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A Review of the Clinical Utility and Psychometric Properties of the Autism Spectrum Quotient Children's Version (AQ-Child): Gender-Specific Norms, Percentile Rankings, and Qualitative Descriptors

The Autism Spectrum Quotient Children's Version (AQ-Child) was developed by Auyeung and colleagues (2008). It is a 50-item parent-report measure that assesses autistic traits in children between the ages of 4 and 11 years. This technical review provides clinicians with gender-specific normative data, percentile rankings, and qualitative descriptors to enhance the interpretation and clinical utility of AQ-Child scores.

View the AQ-Child on NovoPsych.com.au

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Developer

The Autism Spectrum Quotient Children's Version (AQ-Child) was developed by Auyeung and colleagues (2008):

> Auyeung, B., Baron-Cohen, S., Wheelwright, S., & Allison, C. (2008). The Autism Spectrum Quotient: Children's Version (AQ-Child). *Journal of Autism and Developmental Disorders, 38*(7), 1230–1240. https://doi.org/10.1007/s10803-007-0504-z

This document was developed by NovoPsych to review contemporary literature and to describe original scoring methodologies and to provide interpretation material, enhance normative data and provide qualitative descriptors.

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Description

The Autism Spectrum Quotient Children's Version (AQ-Child) is a 50 item parent-report measure that assesses autistic traits in children between the ages of 4 and 11 years (Auyeung et al., 2008). The AQ-Child has five subscales, each representing a specific trait relevant for the identification of Autistic children:

- **Social Skills**, which reflects confidence and ease in social situations, including preferences for social activities and comfort with social interaction.
- **Attention Switching**, which reflects the ability to switch focus between tasks or activities, and adaptability to changes in routine or unexpected events.
- **Attention to Detail**, which relates to a heightened focus on details and patterns in the environment, often to the exclusion of the bigger picture.
- **Communication**, which reflects the ability to engage in reciprocal communication, understand conversational cues, and interpret social language nuances.
- **Imagination**, which focuses on imaginative thinking, such as the capacity for pretend play, hypothetical thinking, and enjoyment of fiction or creative scenarios.

The AQ-Child is a widely used parent-report measure of autistic traits. Research indicates that it effectively captures autistic-like trait levels and can help differentiate between Autistic and Non-Autistic children.

While the AQ-Child provides valuable insights into autistic traits and can be used by qualified professionals, such as psychologists, as one part of a comprehensive assessment process for Autism, scores may also reflect phenomena other than, or co-occurring with, Autism. It is important to interpret the results within the context of the child's developmental history and other personal characteristics.

Psychometric Properties

The Autism Spectrum Quotient Children's Version (AQ-Child) comprises 50 items, with 10 items for each of five theoretically derived subscales representing specific trait dimensions associated with Autism (Auyeung et al., 2008). The AQ-Child was adapted from the adult and adolescent versions of the AQ (Baron-Cohen et al., 2001, 2006). Specifically, the items were rewritten to identify autistic traits through parent-report (as opposed to self-report) and to be relevant for children.

The AQ-Child was validated in Autistic children and children drawn from the general population (Auyeung et al., 2008). This study found that the total scale has high internal consistency (Cronbach's alpha = 0.97), the five subscale scores have acceptable internal consistency, with Cronbach's alpha values between 0.83 and 0.93, and that the total score has good test-retest reliability over a 12-week interval (r = 0.85).

Auyeung and colleagues (2008) suggested that a total scale cut-off score of 76 and above could be used to distinguish between Autistic and Non-Autistic children, regardless of gender. However, in the general population, boys typically score higher than girls. NovoPsych has therefore established gender-specific norms and thresholds, based on data obtained from the study by Auyeung and colleagues (2008), to enhance the interpretability and classification accuracy of AQ-Child scores, as described in Supporting Information (pp. 7-22).

The child's scores are converted to gender-specific percentiles, providing useful information about the degree to which they exhibit autistic traits relative to typical levels among Autistic children and children in the general population of the same gender.

