

School Assessment Rating Scale

Modified from the book Asperger's Syndrome by Dr. Tony Atwood

For each statement or question below, please rate it on the scale provided from 0 (rarely observed) to 6 (frequently observed).

Social & Emotional Abilities

Does the student lack an understanding of how to play or interact with other students? For example, unaware of the unwritten rules of social play.

0 1 2 3 4 5 6

Rarely

Frequently

When free to play or interact with peers, such as lunchtime, does the student avoid contact or isolate him/herself?

0 1 2 3 4 5 6

Rarely

Frequently

Does the student appear unaware of social conventions or codes of conduct and make/exhibit inappropriate comments/actions? For example, unknowingly making an insulting personal comment to someone or talking about inappropriate subject matter with someone.

0 1 2 3 4 5 6

Rarely

Frequently

Does the student misinterpret other people's actions or words as threatening? For example, think someone wants to fight because they bump into him/her?

0 1 2 3 4 5 6

Rarely

Frequently

Does the student seem to lack an intuitive understanding of another person's feelings? For example, not realize that an apology would help the other person feel better.

0 1 2 3 4 5 6

Rarely

Frequently

Does the student seem to expect other people to know their thoughts, experiences and opinions? For example, no realizing that you could not know about something because you were not with the person at the time.

0 1 2 3 4 5 6

Rarely

Frequently

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Does the student need an excessive amount of reassurance, especially if things are changed or go wrong?

0 1 2 3 4 5 6

Rarely

Frequently

Does the student lack subtlety in their expression of emotion? For example, not understanding that interactions with different people may call for very different levels of emotional expression.

0 1 2 3 4 5 6

Rarely

Frequently

Is the student not interested in participating in sports, games or team activities?

0 1 2 3 4 5 6

Rarely

Frequently

Is the student indifferent to peer pressure? For example, does not follow the latest craze in toys or clothes.

0 1 2 3 4 5 6

Rarely

Frequently

Does the student take comments literally? For example, is confused or preoccupied with phrases such as "out on a limb" or "if looks could kill".

0 1 2 3 4 5 6

Rarely

Frequently

Does the student have an unusual tone of voice? For example, does he/she ever talk in a different voice or is his/her voice monotone or with the accent on the wrong word?

0 1 2 3 4 5 6

Rarely

Frequently

When talking to the student, does he/she appear to be uninterested in your side of the conversation? For example, not asking about or commenting on your thoughts or opinions.

0 1 2 3 4 5 6

Rarely

Frequently

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When in a conversation, does the student tend to use less eye contact than you would expect?

0 1 2 3 4 5 6

Rarely

Frequently

Is the student's speech overly precise or pedantic? For example, using overly formal speech.

0 1 2 3 4 5 6

Rarely

Frequently

Does the student have trouble asking for clarification when confused? For example, if the student doesn't understand, does he/she change the subject when confused?

0 1 2 3 4 5 6

Rarely

Frequently

Cognitive Skills

Does the student primarily read books for information rather than fiction? For example, choosing an encyclopedia type book for a book report or factual information rather than an adventure book/imaginative story.

0 1 2 3 4 5 6

Rarely

Frequently

Does the student have an exceptional long term memory for events or facts?

0 1 2 3 4 5 6

Rarely

Frequently

Does the student lack social imaginative play? For example, peers are not included in student's imaginary games or the student is confused by the pretend games of others.

0 1 2 3 4 5 6

Rarely

Frequently

Is the student preoccupied or fascinated by a particular topic and/or avidly collects information?

0 1 2 3 4 5 6

Rarely

Frequently

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Does the student become unreasonably upset by changes in routine or expectations?

0 1 2 3 4 5 6

Rarely

Frequently

Does the student develop elaborate routines or rituals that must be completed? For example, lining up personal items or toys before going to bed or transitioning to another activity.

0 1 2 3 4 5 6

Rarely

Frequently

Movement Skills

Does the student have poor motor coordination? For example, does he/she have trouble catching a ball?

0 1 2 3 4 5 6

Rarely

Frequently

Does the student have an odd gait when running?

0 1 2 3 4 5 6

Rarely

Frequently

Other Possible Characteristics

For this section, check whether the student in question has shown any of the following characteristics:

Unusual fear or anxiety due to:

- Ordinary sounds such as electrical appliances/heaters/etc.
- Light touch on skin or scalp
- Wearing particular items of clothing
- Unexpected noise
- Seeing certain objects
- Noisy, crowded places

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A tendency to flap his/her arms or rock body when excited or upset

A lack of sensitivity to low levels of pain

Late in acquiring speech

Unusual facial grimaces or tics