

ASDS

Asperger Syndrome Diagnostic Scale

Summary/Response Form

Section I. Identifying Information

Student's Name _____

Address _____

	Year	Month	Day
Date Tested	_____	_____	_____
Date of Birth	_____	_____	_____
Age	_____	_____	_____

School _____

Parents'/Guardians' Names _____

Examiner's Name _____

Examiner's Title _____

Rater's Name _____

Section II. Score Summary

Subscales	Raw Score	Standard Score	%ile
Language	_____	_____	_____
Social	_____	_____	_____
Maladaptive	_____	_____	_____
Cognitive	_____	_____	_____
Sensorimotor	_____	_____	_____
Total Raw Score	_____		
Asperger Syndrome Quotient		_____	_____

Section IV. Profile of Scores

Quotients	ASQ	Quotients	ASDS Subscales					Standard Scores
			Standard Scores	Language	Social	Maladaptive	Cognitive		Sensorimotor
130	.	130	16	.	.	.	.	16
125	.	125	15	.	.	.	.	15
120	.	120	14	.	.	.	.	14
115	.	115	13	.	.	.	.	13
110	.	110	12	.	.	.	.	12
105	.	105	11	.	.	.	.	11
100	.	100	10	_____	_____	_____	_____	10
95	.	95	9	.	.	.	.	9
90	.	90	8	.	.	.	.	8
85	.	85	7	.	.	.	.	7
80	.	80	6	.	.	.	.	6
75	.	75	5	.	.	.	.	5
70	.	70	4	.	.	.	.	4
65	.	65	3	.	.	.	.	3
60	.	60	2	.	.	.	.	2
55	.	55	1	.	.	.	.	1

Section III. ASQ Interpretation Guide

Asperger Syndrome Quotient	Probability of Asperger Syndrome
>110	Very Likely
90-110	Likely
80-89	Possibly
70-79	Unlikely
≤69	Very Unlikely

Section V. Response Form

Directions: The *Asperger Syndrome Diagnostic Scale* contains a series of statements that are rated as observed or not observed. Read each statement and circle 1 when you have observed the behavior that is described in the statement. If you have not observed the behavior described in the statement, circle 0. Remember to rate every behavior based upon your observations. If you are uncertain about how to rate an item, delay the rating and observe the person for a 6-hour period to determine your rating or seek information from a reliable reporter familiar with the individual.

Language Subscale

	Observed	Not Observed
1. Speaks like an adult in an academic or "bookish" manner and/or overly uses correct grammar	1	0
2. Talks excessively about favorite topics that hold limited interest for others	1	0
3. Uses words or phrases repetitively	1	0
4. Does not understand subtle jokes (e.g., sarcasm)	1	0
5. Interprets conversations literally (i.e., has difficulty understanding metaphors, idioms)	1	0
6. Has peculiar voice characteristics (i.e., sing-song, monotone)	1	0
7. Acts as though he or she understands more than he or she does	1	0
8. Frequently asks inappropriate questions	1	0
9. Experiences difficulty in beginning and continuing a conversation	1	0
Total Language Raw Score	<input style="width: 40px; height: 20px;" type="text"/>	

Social Subscale

	Observed	Not Observed
1. Uses few gestures	1	0
2. Avoids or limits eye contact	1	0
3. Has difficulty in relating to others that cannot be explained by shyness, attention, or lack of experience	1	0
4. Exhibits few or inappropriate facial expressions	1	0
5. Shows little or no interest in other children	1	0
6. Prefers to be in the company of adults more than peers	1	0
7. Has few or no friends in spite of a desire to have them	1	0
8. Has little or no ability to make or keep friends	1	0
9. Does not respect others' personal space	1	0
10. Displays limited interest in what other people say or what others find interesting	1	0
11. Has difficulty understanding the feelings of others	1	0
12. Does not understand or use rules governing social behavior	1	0
13. Has difficulty understanding social cues (i.e., turn-taking in conversation, politeness)	1	0
Total Social Raw Score	<input style="width: 40px; height: 20px;" type="text"/>	

Maladaptive Subscale

	Observed	Not Observed
1. Does not change behavior to match the environment (i.e., uses loud outside voice in the library)	1	0
2. Engages in inappropriate behavior related to obsessive or favorite interest	1	0
3. Displays antisocial behavior	1	0
4. Exhibits a strong reaction to a change in his or her routine	1	0
5. Frequently becomes anxious or panics when unscheduled events occur	1	0
6. Appears depressed or has suicidal tendencies	1	0
7. Engages in repeated, obsessive, and/or ritualistic behavior	1	0
8. Displays behaviors that are immature and similar to those of a much younger child	1	0

9. Frequently loses temper or has tantrums	1	0
10. Frequently feels overwhelmed or bewildered, especially in crowds or demanding situations	1	0
11. Attempts to impose narrow interests, routines, or structures on others	1	0
Total Maladaptive Raw Score		

Cognitive Subscale

	Observed	Not Observed
1. Displays superior ability in restricted area of interest, while having average to above average skills in other areas	1	0
2. Displays an extreme or obsessive interest in a narrow subject	1	0
3. Functions best when engaged in familiar and repeated tasks	1	0
4. Has excellent rote memory	1	0
5. Learns best when pictures or written words are present	1	0
6. Has average to above average intelligence	1	0
7. Appears to be aware that he or she is different from others	1	0
8. Is oversensitive to criticism	1	0
9. Lacks organizational skills	1	0
10. Lacks common sense	1	0
Total Cognitive Raw Score		

Sensorimotor Subscale

	Observed	Not Observed
1. Displays an unusual reaction to loud, unpredictable noise (e.g., screams, has tantrums, or withdraws)	1	0
2. Frequently stiffens, flinches, or pulls away when hugged	1	0
3. Overreacts to smells that are hardly recognizable to those around him or her	1	0
4. Prefers to wear clothes made of only certain fabrics	1	0
5. Has a restricted diet consisting of the same foods cooked and presented in the same way	1	0
6. Exhibits difficulties with handwriting or other tasks (i.e., buttoning, typing) that require fine motor skills	1	0
7. Appears clumsy or uncoordinated	1	0
Total Sensorimotor Raw Score		

Section VI. Key Questions

1. At what age did the unusual behavior first occur? _____
2. Does the unusual behavior occur in all settings? _____
3. Could the unusual behavior be the result of another handicapping condition? _____
4. Who has evaluated the person and what were the results? _____
5. What assessments and evaluations have been conducted? _____
6. Are disturbances noted in the areas of the DSM-IV or ICD-10 definitions? _____
7. What areas are most affected? What are the symptoms? _____
8. How severe are the symptoms? How do the symptoms interfere with everyday functioning? _____
9. What information needs to be collected? _____
Who can supply the information? _____
10. What resources are available for further evaluation? _____

Note. Section VI was adapted from *Gilliam Autism Rating Scale*, Summary/Response Form (p. 6), by J. Gilliam, 1995, Austin, TX: PRO-ED. Copyright 1995 by PRO-ED, Inc. Adapted with permission.

