ASPERGER SYNDROME DIAGNOSTIC INTERVIEW (ASDI)
(PARENT version)
Gillberg, Gillberg and Ehlers 1991

NAME OF CHILD/adolescent ____________________________ Sex ___

Date of birth ____________________________

Age at examination ____________________________

Name of informant ____________________________

Rater ____________________________

Date of interview ____________________________

This interview is intended for completion by a clinician well acquainted with Asperger syndrome, although not necessarily an expert in the field of autism spectrum disorders. It is investigator-based, i.e. the clinician should score each item only after (s)he feels that enough information pertaining to a particular item has been elicited to allow scoring. This means that each of the 20 items covered by the pro forma has to be covered in detail. The questions listed when directed to the proband should be phrased as they read, but may be slightly rephrased in order to assure that the relevant area of functioning be adequately covered and probed into.

Key to scores:  
does not apply = 1  
probably applies or applies to some extent = 2  
definitely applies = 3

Final assessment:  
(a) all criteria met at interview:

ASPERGER SYNDROME ☐

(b) all criteria not met but all at least possibly met = review again all clinical evidence under each symptom heading in order to make certain that 2s cannot be rated as 3s; then make a reappraisal and assign diagnosis:

SUSPECTED ASPERGER SYNDROME ☐

or ASPERGER SYNDROME ☐

(c) in clinical practice a diagnosis of ASPERGER SYNDROME may sometimes be made even when "only" (b) applies ☐

Comments (such as all criteria except motor clumsiness met):
Severe Impairment in reciprocal social interaction (extreme egocentricity)

1. Does he/she exhibit considerable difficulties interacting with peers? 1 2 3

If 2 or 3; in what way?

2. Does he/she exhibit a low degree of concern about not making friends/a lack of interest in making friends and/or interacting with peers? 1 2 3

If 2 or 3; please specify

3. Does he/she have problems appreciating social cues, i.e. does he/she fail to note changes in the social conversation/interaction or to take account of such changes in his/her ongoing interaction with other people? 1 2 3

If 2 or 3; please describe

4. Does he/she exhibit socially/emotionally inappropriate behaviour? 1 2 3

If 2 or 3; in what way(s)?

Two or more scores of 3 □ (criterion met)

Two or more scores of 2 or one score of 3 and one score of 2 □ (criterion possibly met)

All absorbing narrow interest

5. Is there a pattern of interest or a specific interest which takes up so much of his/her time that time for other activities is clearly restricted? 1 2 3

If 2 or 3; please comment

6. Is there a repetitive quality to his/her interest patterns/specific interest? 1 2 3

If 2 or 3; please specify

7. Are his/her interests/specific interest(s) based more on rote memory than on true meaning? 1 2 3

If 2 or 3; please comment

One or more scores of 3 □ (criterion met)

One or more scores of 2 □ (criterion possibly met)
Imposition of routines and interests

8. Does he/she try to introduce and impose routines and interests on himself in such a way as to produce problems for himself or other people? 1 2 3

If 2 or 3; in what way?

9. Does he/she try to impose routines and interests on other people in such a way as to produce problems for these other people or for himself or others still? 1 2 3

If 2 or 3; please describe

One or more scores of 3 □ (criterion met)

One or more scores of 2 □ (criterion possibly met)

Speech and language problems

10. Was his/her language development delayed? 1 2 3

If 2 or 3; please comment

11. Is his/her language "superficially perfect" regardless of whether there are comprehension problems or other speech-language problems? 1 2 3

If 2 or 3; please comment

12. Is his/her language formal, pedantic or "overly adult"? 1 2 3

If 2 or 3; please describe

13. Is there any characteristic about his voice (pitch, volume, quality, intonation, word stress, "prosody" etc.) which you find peculiar or unusual? 1 2 3

If 2 or 3; in what way?

14. Are there any comprehension problems, including misinterpretations of literal/implied meanings? 1 2 3

If 2 or 3; what kind of problems?

Three or more scores of 3 □ (criterion met)

Three or more scores of 2 or two scores of 2/3 and one of 3/2 □ (criterion possibly met)
Non-verbal communication problems

15. Does he/she make limited use of gesture(s)?
   1  2  3
If 2 or 3; please comment__________________________________________

16. Is his/her body language awkward/gauche/clumsy/strange/unusual?
   1  2  3
If 2 or 3; please comment__________________________________________

17. Are his/her facial expressions limited to a rather small repertoire?
   1  2  3
If 2 or 3; please describe__________________________________________

18. Is his/her general expression (including facial) sometimes inappropriate?
   1  2  3
If 2 or 3; please describe__________________________________________

19. Is his/her gaze stiff/strange/peculiar/abnormal/odd?
   1  2  3
If 2 or 3; please characterize________________________________________

One or more scores of 3 □ (criterion met)
One or more scores of 2 □ (criterion possibly met)

Motor clumsiness

20. Has he/she been noted to perform poorly on neurodevelopmental examinations either in the past or in connection with present interview?
   1  2  3
If 2 or 3; please comment__________________________________________

Score of 3 □ (criterion met)
Score of 2 □ (criterion possibly met)