Scoring & Interpretation

Autism Spectrum Quotient Children's Version (AQ-Child) scores are presented as a total scale score as well as scores on five subscales. Higher total scale scores are indicative of higher overall levels of autistic traits. A higher subscale score is indicative of a higher level of the specific trait that is associated with Autism.

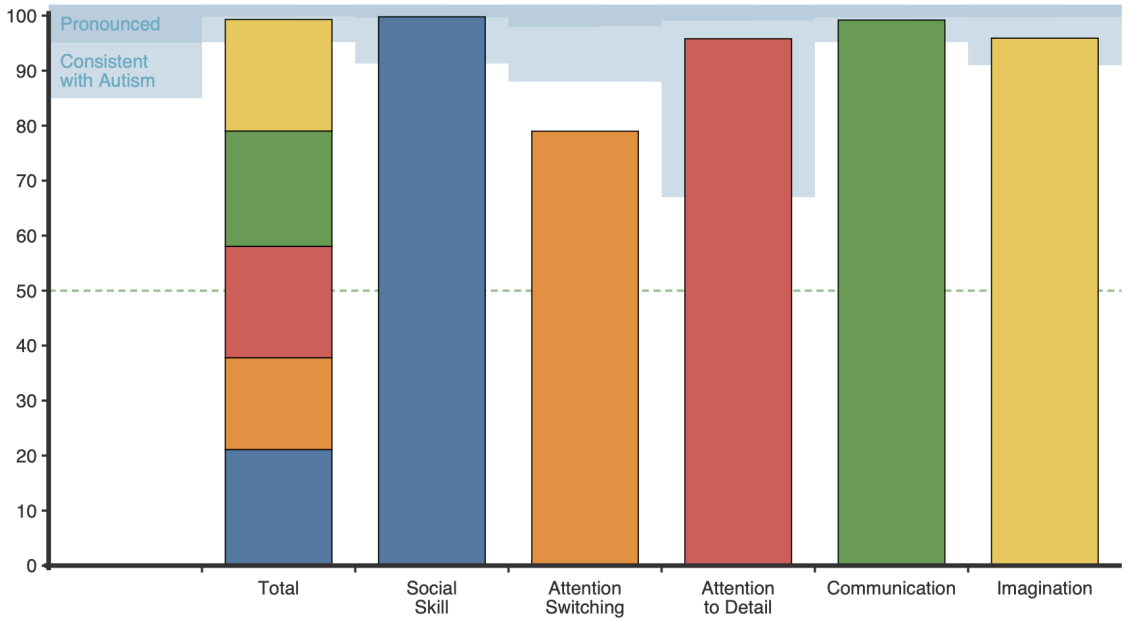
AQ-Child Results

	Score	Percentile	Descriptor
Total (0-150)	95	99.3	Overall consistent with Autism
Social Skill (0-30)	23	99.79	Pronounced
Attention Switching (0-30)	16	79	-
Attention to Detail (0-30)	17	95.8	Consistent with Autism
Communication (0-30)	22	99.2	Consistent with Autism
Imagination (0-30)	17	95.9	Consistent with Autism

- **Social Skills** (Items 1, 11, 13, 15, 22, 36, 44, 45, 47, 48) assesses difficulties and discomfort with social situations, including difficulties with social interactions and avoidance of some social situations.
- **Attention Switching** (Items 2, 4, 10, 16, 25, 32, 34, 37, 43, 46) describes difficulties in shifting focus between tasks or activities and adapting to changes in routine or unexpected events.
- **Attention to Detail** (Items 5, 6, 9, 12, 19, 23, 28, 29, 30, 49) relates to a heightened focus on specific details and patterns in the environment, which can sometimes lead to challenges in seeing and understanding the broader context.
- **Communication** (Items 7, 17, 18, 26, 27, 31, 33, 35, 38, 39) describes difficulties in engaging in reciprocal communication and interpreting indirect communication and social cues.
- **Imagination** (Items 3, 8, 14, 20, 21, 24, 40, 41, 42, 50) focuses on challenges related to imaginative thinking, including difficulties with hypothetical scenarios (e.g., pretend play).

