

Autism assessment Patient / Parent Pre-Assessment Questionnaire

Name of person being assessed:

Date of birth:

Completed by:

Relationship to patient:

Purpose of this questionnaire

This form helps you describe why you/your child may be autistic, including developmental history, social communication, sensory experiences, routines, interests, and the impact on everyday life. It is not a diagnostic test. Please give specific examples where possible.

For parents: answer about the child/young person, using information from home, school and other people who know them well.

Please complete as much as you can. If a question does not apply, write "N/A."

Please also complete the AQ 50 on the back two pages.



1. What has made you think that you/your child might be autistic? When did you first notice these features?

2. Was there a particular event, change or period of life that prompted you to seek assessment?

3. What would you hope to gain from an autism assessment?

4. Have you discussed autism with a doctor, school, employer or other professional? What happened?



5. In your own words, why do you feel an autism assessment is appropriate?

6. What seems different or more difficult compared with other people of a similar age?

7. Tell us about making and maintaining friendships. Include specific examples.



8. Are there situations where you/your child misunderstand other people's intentions, emotions, humour, or behaviour?

9. What aspects of conversation or social interaction are difficult? Give examples.

10. How do you/your child manage groups, parties, busy social situations, or unfamiliar people?



11. Do you/your child behave differently depending on who you are with? Describe what you do differently.

12. Do you/your child consciously or unconsciously copy, rehearse, or monitor how other people behave?

13. What happens after prolonged social interaction? Describe any exhaustion, withdrawal, irritability or need to be alone.

14. How do you/your child respond when plans unexpectedly change? Give a real-life example.

15. How important are routines and knowing what will happen? What happens when routines are interrupted?

16. Are there particular ways that things need to be done, arranged, or completed?



17. Are there subjects, hobbies or activities that become unusually intense or absorbing? Describe them.

18. How much time and attention do these interests receive, and what happens when you cannot pursue them?

19. Do interests change significantly over time? Do you/your child talk about them extensively?



How do you/they react to the following....

Noise / sounds

Bright lights / visual environments

Touch / clothing / textures.

Food textures, smells, or tastes

Crowds / busy environments

Smells / temperature

Other sensory experiences



20. Are there environments you/your child actively avoid because they are overwhelming?

21. What happens when you/your child becomes overwhelmed? Include what others may see and what it feels like internally.

22. How long does recovery usually take? What helps?

23. Are there situations where you/your child appears to cope at the time but becomes distressed afterwards?



24. What was the patient like as a young child? Describe personality, behaviour, and interaction with other children.

25. Were there unusual behaviours, interests, routines, habits, or sensory sensitivities in childhood?

26. How did they play? Describe imaginative, repetitive, collecting, organising or preferred play.

27. Were there concerns about development raised by parents, nursery, school, or health professionals?



28. How did you/your child manage friendships, group activities, transitions, homework, and the school environment?

29. Were there differences between behaviour at school and behaviour at home? Explain.

30. For adults/older adolescents: what aspects of work, study or structured environments are particularly difficult?



31. Do you find it difficult to understand workplace/social expectations that have not been explicitly explained?

32. What happens after a demanding day at work or school?

33. Which everyday tasks require considerably more effort than other people might realise?

34. Have there been difficulties forming or maintaining close relationships? Please describe.



35. Are there difficulties understanding boundaries, expectations, or unwritten rules within relationships?

36. What are you/your child particularly good at? What do other people value about you/your child?

37. Please give any relevant details about previous assessments, diagnoses, or support.

Have you/your child ever been diagnosed with or assessed for:

- ☐ ADHD ☐ Anxiety ☐ Depression ☐ OCD ☐ Trauma-related difficulties
☐ Learning difficulties ☐ Dyslexia/dyspraxia ☐ Speech/language difficulties
☐ Tic disorder/Tourette's ☐ Other neurodevelopmental condition ☐ None known
☐ Other: _____



Please give an example of an incident or a time that highlights their difficulties.

Example 1

a. What happened?

b. What did you/your child do?

c. What would you have expected someone of a similar age to do instead?

d. What was the impact?



Example 2

a. What happened?

b. What did you/your child do?

c. What would you have expected someone of a similar age to do instead?

d. What was the impact?

Example 3

a. What happened?

b. What did you/your child do?

c. What would you have expected someone of a similar age to do instead?

d. What was the impact?



38. In one or two paragraphs, explain why you feel an autism assessment is needed.

39. Is there anything else you think is important for the assessment?

CLINICIAN USE ONLY

Completed by:

Relationship to patient:

Date:



The Autism Spectrum Quotient (AQ)-50: Screening questionnaire

Put a tick in the box to rate how strongly you agree or disagree with the statement.

		Definitely agree	Slightly agree	Slightly disagree	Definitely disagree
1	I prefer to do things with others rather than on my own				
2	I prefer to do things the same way over and over again				
3	If I try to imagine something, I find it very easy to create a picture in my mind				
4	I frequently get so strongly absorbed in one thing that I lose sight of other things				
5	I often notice small sounds when others do not				
6	I usually notice car number plates or similar strings of information				
7	Other people frequently tell me that what I have said is impolite, even though I think it is polite				
8	When I am reading a story, I can easily imagine what the characters might look like				
9	I am fascinated by dates.				
10	In a social group, I can easily keep track of several different people's conversations				
11	I find social situations easy.				
12	I tend to notice details that others do not.				
13	I would rather go to a library than a party.				
14	I find making up stories easy.				
15	I find myself drawn more strongly to people than to things				
16	I tend to have very strong interests which I get upset about if I cannot pursue				
17	I enjoy social chit-chat.				
18	When I talk, it is not always easy for others to get a word in edgeways				



		Definitely agree	Slightly agree	Slightly disagree	Definitely disagree
19	I am fascinated by numbers.				
20	When I am reading a story, I find it difficult to work out the characters' intentions				
21	I do not particularly enjoy reading fiction.				
22	I find it hard to make new friends.				
23	I notice patterns in things all the time.				
24	I would rather go to the theatre than a museum				
25	It does not upset me if my daily routine is disturbed				
26	I frequently find that I do not know how to keep a conversation going				
27	I find it easy to 'read between the lines' when someone is talking to me				
28	I usually concentrate more on the whole picture, rather than the small details				
29	I am not very good at remembering phone numbers				
30	I do not usually notice small changes in a situation, or a person's appearance				
31	I know how to tell if someone listening to me is getting bored				
32	I find it easy to do more than one thing at a time				
33	When I talk on the phone, I am not sure when it's my turn to speak				
34	I enjoy doing things spontaneously.				
35	I am often the last to understand the point of a joke				
36	I find it easy to work out what someone is thinking or feeling just by looking at their face				
37	If there is an interruption, I can switch back to what I was doing very quickly				
38	I am good at social chit-chat.				
39	People often tell me that I keep going on and on about the same thing				



		Definitely agree	Slightly agree	Slightly disagree	Definitely disagree
40	When I was young, I used to enjoy playing games involving pretending with other children				
41	I like to collect information about categories of things (e.g., types of cars, birds, trains, plants, etc.)				
42	I find it difficult to imagine what it would be like to be someone else				
43	I like to plan any activities I participate in carefully				
44	I enjoy social occasions.				
45	I find it difficult to work out people's intentions				
46	New situations make me anxious.				
47	I enjoy meeting new people.				
48	I am a good diplomat.				
49	I am not very good at remembering people's dates of birth				
50	I find it very easy to play games with children that involve pretending				
Subtotal					
				Total	