

Oxford CBT

Neurodevelopmental Assessment Referral – Pre-Assessment Information

Name of Young Person

DOB

Home Address

Next of Kin

Next of Kin contact details

GP Practice

Who lives at home with the young person?

Name	Relationship to young person	Age

Please briefly summarise what led you to seek the current assessment?

Please list your 3 main challenges and/or concerns.

1. 2. 3.

What would be a good outcome for your son/ daughter and the wider family, following the assessment?

What are the young person's interests, strengths and qualities?

What differences or challenges, if any, have you noticed in the following areas:	
	Comments
Peer relationships?	
Social communication skills (e.g. eye contact, use of gesture, voice, facial expression)?	
Sensory interests or differences?	
Managing changes to routines and transitions?	
Listening and concentration skills	
Energy or activity levels?	
Behavioural concerns at home or in school?	
Managing emotions?	
Learning at school?	

Education			
	Subjects	Grades	Difficulties, or areas of support
Nursery			
Primary			
Secondary			

Education		
Service	Currently	Previously
Speech and language therapy		
Child and Adolescent Mental Health Team		
Children's Services/ Social Care		
SENDSCO		
Other		

Does your son/ daughter have any previous medical, mental health or neurodevelopmental conditions (e.g. autism, ADHD, dyslexia, dyspraxia)?

Are there any members of their family with a mental health or neurodevelopmental condition (e.g. autism, ADHD, dyslexia, dyspraxia)?

Thank you for providing this preliminary information

AQ-10 (Adolescent Version)

Autism Spectrum Quotient (AQ)

A quick referral guide for parents to complete about a teenager aged 12-15 years old with suspected autism who does not have a learning disability.

Please tick one option per question only:		Definitely Agree	Slightly Agree	Slightly Disagree	Definitely Disagree
1	S/he notices patterns in things all the time				
2	S/he usually concentrates more on the whole picture, rather than the small details				
3	In a social group, s/he can easily keep track of several different people's conversations				
4	If there is an interruption, s/he can switch back to what s/he was doing very quickly				
5	S/he frequently finds that s/he doesn't know how to keep a conversation going				
6	S/he is good at social chit-chat				
7	When s/he was younger, s/he used to enjoy playing games involving pretending with other children				
8	S/he finds it difficult to imagine what it would be like to be someone else				
9	S/he finds social situations easy				
10	S/he finds it hard to make new friends				

SCORING: Only 1 point can be scored for each question. Score 1 point for Definitely or Slightly Agree on each of items 1, 5, 7 and 10. Score 1 point for Definitely or Slightly Disagree on each of items 2, 3, 4, 6, 8 and 9. If the individual scores 6 or above, consider referring them for a specialist diagnostic assessment.

USE: This is the adolescent version of the test recommended in the NICE clinical guideline CG142. www.nice.org.uk/CG142

Key reference: Allison C, Auyeung B, and Baron-Cohen S, (2012) Journal of the American Academy of Child and Adolescent Psychiatry 51(2):202-12.