The child's total and subscale scores are expressed as (gender-specific) percentiles based on normative data for children in the general population (Auyeung et al., 2008). The percentiles contextualise the child's scores relative to the typical scores of children in the general population. For example, the 50th percentile represents the typical levels of autistic traits among children in the general population, while scores on the 90th percentile fall within the top 10% when compared to children in the general population. Scores in this higher range are more consistent with those of Autistic children than children in the general population. For the total AQ-Child score, 5% of boys and 4% of girls score in the range that aligns with the typical scores of Autistic boys and girls, respectively.

AQ-Child Normative Percentiles (Boys)



A score is classified as "Consistent with Autism" if it more closely resembles the scores of Autistic children than those of children in the general population. To this end, the "Consistent with Autism" thresholds are calculated as the weighted midpoint between the distribution of scores among the Autistic and Community samples (Jacobson & Truax, 1991).

A score is considered "Pronounced" if it is in the upper half of the Autistic distribution, reflecting higher levels of autistic traits. As such, the "Pronounced" thresholds represent scores on or above the 50th percentile when compared to Autistic children.

For the Attention to Detail subscale, a higher "Pronounced" threshold reflecting scores on or above the 90th percentile within the Autistic sample was chosen due to significant overlap between the score distributions of the Autistic and Community samples.

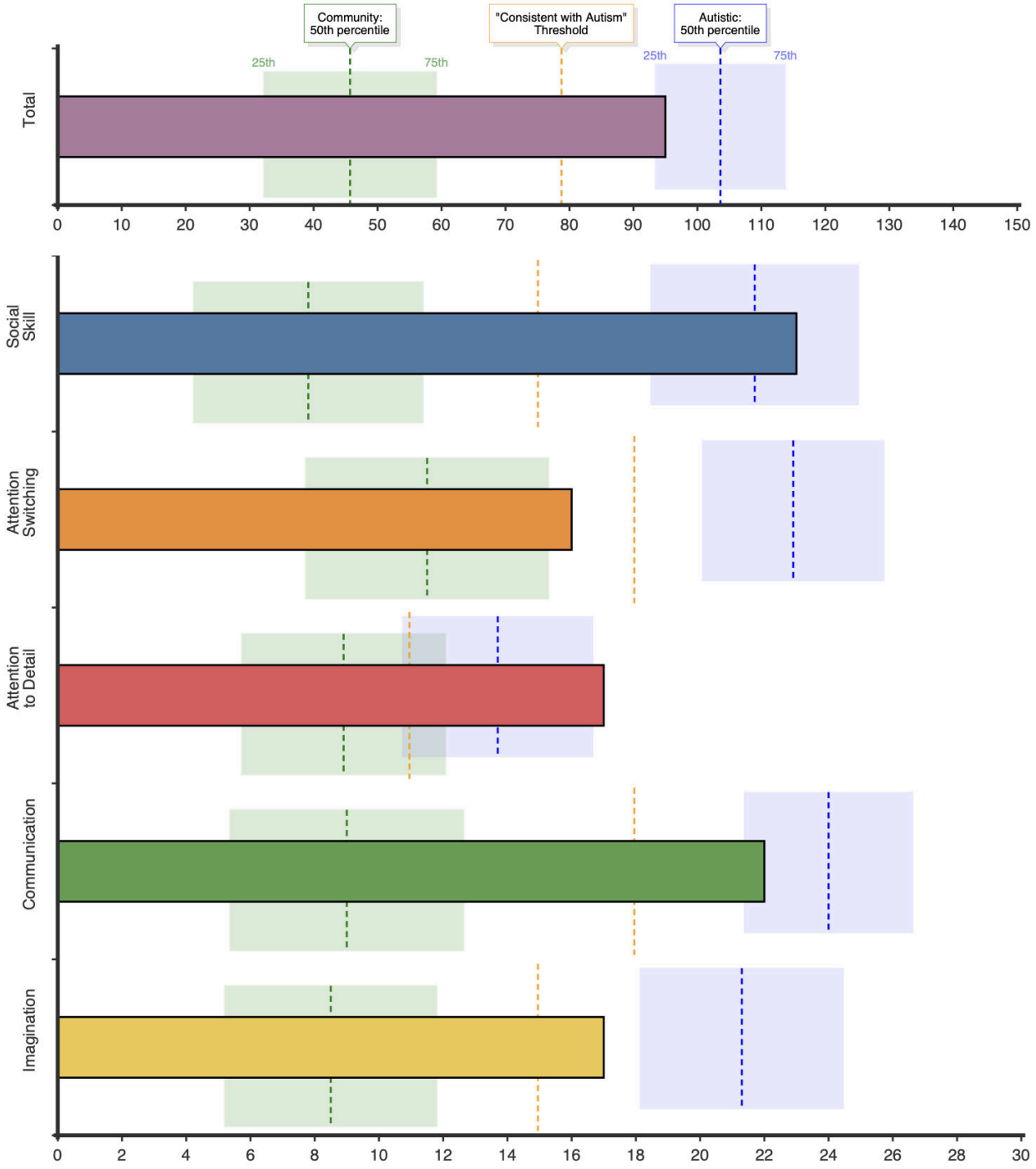
Scores classified as either "Consistent with Autism" or "Pronounced" suggest that the child exhibits autistic traits at a level consistent with Autistic children. Gender-specific distributions of scores, and their classifications, among Autistic children and children in the general population are presented in Supporting Information (pp. 7-22).

