



The ADI-R is a structured interview conducted with the parent or primary caregiver to obtain a comprehensive developmental history relevant to the diagnosis of Autism Spectrum Disorder (ASD). Information should refer to the child's behavior throughout development.



CHILD INFORMATION

Child Name: _____

Date of Birth (MM/DD/YYYY): ____ / ____ / ____ Age: ____ Gender: ☐ Male ☐ Female ☐ Other



PARENT / INFORMANT INFORMATION

Informant Name: _____ Relationship to Child: _____

Phone: _____ Email: _____



INTERVIEW INFORMATION

Interview Date (MM/DD/YYYY): ____ / ____ / ____ Clinician / Interviewer: _____

Location / Setting: _____



BACKGROUND NOTES

Record any relevant background information about the child, including medical, educational, developmental, or family history that may be important for interpretation of the interview.



This section focuses on early developmental history and the age at which key milestones and concerns were first observed.



1. EARLY CONCERNS AND PROFESSIONAL HELP

1A

Age (in months) when parents first noticed that something was not right in language, social relationships, or behavior.

Age in Months

			months
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1B

First symptoms that raised parents' concerns.

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1C

Age (in months) when parents first sought professional advice.

			months
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1D

Age (in months) when child received first diagnostic opinion or assessment.

			months
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Notes



2. MOTOR MILESTONES

2A

Sat without support on a flat surface.

Age in Months

			months
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2B

Walked without support.

			months
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Notes



3. TOILET TRAINING (SPHINCTER CONTROL)

3A

Daytime bladder control acquired.

Age in Months

			months
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2B

Nighttime bladder control acquired.

			months
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3C

Bowel control acquired.

			months
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Notes



4. LANGUAGE MILESTONES

4A

Age (in months) of first simple words ever used (if ever).

Age in Months

			months
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4B

Age (in months) of first phrases (if ever).

			months
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Notes



This section explores the child’s communication and language development, including verbal and non-verbal communication behaviors.



1. SPEECH AND LANGUAGE DEVELOPMENT

	CURRENT	AT AGE 5 YEARS*	NOTES
14A Pronunciation / articulation.	☐	☐	
15A Complexity of non-repetitive expressions.	☐	☐	
16A Social vocalization / family conversation.	☐	☐ More abnormal ☐ Between 4.0–5.0 ☐ Normal	
19A Overall level of language.	☐		
20A Reciprocal conversation (regardless of verbal complexity).	☐	☐ More abnormal ☐ Between 4.0–5.0 ☐ Normal	
21A Conversation showing interest in others.	☐	☐ More abnormal ☐ Between 4.0–5.0 ☐ Normal	

* For children under 5 years, consider the most abnormal period between ages 4.0–5.0 when possible.



2. ATYPICAL LANGUAGE FEATURES

	CURRENT	EVER PRESENT	NOTES
17A Immediate echolalia.	☐	☐	
18A Stereotyped expressions and delayed echolalia.	☐	☐	
22A Inappropriate questions or statements.	☐	☐	
23A Pronoun reversal.	☐	☐	
24A Neologisms / idiosyncratic language.	☐	☐	
25A Verbal rituals.	☐	☐	
26A Intonation / volume / rhythm / rate.	☐	☐	
27A Vocal expression.	☐	☐	



3. NON-VERBAL COMMUNICATION

	CURRENT	EVER PRESENT	NOTES
29A Spontaneous imitation of actions (under 10 years).	☐	☐	
30A Points to express interest.	☐	☐	
31A Conventional / instrumental gestures.	☐	☐	
32A Nods head (yes).	☐	☐	
33A Shakes head (no).	☐	☐	





This section focuses on social interaction behaviors throughout development. Consider both the quality and consistency of the child's social behaviors.



