

AUSTRALIAN SCALE FOR ASPERGER'S SYNDROME*

A. SOCIAL AND EMOTIONAL ABILITIES

Rare -----> Frequent

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|--|---|---|---|---|---|---|---|
| 1. Does the child lack an understanding of how to play with other children? For example, is the child unaware of the unwritten rules of social play. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. When free to play with other children, such as school lunch-time, does the child avoid social contact with them. For example, finds a secluded place or goes to the library. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Does the child appear unaware of social conventions or codes of conduct and engage in inappropriate actions and comments? For example, making a personal comment to someone but the child seems unaware how the comment could offend. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Does the child lack empathy, that is, the intuitive understanding of another person's feelings? For example, not realizing an apology would help the other person feel better. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Does the child seem to expect other people to know their thoughts, experiences, and opinions? For example, not realizing you could not know something because you were not with the child at the time. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Does the child need an excessive amount of reassurance, especially if things are changed or go wrong? | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Does the child lack subtlety in their expression of emotion? For example, not understanding the levels of emotional expression appropriate for different people. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Does the child lack precision in their expression of emotion? For example, not understanding the levels of emotional expression appropriate for different people. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Is the child not interested in participating in competitive sports, games, and activities. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Is the child indifferent to peer pressure? e.g. does not follow the latest craze in toys or clothes. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

B. COMMUNICATION SKILLS

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|--|---|---|---|---|---|---|---|
| 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'. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 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. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. When talking 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. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. When in conversation, does the child tend to use less contact than you would expect? | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Is the child's speech over-precise or pedantic. For example, does the child talk in a formal way or sound like a 'walking' dictionary. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. Does the child have problems clarifying and taking corrective action when confused about a conversation? For example, when the child is uncertain about a conversation, he or she does not ask for clarification but simply switches to a familiar topic, or takes ages to think of a reply. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

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 encyclopedias and science books but not interested in adventure stories.
18. Does the child have an exceptional long-term memory for events and facts? For example, remembering the neighbor's auto tags of several years ago, or clearly recalling scenes that happened many years ago.
19. Does the child lack social imaginative play? For instance, other children were not included in the child's imaginary games or the child is confused by the pretend games of other children.

Rare -----> Frequent

0 1 2 3 4 5 6

0 1 2 3 4 5 6

0 1 2 3 4 5 6

D. SPECIFIC INTERESTS

20. Is the child fascinated by a particular topic to the exclusion of most other subjects and avidly collects information or statistics on that interest? For example, the child becomes a 'walking encyclopedia' of knowledge on vehicles, maps, or sport league tables.
21. Does the child become unduly upset by changes in routine or rituals that must be completed? For example, is distressed by going to school by a different routine.
22. Does the child develop elaborate routines or rituals that must be completed? For example, lining up toys before going to bed.

0 1 2 3 4 5 6

0 1 2 3 4 5 6

0 1 2 3 4 5 6

E. MOVEMENT SKILLS

23. Does the child have poor motor coordination? For example, is not skilled at catching a ball relative to children his or her age.
24. Does the child have an odd gait when running?

0 1 2 3 4 5 6

0 1 2 3 4 5 6

FURTHER CHARACTERISTICS

For this section, check whether the child has shown any of the following characteristics.

- a. Unusual fear or distress due to:
- light touch on skin or scalp
 - typical odors
 - unexpected noises
 - seeing certain objects
 - noisy, crowded places, e.g. supermarkets
- b. A tendency to flap or rock when excited or distressed
- c. A lack of sensitivity to low levels of pain
- d. Late in acquiring speech
- e. Unusual facial grimaces or tics

Scoring -- If the answer was yes to the majority of questions in the scale, and the rating was between 2 and 6, it does not automatically imply that the child has Asperger's Syndrome, however a referral to an agency or professional that specialises in this disorder may be warranted.

* adapted from "Asperger's Syndrome: A Guide for Parents and Professionals" by Tony Attwood, 1998, Jessica Kingsley