The thresholds for the total AQ-Child score are as follows.

- **Boys:** 79 and above is "Consistent with Autism"; 104 and above is "Pronounced"
- **Girls:** 65 and above is "Consistent with Autism"; 100 and above is "Pronounced"
- **Combined (Boys and Girls):** 74 and above is "Consistent with Autism"; 103 and above is "Pronounced"

Graphs comparing the total and subscale scores to the normative distribution of scores among Autistic children and children in the general population are presented, with shaded areas corresponding to scores between the 25th and 75th percentile. These graphs contextualise the child's scores relative to typical levels of autistic traits among Autistic children and children in the general population.

AQ-Child Scores Compared to Community and Autistic Distributions (Boys)



Supporting Information

This section outlines NovoPsych's development of gender-specific norms for the AQ-Child based on data obtained from a study by Auyeung and colleagues (2008). By accounting for gender differences, these norms enhance the interpretability of AQ-Child scores, enabling clinicians to assess autistic traits with greater nuance.

This section also outlines NovoPsych's development of gender-specific classification thresholds and qualitative descriptors for AQ-Child scores. These descriptors provide clinicians with clear and consistent classifications of levels of autistic traits, supporting better understanding and communication of AQ-Child scores.

Lastly, this section describes the structure and logic of the automated interpretive text that NovoPsych provides in AQ-Child reports. This interpretive text adapts to the child's scores and gender, providing clinicians with comprehensive, tailored interpretations of AQ-Child results.

Percentile Calculations

Means and standard deviations for the total AQ-Child score and AQ-Child subscale scores are shown in Table 1. These data are from a sample of 192 Autistic children (156 boys and 36 girls) recruited through the University of Cambridge Autism Research Centre website, and a community sample of 1,225 children (607 boys and 618 girls) who were participating in a large epidemiological study of social and communication skills in children aged 4 to 9 years recruited from primary schools in Cambridgeshire, UK (Auyeung et al., 2008).

Table 1. Mean (SD) total and subscale scores.

