

Assessment services

Adult diagnostic assessment

Form B



This form is for completion by a parent/family member of the individual being assessed.

General information

Client information

Name of person being assessed:		Date of birth:	
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Name/s of person/persons completing form and relationship to person being assessed:

Name:		Relationship:	
Name:		Relationship:	
Name:		Relationship:	
Name:		Relationship:	

Medical details

To your knowledge, does the person have any known:

Diagnoses:

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Medical conditions/allergies:

--

Are they currently on any medication/s?

Please provide details:

--

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Who first used the word Autism/Asperger Syndrome/Autism Spectrum Disorder to describe the person?

Contact with other agencies

What current contact do they have with other agencies? (describe other services)

What other agencies have they been involved with?

Skills, habits and sensitivities

- Where possible, please give examples of behaviour and responses that are causing concern, or that you recall have caused concern, in the following areas.
- Please note whether concerns are current or whether they were present when the person was a child or adolescent.
- We appreciate that some of these questions relate to situations and behaviours that may have happened some time ago; any information that you can give will be useful.
- Please be aware that this information will be made available to the person being assessed.

Describe any particular skills/problems in the motor area e.g. gross motor skills such as running, ball skills, fine motor such as writing:

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Did they experience any problems with eating when they were younger?

Did they experience any problems with sleeping behaviours when they were a child?

How would you describe their sleeping habits now?

Is the person aware of the need for personal hygiene/grooming?

Social development

As a *preschool* child can you remember if there were any problems with the person's awareness and interest in other children and their interactions with them?

As a *primary school* child, did the person know how to make friends?

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Did they have close friend(s)? If so, what sort of things did the person do with their friends if they came over to play after school or if they saw each other on the weekends?

Any other comments?

During their time at secondary school, did the person:

Have close friends?

Socialise with peers outside of school e.g. on the weekend?

If so, what sort of activities did they do?

Respond to peer pressure in how they dressed or what they did?

Please describe their social relationships now.

Do they have a group of friends? If so, what do they do together?

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How do they go about making friends?

Can they maintain friendships?

Do they initiate contact with friends? If so, how often?

Is there an age group that they relate best to? Does the person read social cues when in social situations?

Do they understand and follow social rules, conventions and expectations?

Sharing of interests

When they were younger, did they share their interests with others i.e. talk to them or show them things that they did e.g. drawing, something they made?

Did they spend long periods playing alone?
If others tried to join in with their play, what did they do?

Does the person share their interests and enjoyment with others now?

Communication

Does the person ask what other people may be interested in?
If so, are they interested in what they have to say?

Do they initiate conversations?

Can they sustain two-way conversations, both in one-to-one situations
and when with a group of people?

Describe any problems the person has when talking to other people or any unusual
aspects of their speech:

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Did the person ever need to have speech pathology? (give details)

Any other comments about their communication skills?

Communication – non-verbal

Has the person ever had problems making eye contact with others? If so, describe.

Can the person read the facial expression and body language of others?

Does the person use facial expression and body language to communicate with others? Can others tell how they are feeling from their facial expressions and/or body language?

Do they use gestures when they are talking? (For example, pointing or showing someone how big the thing they are talking about might be?)

Emotional responses

Was there anything unusual about how the person behaved when they were upset or angry as a child e.g. avoiding consolation, inconsolable, aggression?

How do they behave now when upset or angry?

What are the most common causes for the person getting upset or angry?

Can the person talk about their feelings when they are upset or angry?

Is the person aware when other people are upset?

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How do they react if others are upset e.g. offer comfort, hugs?

Is the person aware if they have upset or offended someone?

Does the person understand the feelings of other people?

Does the person have a strong sense of justice/injustice or a strong sense of right/wrong?

Any other comments?

Self-stimulatory behaviours

Does the person do any of the following:

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Repetitive body movements (body rocking, hand flapping):

Facial grimacing:

Toe walking:

Self-injurious behaviour e.g. headbanging, biting, scratching:

Other:

Response to changes in the environment

How does the person respond to major changes e.g. holidays, moving house?

How do they react to smaller changes, e.g. rearrangement of objects/furniture or changing travel route?

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Did they insist on any particular routines when they were younger? Do they insist on any particular routines now? Give examples:

Can they do familiar tasks in different ways?

How do they react if something unexpected happens or there is a sudden change in plans?

How do they react if they are interrupted before they have finished what they are doing? (e.g. the power goes out, dinner is ready, their supervisor asks them to do a different job at work)

Did they have any issues with change when they were younger? (e.g. a relief teacher at school or when plans were changed unexpectedly or when their favourite brand of cereal was not available or if another child wanted to mix the cars with the dinosaurs). Give examples:

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How do they react when talking with people who have different ideas to them about a subject (e.g. the best way of doing something, the best sports team, the best film etc.). Give examples:

How well do you think they understand when other people use sarcasm or sayings, such as 'I could eat a horse'?

Play/interests

Did they play appropriately and imaginatively with toys when young?

What were their favourite toys?

Describe their play skills/interests as a school aged person:

What are their interests now?

Do they have or have they ever had any obsessive interests: (If yes, give details)

Do they have any collections or items that are special to them? If so, give details

Do they have any items that they like to keep in a specific place or in a specific order? If so, give detail.

Sensory responses

Have there been any unusual sensory responses in the following areas?
(give details)

a. Hearing (Please tick all that apply and provide examples)

- N/A
- Sensitive to loud sounds: _____
- Performs better in quiet spaces: _____
- Notices quiet sounds: _____
- Covers ears to certain sounds: _____
- Fear of certain sounds: _____

Other:

b. Smell (Please tick all that apply and provide examples)

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- N/A
- Comment on the smell of items: _____
- Noticed smells others do not: _____
- Reacts strongly to certain smells: _____

Other:

c. Taste (Please tick all that apply and provide examples)

- N/A
- Mouths or licks non-food items: _____
- Avoids particular foods: _____
- Seeks out particular tastes: _____

Other:

d. Touch (Please tick all that apply and provide examples)

- N/A
- Seeks out particular texture: _____
- Avoids particular textures: _____
- Engages in excessive hand washing: _____
- Rubs items on skin or face: _____
- Under/over reaction to temperature: _____
- Under/over response to pain: _____
- Enjoys tight squeezes: _____
- Uses weighted items: _____
- Resisting grooming e.g. hair washing: _____

Other:

e. Vision (Please tick all that apply and provide examples)

- N/A
- Distracted by lights or movement: _____
- Covers eyes to lights: _____
- Experience headaches: _____

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- Looks at things in unusual ways: _____
- Notices visual patterns: _____
- Hides under furniture or blankets: _____
- Enjoys symmetry: _____
- Lines things up: _____

Other:

Is there any other information you think is relevant to this assessment?

(Please attach additional paper if not enough space.)

Thank you for taking the time to complete this form.

The information you have provided will assist greatly.

Please e-mail completed form to **info@solasta.net.au** or fax to **(08) 7160 1999**.