Asperger's Questionnaire

Questions to Ask to Determine Social Communication Difficulties
With
Individuals with Asperger's Syndrome Disorder

These questions are asked of: 1. parents and families
2. teachers and staff

1.) Does this child understand non-verbal communication of others?

*body language
-does this child get that body language relays a message and if this child does, is he/she interpreting the body language correctly?

*tone of voice (put under non-verbal as it affects understanding body language greatly)
-does this child know the difference between tone of voice that is sincere vs. sarcastic?

*tone of voice and body language combined
-does this child understand the communication intent when tone of voice and body language are combined?

2.) Does this child understand how his/her non-verbal communication affects others?

*does this child use body language that gives the message he/she wants to communicate?

*does this child do things that make others feel he/she is not listening?

3.) How does this child interact with people?

*body language, specifically eye contact (should this be an issue?)
-does child stand too close to others?
-does child jump or lean back when others get close to his/her body?

*greetings, small talk & conversation (chit chat)
- does child say “Hi” or “Good-bye” at the right times?
- does child participate in small talk topics like the weather, health, sports, etc.?
- does the child transfer smoothly into a topic of conversation that is appropriate for the situation?

*entering, maintaining & ending conversations
- does entering a conversation occur smoothly or include interrupting behaviors?
- does child wait for a pause to enter the conversation by commenting or asking a question?
- does child provide comments and/or questions that indicate he/she is listening to the speakers (i.e. always making comments about themselves only or making comments that are off-topic completely)

*introductions
- does child know how to participate in a variety of different types of introductions?
- can he/she switch roles in the introduction process?
- does child use informal/formal vocabulary according to the people being introduced and the situation?

*understanding another person’s point of view or perspective
- are behaviors interfering because an activity or topic is not exactly as he/she has experienced or expects?
- can this child change what he/she does or what he/she says according to what is happening with another person?

4.) Does this child always want things to go his/her way or appear rigid in his/her approach to activities?

*rigidity
- does this child get upset when an activity that he has done in a different environment is done differently in his/her present environment (child will often say “it’s not suppose to be that way” or “it’s not right”)?

*taking another person’s point of view or perspective
- does this child appear to always want things to go his/her way?
- does this child appear to be self-centered?
5.) Does a change in schedule or routine upset this child?

*does this child become upset even when a change in the schedule or routine is something positive or fun?

*does this child function better when a visual schedule (written or picture icon) is used?

*does this child repeatedly ask “what is next?”

*does this child handle change better when he/she is told about the change ahead of time?

6.) Does this child “get jokes” or understand any humor?

*does this child start to laugh at jokes after everyone else has started laughing?

*does this child laugh longer than others so that everyone thinks he got the joke too?

*does this child understand abstract language (idioms, multiple meaning words, etc)?

*does this child understand how tone of voice & body language affect the message?

*does this child understand use of appropriate time & place when using humor?

7.) Does this child dominate a conversation about his/her favorite topic or special interest?

*does this child’s conversation sound more like a narrative?

*does this child have to start from the beginning if he/she is interrupted in this narrative which is being used as a conversation?

*does this child use turn-taking skills by asking questions or making comments about the topic?

*does this child use appropriate topic selection considering who he/she is with and the situation?
*does this child state an opinion as a fact which leads to disagreements?

If you have a child who has the above issues (some or all) and these issues interfere with his/her ability to function in academic and/or social situations, then they would benefit from programming for improving social communication skills.

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