4. SOCIAL INTERACTION

ITEM	CURRENT (last 3 months)	MOST ABNORMAL (4.0–5.0 years)*	NOTES / EXAMPLES
42 Direct eye contact.	☐	☐	
43 Social smile.	☐	☐	
44 Greets (e.g., says hello, waves).	☐	☐	
45 Shows and directs attention.	☐	☐	
46 Offers to share (e.g., toys, interests).	☐	☐	
47 Seeks to share enjoyment with others.	☐	☐	
48 Shares enjoyment and affection of others.	☐	☐	
49 Offers comfort to others.	☐	☐	
50 Seeks comfort. (Under 10 years)	☐	☐	
51 Quality of social overtures (e.g., range, frequency, appropriateness).	☐	☐	
52 Range of facial expressions used to communicate.	☐	☐	
53 Inappropriate facial expressions.	☐	☐	
54 Stretches arms to be picked up. (Under 4 years)	☐	☐	
55 Overall affect (range and appropriateness).	☐	☐	
56 Social disinhibition. (4.0 years or older)	☐	☐	
57 Appropriate social responses.	☐	☐	
58 Social anxiety / avoidance.	☐	☐	
59 Secure base behavior. (Before 4.0 years)	☐	☐	
60 Separation anxiety. (Before 4.0 years)	☐	☐	

* For children under 5 years, rate at the most abnormal period between 4.0 and 5.0 years when possible.



CLINICAL TIP

Look for patterns across items and consider the context in which behaviors occur (home, school, with familiar vs. unfamiliar people).

RATING GUIDE

- 0 = No evidence / Not true
- 1 = Somewhat true or sometimes
- 2 = Very true or often



This section explores the child’s play behaviors, interests, and relationships with peers. Include typical patterns and any concerns across different settings.



5. PLAY AND PEER RELATIONSHIPS



FAVORITE ACTIVITIES

List the child’s current or past favorite activities.



FAVORITE TOYS / OBJECTS

List the child’s current or past favorite toys or objects.

ITEM		CURRENT (last 3 months)	BEFORE AGE 10 (if applicable)	MOST ABNORMAL (4.0–5.0 years)*	NOTES / EXAMPLES
61	Initiates appropriate activities.	☐	☐	☐	
62	Curiosity about environment and people.	☐	☐	☐	
63	Imaginative play. (Before 10 years)	☐	☐	☐	
64	Imaginative play with peers. (Before 10 years)	☐	☐	☐	
65	Imitative / social play. (Before 10 years)	☐	☐	☐	
66	Interest in other children. (Before 10 years)	☐	☐	☐	
67	Response to approaches from other children. (Before 10 years)	☐	☐	☐	
68	Quality of friendships. (5 years or older)	☐	☐	☐	
69	Number and stability of friendships. (5 years or older)	☐	☐	☐	

* For children under 5 years, rate at the most abnormal period between 4.0 and 5.0 years when possible.



ADDITIONAL NOTES

Record any relevant information about play skills, peer relationships, or social interests.



This section explores restricted interests, repetitive behaviors, and sensory patterns that may impact daily functioning. Consider current behavior and history across different environments and over time.



6. RESTRICTED INTERESTS AND REPETITIVE BEHAVIORS

ITEM		CURRENT (last 3 months)	EVER PRESENT	MOST ABNORMAL (4.0–5.0 years)*	NOTES / EXAMPLES
70	Unusual preoccupations or circumscribed interests.	☐	☐	☐	
71	Adheres to routines or rituals.	☐	☐	☐	
72	Resistance to change / insistence on sameness.	☐	☐	☐	
73	Sensory interests (e.g., sights, sounds, textures, smells).	☐	☐	☐	
74	Excessive sensitivity to sensory input.	☐	☐	☐	
75	Hand and finger mannerisms or complex movements.	☐	☐	☐	
76	Other repetitive body movements.	☐	☐	☐	
77	Lines up or arranges objects.	☐	☐	☐	
78	Repetitive play.	☐	☐	☐	
79	Repetitive use of objects.	☐	☐	☐	
80	Self-injurious behavior.	☐	☐	☐	
81	Aggressive behavior to others.	☐	☐	☐	
82	Tantrums or severe behavioral outbursts.	☐	☐	☐	
83	Difficulties with self-regulation (e.g., emotional or behavioral).	☐	☐	☐	
84	Sleep problems.	☐	☐	☐	
85	Eating / feeding problems.	☐	☐	☐	
86	Toileting problems beyond age expectations.	☐	☐	☐	
87	Unusual fears.	☐	☐	☐	
88	Strong attachment to objects or parts of objects.	☐	☐	☐	
89	Repetitive/compulsive questioning.	☐	☐	☐	
90	Overall level of restricted and expetitive behaviors.	☐	☐	☐	

* For children under 5 years, rate at the most abnormal period between 4.0 and 5.0 years when possible.



ADDITIONAL NOTES

Include any relevant information about triggers, patterns, frequency, severity, or context of the behaviors described above.