	Community			Autistic		
	All	Boys	Girls	All	Boys	Girls
Total AQ-Child	41.7 (18.6)	45.7 (20.0)	37.7 (16.1)	103.0 (16.3)	103.6 (15.1)	100.2 (20.8)
Social Skills	7.0 (5.0)	7.8 (5.3)	6.1 (4.6)	21.7 (5.1)	21.7 (4.8)	21.8 (6.2)
Attention Switching	10.9 (5.1)	11.5 (5.6)	10.3 (4.6)	22.8 (4.4)	22.9 (4.2)	22.4 (5.3)
Attention to Detail	8.7 (4.5)	8.9 (4.7)	8.5 (4.4)	13.7 (4.4)	13.7 (4.4)	13.3 (4.8)
Communication	8.2 (5.0)	9.0 (5.4)	7.4 (4.4)	23.9 (4.1)	24.0 (3.9)	23.5 (5.0)
Imagination	7.0 (4.6)	8.5 (4.9)	5.5 (3.7)	20.9 (5.4)	21.3 (4.7)	19.2 (6.2)

Source: Auyeung et al. (2008). Note: The Autistic group's mean and standard deviation for Attention Switching was incorrectly reported as 10.9 (22.8) (see Auyeung et al., 2008, Table 3, p. 1235). NovoPsych has estimated the correct mean and standard deviation as 22.8 (4.4) by calculating the weighted averages of the gender-specific means and standard deviations for Attention Switching.

NovoPsych has used the above means and standard deviations to convert AQ-Child scores to percentiles, as shown in Tables 2 and 3.1 to 3.5, according to the following equation.

$$Percentile = 100 \times \Phi((x - M)/SD)$$

Where:

- x is the score
- M is the mean
- SD is the standard deviation
- Φ is the standard normal cumulative distribution function

This equation first standardises the score to a z-score by subtracting the mean and dividing by the standard deviation, then converts the z-score to a percentile by applying the standard normal cumulative distribution function and multiplying by 100.

These percentiles contextualise each score relative to typical scores among Autistic children and children in the general population, offering a clearer perspective on how the child's levels of autistic traits compare to those of their peers.

Percentile Tables

Table 2. Percentiles for total AQ-Child scores relative to general population and autistic samples, stratified by gender.

	Total					
	Community			Autistic		
Score	All	Male	Female	All	Male	Female
0	1.2	1.1	1.0	0.01	0.01	0.01
1	1.4	1.3	1.1	0.01	0.01	0.01
2	1.6	1.4	1.3	0.01	0.01	0.01
3	1.9	1.6	1.6	0.01	0.01	0.01
4	2.1	1.9	1.8	0.01	0.01	0.01
5	2.4	2.1	2.1	0.01	0.01	0.01
6	2.7	2.4	2.4	0.01	0.01	0.01
7	3.1	2.6	2.8	0.01	0.01	0.01
8	3.5	3.0	3.3	0.01	0.01	0.01
9	3.9	3.3	3.7	0.01	0.01	0.01
10	4.4	3.7	4.3	0.01	0.01	0.01
11	4.9	4.1	4.9	0.01	0.01	0.01
12	5.5	4.6	5.5	0.01	0.01	0.01
13	6.1	5.1	6.2	0.01	0.01	0.01
14	6.8	5.6	7.1	0.01	0.01	0.01
15	7.6	6.2	7.9	0.01	0.01	0.01
16	8.4	6.9	8.9	0.01	0.01	0.01
17	9	7.6	10	0.01	0.01	0.01
18	10	8.3	11	0.01	0.01	0.01
19	11	9	12	0.01	0.01	0.01
20	12	10	14	0.01	0.01	0.01
21	13	11	15	0.01	0.01	0.01
22	14	12	16	0.01	0.01	0.01
23	16	13	18	0.01	0.01	0.01
24	17	14	20	0.01	0.01	0.01
25	18	15	22	0.01	0.01	0.01
26	20	16	23	0.01	0.01	0.02
27	21	17	25	0.01	0.01	0.02
28	23	19	27	0.01	0.01	0.03
29	25	20	29	0.01	0.01	0.03
30	26	22	32	0.01	0.01	0.04
31	28	23	34	0.01	0.01	0.04
32	30	25	36	0.01	0.01	0.05
33	32	26	39	0.01	0.01	0.06
34	34	28	41	0.01	0.01	0.07
35	36	30	43	0.01	0.01	0.09
36	38	31	46	0.01	0.01	0.10
37	40	33	48	0.01	0.01	0.12
38	42	35	51	0.01	0.01	0.14
39	44	37	53	0.01	0.01	0.16
40	46	39	56	0.01	0.01	0.19
41	48	41	58	0.01	0.01	0.22
42	51	43	61	0.01	0.01	0.26
43	53	45	63	0.01	0.01	0.30
44	55	47	65	0.01	0.01	0.34
45	57	49	67	0.02	0.01	0.40
46	59	51	70	0.02	0.01	0.46
47	61	53	72	0.03	0.01	0.5
48	63	55	74	0.04	0.01	0.6
49	65	57	76	0.05	0.01	0.7
50	67	59	78	0.06	0.02	0.8
51	69	60	80	0.07	0.02	0.9
52	71	62	81	0.09	0.03	1.0
53	73	64	83	0.11	0.04	1.2
54	75	66	84	0.13	0.05	1.3
55	76	68	86	0.16	0.06	1.5

