

CAST (2005)

Name	Date of birth	Current age
Rater	Relation to child	Date

Mark the most appropriate dot(s) with a X

	No/ not at all				Yes/ all the time
1. Does s/he join in playing games with other children easily?	O	O	O	O	O
2. Does s/he come up to you spontaneously for a chat?	O	O	O	O	O
3. Was s/he speaking by 2 years old?	O	O	O	O	O
4. Does s/he enjoy sports?	O	O	O	O	O
5. Is it important to him/her to fit in with peer group?	O	O	O	O	O
6. Does s/he appear to notice unusual details that others miss?	O	O	O	O	O
7. Does s/he take things literally?	O	O	O	O	O
8. When s/he was 3 years old, did s/he spend a lot of time pretending (eg play-acting being a superhero, or holding teddy's tea parties)?	O	O	O	O	O
9. Does s/he like to do things over and over again, in the same way all the time?	O	O	O	O	O
10. Does s/he find it easy to interact with other children?	O	O	O	O	O
11. Can s/he keep a two-way conversation going?	O	O	O	O	O
12. Can s/he read appropriately for his/her age?	O	O	O	O	O
13. Does s/he mostly have the same interests as his/her peers?	O	O	O	O	O
14. Does s/he have an interest which takes up so much time that s/he does little else?	O	O	O	O	O
15. Does s/he have friends, rather than just acquaintances?	O	O	O	O	O
16. Does s/he often bring you things s/he is interested in to show you?	O	O	O	O	O
17. Does s/he enjoy joking around?	O	O	O	O	O
18. Does s/he have difficulty understanding the rules for polite behaviour?	O	O	O	O	O
19. Does s/he appear to have an unusual memory for details?	O	O	O	O	O
20. Is his/her voice unusual (eg overly adult, flat, or very monotonous)?	O	O	O	O	O
21. Are people important to him/her?	O	O	O	O	O
22. Can s/he dress him/herself?	O	O	O	O	O

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| 23. Is s/he good at turn-taking in conversation? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Does she play imaginatively with other children, and engage in role play? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Does s/he often say or do things that are tactless or socially inappropriate? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Can s/he count to 50 without leaving out any numbers? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Does s/he make normal eye contact? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Does s/he have any unusual repetitive movements? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Is his/her social behaviour very one-sided and always on his/her own terms? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. Does s/he sometimes say "you" or "s/he" when s/he means I? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. Does s/he prefer imaginative activities such as play-acting or story-telling, rather than numbers or lists of facts? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. Does s/he sometimes lose the listener because of not explaining what s/he is talking about? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. Can s/he ride a bicycle (even if with stabilisers)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. Does s/he try to impose routines on him/herself, or on others, in such a way that it causes problems? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. Does s/he care how she is perceived by the rest of the group? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. Does s/he often turn conversations to his/her favourite subject rather than following what the other person wants to talk about? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. Does s/he have odd or unusual phrases? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What are the behaviours or difficulties that most concern you at present

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CAST The Childhood Asperger Syndrome Test
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Williams J., Scott F., Scott C., Allison C., Bolton P., Baren-Cohen S. & Brayne C. (2005)
The CAST : Test Accuracy, *Autism* (9) 1, 45-68
Williams J., Allison C., Scott F., Scott C., Bolton P., Baron-Cohen S. & Brayne C. (2006)
The CAST : Test Retest Reliability. *Autism* (10) 4, 415-27
Allison C., Williams J., Scott F., Scott C., Bolton P., Baron-Cohen S. & Brayne C. (2007)
The CAST : Test retest reliability in a high scoring sample. *Autism* (11) 2, 173-185
Reconfigured from yes/no to 5 point ratings by G. Childs (2009)