever had problems getting along with people at school?" • "Are there things that other people do that irritate or annoy you? What are they?" • "Were you ever teased or bullied? Why, do you think?" • "What about things you do that annoy others?" • "Did you ever try to change these things? Did you ever do anything so that others wouldn't tease you? Did it work?"
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- Break may be given at any time during the assessment and/or several breaks may be taken.

Instructions:

- At an appropriate time, the Psych says "Let's take a break".

- Psych indicates that she needs some time to make notes in order to remember what she and the student have done.

- Psych should point to the specified "break" materials and express hope that the student can find something of interest among them.

- If the student is not sure about the materials, the Psych should demonstrate how they work (i.e., take the cap off the spin-pen; stick a toy in the pin art, etc.)

The Psych should either:

- Move her chair back from the table OR
- Move to another chair

- Psych wants to be sitting within view, but away from table where student is sitting.

- If student isn't interested in any of the materials, Psych should ask if there is something else he/she would like to do, or else offer a snack.

- Once student is settled and everything possible has been offered (even if nothing is of interest), the Psych should work on notes for at least 2 minutes (longer is fine).

- If the student initiates an interaction, the Psych should respond briefly and positively, but indicate that she has to finish more paperwork before talking.

- Later, a few seconds, the Psych should look up, catch the student's eye and smile briefly in encouragement.

- GOAL - To create an occasion for the student to initiate an interaction. If this doesn't occur, Psych can return to her notes or say, "I'll just be a few more minutes".

- After several minutes, the Psych should return to the table. If helpful, food and/or drink should be offered.

- Psych should give herself a plate and a cup, but not take any food unless the student offers.

- Psych should say, "May I join you before we get back to work? What would you like to talk about?"

Purpose:

- Give student a break from the social demands of the assessment
- Provide an opportunity to observe his/her behavior in less structured circumstances.
- Focus of Observation:
- How does student occupy self during free time?
- How does student respond to examiner's withdrawal from the interaction?
- If and how student initiates and participates in an unstructured conversation or interaction with the Psych.
- How does student interact with snack? Does he touch it/smell it?

Materials: None

Instructions:

Interview Questions:

- **"Do you have some friends? Can you tell me about them?"** (Note the friends' ages. It can be helpful to ask for names if the student is very general about who they are.)
- **"What do you like doing together? How did you get to know them? How often do you get together?"**
- **"What does being a friend mean to you?"**
- **"What is different about a friend than someone whom you just work with or go to school with?"**
- **"Do you have a girlfriend/boyfriend? What is her/his name? How old is she/he?"**
- **"When did you see her/him last?"**
- **"What is she/he like? What do you like to do together?"**
- **"How do you know she/he is your girlfriend/boyfriend?"**
- **"Do you ever think about having a long-term relationship or getting married (when you are older)?"**
- **"Why, do you think, some people get married when they grow up?"**
- **"What would be nice about it? What might be difficult about being married?"**

Purpose:

- Obtain a detailed description of one or more relationships that the student would describe as friendships
- Obtain a general description of his/her understanding of the concept of friendship and the idea of establishing a family or building a long-term relationships as a couple
- Focus of Observation:
 - Not on whether the student has friends, but on how student understands:
 - the concept of friendship and/or marriage
 - the nature of these relationships
 - on how student perceives his/her own role in these relationships
 - The questions pertaining to marriage and long-term relationships focus on:
 - Why a person might want to be part of a long-term relationship
 - Student's understanding of his/her own possible role in such a relationship

13. Loneliness

<p>Purpose:</p> <ul style="list-style-type: none"> • Provide another opportunity to assess the student's insight into his/her social situation • Ability to describe his/her emotional reaction to it • Focus of Observation: <ul style="list-style-type: none"> • Questions address whether the student understands the concept of loneliness and how he/she feels it pertains to him/her • Does student understand meaning of word "lonely" or does student describe the word "alone" 	<p>Materials: None</p> <p>Instructions:</p> <p>Interview Questions:</p> <ul style="list-style-type: none"> • "Do you ever feel lonely?" • "Do you think other (young) people in your circumstances ever feel lonely?" • "Are there things that you do to help yourself feel better?"
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14. Creating a Story (6 items with a definite purpose and 6 items with no clear purpose)

<p>Purpose:</p> <ul style="list-style-type: none"> • Observe creativity in a play-like situation that is appropriate for older children, adolescents, and adults • Focus of Observation: <ul style="list-style-type: none"> • On student's creative use of objects in telling a novel story or creating a newscast or commercial. • Does the student's story have a beginning, middle, and end? 	<p>Instructions:</p> <ul style="list-style-type: none"> • Psych tells student, "Now you and I are going to make up stories using of these objects" • Student is to use 5 items to make up a story, newscast, or commercial • Psych may choose which items will be used or allow the student to choose them • Psych should model choosing 5 items and making up a simple narrative discussing the items in ways for which they are not intended (i.e., using a toy parasol as a basket). • Psych story should be simple so student doesn't seem like he/she can't create a story that competes with Psych story. • Psych should create a story that is geared to developmental age of student. • One object should be used as an "actor" in the story (i.e., "Mr. Flame woke up one morning," using a candle stick). • Psych replaces the 5 items used and gestures to student to choose a new group of 5 items.
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