56	78	70	87	0.20	0.08	1.7
57	79	71	88	0.24	0.10	1.9
58	81	73	90	0.29	0.13	2.1
59	82	75	91	0.35	0.16	2.4
60	84	76	91.7	0.42	0.19	2.7
61	85	78	92.6	0.50	0.24	3.0
62	86	79	93.4	0.6	0.29	3.3
63	87	81	94.2	0.7	0.36	3.7
64	88	82	94.9	0.8	0.44	4.1
65	89	83	95.5	1.0	0.5	4.5
66	90	84	96.1	1.2	0.6	5.0
67	91.3	86	96.6	1.4	0.8	5.5
68	92.1	87	97.0	1.6	0.9	6.1
69	92.9	88	97.4	1.8	1.1	6.7
70	93.6	89	97.8	2.1	1.3	7.3
71	94.2	90	98.1	2.5	1.5	8.0
72	94.8	91	98.3	2.9	1.8	8.8
73	95.4	91.4	98.6	3.3	2.1	10
74	95.9	92.1	98.8	3.8	2.5	10
75	96.3	92.9	99.0	4.3	2.9	11
76	96.7	93.5	99.1	4.9	3.4	12
77	97.1	94.1	99.3	5.5	3.9	13
78	97.5	94.7	99.4	6.3	4.5	14
79	97.8	95.2	99.5	7.0	5.2	15
80	98.0	95.7	99.57	7.9	5.9	17
81	98.3	96.1	99.64	8.9	6.7	18
82	98.5	96.5	99.70	10	7.6	19
83	98.7	96.9	99.76	11	8.6	20
84	98.9	97.2	99.80	12	10	22
85	99.0	97.5	99.83	13	11	23
86	99.1	97.8	99.87	15	12	25
87	99.3	98.1	99.89	16	14	26
88	99.4	98.3	99.91	18	15	28
89	99.5	98.5	99.93	20	17	30
90	99.53	98.7	99.94	21	18	31
91	99.60	98.8	99.95	23	20	33
92	99.66	99.0	99.96	25	22	35
93	99.71	99.1	99.97	27	24	36
94	99.75	99.2	99.98	29	26	38
95	99.79	99.3	99.98	31	28	40
96	99.82	99.4	99.99	33	31	42
97	99.85	99.5	99.99	36	33	44
98	99.88	99.55	99.99	38	36	46
99	99.90	99.62	99.99	40	38	48
100	99.91	99.67	99.99	43	41	50
101	99.93	99.72	99.99	45	43	52
102	99.94	99.76	99.99	48	46	53
103	99.95	99.79	99.99	50	48	55
104	99.96	99.82	99.99	52	51	57
105	99.97	99.85	99.99	55	54	59
106	99.97	99.87	99.99	57	56	61
107	99.98	99.89	99.99	60	59	63
108	99.98	99.91	99.99	62	61	65
109	99.99	99.92	99.99	64	64	66
110	99.99	99.93	99.99	67	66	68
111	99.99	99.95	99.99	69	69	70
112	99.99	99.95	99.99	71	71	71
113	99.99	99.96	99.99	73	73	73
114	99.99	99.97	99.99	75	75	75
115	99.99	99.97	99.99	77	77	76
116	99.99	99.98	99.99	79	79	78
117	99.99	99.98	99.99	80	81	79
118	99.99	99.98	99.99	82	83	80