This section explores developmental regression (loss of skills) and areas of exceptional or unusual abilities. Include timing, duration, and impact on daily functioning.



7. DEVELOPMENTAL REGRESSION (LOSS OF SKILLS)

ITEM	LOSS OF SKILLS (EVER PRESENT)	AGE WHEN LOSS BEGAN (months)	DURATION (months)	NOTES / EXAMPLES
91 Loss of language.	☐			
92 Loss of social interest.	☐			
93 Loss of play skills.	☐			
94 Loss of adaptive/self-help skills.	☐			
95 Loss of academic skills.	☐			
96 Loss of motor skills.	☐			



NOTE: If no skills were lost, mark “No” for all items above and write “No regression reported” in the notes.



7B. SPECIAL / EXCEPTIONAL ABILITIES

ITEM	PRESENT (EVER)	AGE FIRST NOTICED (years)	DESCRIPTION / EXAMPLES	IMPACT (POSITIVE / NEUTRAL / NEGATIVE)
97 Exceptional visual-spatial skills.	☐			☐ Positive ☐ Neutral ☐ Negative
98 Exceptional memory.	☐			☐ Positive ☐ Neutral ☐ Negative
99 Exceptional musical ability.	☐			☐ Positive ☐ Neutral ☐ Negative
100 Exceptional drawing / art skills.	☐			☐ Positive ☐ Neutral ☐ Negative
101 Early reading.	☐			☐ Positive ☐ Neutral ☐ Negative
102 Advanced math skills.	☐			☐ Positive ☐ Neutral ☐ Negative
103 Mechanical / technical skills.	☐			☐ Positive ☐ Neutral ☐ Negative
104 Other unusual abilities.	☐			☐ Positive ☐ Neutral ☐ Negative



7C. OTHER DEVELOPMENTAL NOTES

Include any other relevant information about development, strengths, or concerns.



CLINICAL TIP

Regression can be subtle. Ask about timing relative to life events, illness, changes at home/school, or other stressors.

RATING GUIDE (For Regression Items 91–96)

- 0 = No loss of skills
1 = Partial loss or brief loss
2 = Clear and significant loss of skills





This page is for clinical summary and scoring. Scores are based on the algorithm for ICD-10 criteria for Autism. Use professional judgment to integrate all information gathered during the interview.



8. CLINICAL SUMMARY & SCORING



A. SOCIAL INTERACTION

Quality of reciprocal social interaction across multiple contexts.

SCORE (0–3)

0 = No evidence
1 = Mild / Somewhat abnormal
2 = Moderate / Clearly abnormal
3 = Severe / Very abnormal

CRITERIA REFERENCE

ICD-10: A1 (a, b, c, d)
Items 42–60



B. COMMUNICATION

Verbal and non-verbal communication and language development.

SCORE (0–3)

0 = No evidence
1 = Mild / Somewhat abnormal
2 = Moderate / Clearly abnormal
3 = Severe / Very abnormal

ICD-10: A2 (a, b, c, d, e)
Items 14–41



C. RESTRICTED, REPETITIVE BEHAVIORS

Restricted interests, repetitive behaviors, and sensory patterns.

SCORE (0–3)

0 = No evidence
1 = Mild / Somewhat abnormal
2 = Moderate / Clearly abnormal
3 = Severe / Very abnormal

ICD-10: A3 (a, b, c, d)
Items 70–90



D. EARLY DEVELOPMENT INDICATORS

Age of onset, early concerns, and developmental history.

SCORE (0–3)

0 = No evidence
1 = Mild / Somewhat abnormal
2 = Moderate / Clearly abnormal
3 = Severe / Very abnormal

ICD-10: B (onset)
Items 1–13



CLINICAL IMPRESSION

Integrate information from all domains. Include observations about the presence, severity, and impact of behaviors.



DIAGNOSTIC CONSIDERATIONS

Based on ICD-10 criteria for Autism (F84.0). Include differential diagnoses and other relevant clinical considerations.



INTERVIEW COMPLETED BY

Clinician Name:

Credentials:

Signature:

Date:



ADDITIONAL INFORMANTS (if applicable)

NAME

RELATIONSHIP

DATE



NOTE TO CLINICIANS: ADI-R scores are one component of a comprehensive evaluation. Use clinical judgment and additional information (e.g., observation, records, standardized assessments) to determine diagnosis and intervention planning.

