ASD Teacher Interview and Questionnaire
Early Childhood

Student: _____ Date: _____

Teacher: _____

Qualitative Impairment in Social Interaction:

1. When others approach the student how does he/she react? Does he attempt to involve others when he/she is playing? Does the student ever actively avoid other children or adults? Does the student watch you as you walk into the room?

2. Does he show preferences for certain adults or children? Does the student show enjoyment of these interactions?

3. Does he/she ever show you things? Does the student ever want you to share in his/her enjoyment of something? What kinds of things may make the student excited?

4. Does the student's facial expressions/emotional reactions usually seem appropriate to the particular situation as far as you can tell? How does the student show feelings? Does the student ever seek out comfort from others if he is sad, hurt, or ill?

5. How does the student let you know he/she wants help or to gain your attention?

Qualitative Impairment in Communication:

1. Does the student spontaneously point/reach at things around him? How about other common gestures? (shake head yes or no, etc.)

2. Does student wave goodbye or any other common gestures? (e.g. clapping, blowing kiss, etc.)

3. Any examples of imitation of adult actions?

4. Does student interact to be sociable or friendly, rather than because he/she wants something?

Restricted, Repetitive, or Stereotyped Patterns of Behavior:

1. Are there things that the student seems to have to do in a particular away or order? How does the student react if unable to complete a whole sequence or is disrupted during the course of his/her actions?

2. Does the student have any odd ways of moving his/her hands or fingers? Do they interfere with getting things done and what happens if you try to get him/her to stop? Any circumstance in which this behavior increases?

3. Are there any complicated movements of the whole body (e.g. spinning, arm flapping, bouncing, rocking)? Does this interfere with other activities and what happens if you try to stop him/her?

4. How does the student play with toys and objects? Are objects used as they are intended or is the focus on parts of the object? Does the student ever collect or gather certain sorts of objects? Does he/she ever line things up or do the same thing over and over with them?

5. Does the student seem particularly interested in the sight, feel, sound, taste, or smell of things?

6. Does the student have any sensitivity to certain clothing, textures or temperatures?

Related Questions:

1. How does the student handle transitions throughout the day? Do transitions need to be announced?

2. How does the student handle changes in the daily routine? What if the environment is changed or imperfect?

3. What is motivating to the child? Any particular likes and dislikes?