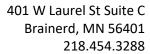


PARENT/CLIENT ASD INTERVIEW QUESTIONS

The purpose of the developmental interview is to identify patterns of behavior that do or do not fit the DSM criteria. Since there is both diversity of behaviors and diversity in description of them it is important to listen carefully for clues. Some respondents will start talking and need few prompts- others may need specific prompts. It is important to just ask for descriptive information and steer the respondent away from judgments about the behavior. Interview map:

D is a developmental disorder. That means that it is present from early childhood on so I nt to ask some questions about's childhood.
ART FOR PARENT
here is a parent or other person present who observed the individual's childhood start here
Tell me what kind of baby he/she was: (prompts- did he eat well, sleep well, did you have neerns)
the/she do most things at about the same time as other babies, like rolling over, sitting ubbling, and things like that. Was there anything unusual that you noticed about his/her (wling, walking, speech). Before he/she could talk how did he/she ask you for things (A2)
bbling, and things like that. Was there anything unusual that you noticed about his/her (
bbling, and things like that. Was there anything unusual that you noticed about his/her (



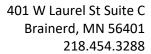


Was it easy to tell what he/she was feeling from his/her facial expressions (A2)
Did he/she go to any kind of preschool group? Did his/her teachers make any comments about him/her? (following directions? (often B3) Playing with other children? (A3), participating in most activities (B3)
As he/she got a little older (4 or 5) did he/she have any particular friends? Did he/she ask you for play dates (A3).
Did you observe he/she playing with other children? If so- did you notice any
differences?- (approach, smiling at familiar peers,) (A1, A20 Was he/she more or less wary of strangers than others (A1)
Did he/she have any skills that he was particularly good at? Were there things that he/she had more trouble with (general uneven development



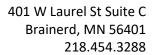
II Part for client or adult in their lives

or what she did as a small child. Do you remember anything that others said about you as a child? (information will be much more limited but is likely to fit into the categories outlined above.	
2. Now let's think about starting school. What do you remember (or remember about the individual or yourself) in the early years of school, kindergarten or 1 st or second grade) Did you like school? (what did you like about it) (things to notice- liking the structuand routine of school (B2), strong interests in one or more academic pursuit (B3), being tease or bullied (A1 A3) comments about feeling different or not understanding why other kids wanted to play a certain way (A2) sensory issues (B4)	
Was there anything you were particularly good at (B3)	
Do you remember any of the kids in school- who did you play with or sit with at lunch? Wo you teased or bullied more than other kids?(A3)	ere





Did you ever get in trouble at school? What for? B (this often picks up not understanding what was expected so unintentionally misbehaving A1,A2)
Were there any comments from teachers about you as a student?
Did you need any special help at school?
3. What about later elementary school? Continue to look for some of the same issues. Often around 5 th or 6 th grades social interactions deteriorate (A1, A2, A3)





4. What about junior high/middle school?
Where you aware of fashion and fitting in? (A1)
What about having different subjects with different teachers (B2)
Where there subjects that interested you more than others? (B3-especially if individual reports that how well they did in a class depended on liking the subject)
Did you have friends that you hung out with (A3), what did you do? (b3)
How did you respond when you got to the age when kids started wanting to have boyfriends/girlfriends (A1,A2,A3) (look for comments about not being able to tell when someone was flirting, thinking relationships were silly, or being frequently in abusive relationships).
5. How about high school? Did anything change? (look for the same issues as in 4) Did you think about what you would do after high school? (lack of realistic imagination is A3)