119	99.99	99.99	99.99	84	85	82
120	99.99	99.99	99.99	85	86	83
121	99.99	99.99	99.99	87	88	84
122	99.99	99.99	99.99	88	89	85
123	99.99	99.99	99.99	89	90	86
124	99.99	99.99	99.99	90	91.2	87
125	99.99	99.99	99.99	91.1	92.2	88
126	99.99	99.99	99.99	92.1	93.1	89
127	99.99	99.99	99.99	93.0	93.9	90
128	99.99	99.99	99.99	93.7	94.7	91
129	99.99	99.99	99.99	94.5	95.4	91.7
130	99.99	99.99	99.99	95.1	96.0	92.4
131	99.99	99.99	99.99	95.7	96.5	93.1
132	99.99	99.99	99.99	96.2	97.0	93.7
133	99.99	99.99	99.99	96.7	97.4	94.3
134	99.99	99.99	99.99	97.1	97.8	94.8
135	99.99	99.99	99.99	97.5	98.1	95.3
136	99.99	99.99	99.99	97.9	98.4	95.7
137	99.99	99.99	99.99	98.2	98.7	96.2
138	99.99	99.99	99.99	98.4	98.9	96.5
139	99.99	99.99	99.99	98.6	99.0	96.9
140	99.99	99.99	99.99	98.8	99.2	97.2
141	99.99	99.99	99.99	99.0	99.3	97.5
142	99.99	99.99	99.99	99.2	99.5	97.8
143	99.99	99.99	99.99	99.3	99.55	98.0
144	99.99	99.99	99.99	99.4	99.63	98.2
145	99.99	99.99	99.99	99.50	99.69	98.4
146	99.99	99.99	99.99	99.58	99.75	98.6
147	99.99	99.99	99.99	99.65	99.80	98.8
148	99.99	99.99	99.99	99.71	99.84	98.9
149	99.99	99.99	99.99	99.76	99.87	99.1
150	99.99	99.99	99.99	99.80	99.89	99.2

Table 3.1. Percentiles for Social Skills subscale scores relative to general population and autistic samples, stratified by gender.

	Social Skills					
	Community			Autistic		
Score	All	Male	Female	All	Male	Female
0	8.1	7.1	9.2	0.01	0.01	0.02
1	12	10	13	0.01	0.01	0.04
2	16	14	19	0.01	0.01	0.07
3	21	18	25	0.01	0.01	0.12
4	27	24	32	0.03	0.01	0.20
5	34	30	41	0.05	0.03	0.34
6	42	37	49	0.10	0.05	0.5
7	50	44	58	0.20	0.11	0.8
8	58	52	66	0.36	0.22	1.3
9	66	59	74	0.6	0.41	1.9
10	73	66	80	1.1	0.7	2.9
11	79	73	86	1.8	1.3	4.1
12	84	79	90	2.9	2.2	5.7
13	88	84	93.3	4.4	3.5	7.8
14	91.9	88	95.7	6.6	5.4	10
15	94.5	91.3	97.3	9	8.1	14
16	96.4	93.9	98.4	13	12	17
17	97.7	95.9	99.1	18	16	22
18	98.6	97.3	99.52	23	22	27
19	99.2	98.3	99.75	30	29	33
20	99.53	98.9	99.87	37	36	39
21	99.74	99.4	99.94	45	44	45
22	99.87	99.63	99.97	52	52	51
23	99.93	99.79	99.99	60	61	58
24	99.97	99.89	99.99	67	68	64
25	99.98	99.94	99.99	74	75	70
26	99.99	99.97	99.99	80	81	75
27	99.99	99.99	99.99	85	87	80
28	99.99	99.99	99.99	89	91	84
29	99.99	99.99	99.99	92.4	93.6	88
30	99.99	99.99	99.99	94.8	95.8	91

Table 3.2. Percentiles for Attention Switching subscale scores relative to general population and autistic samples, stratified by gender.

	Attention Switching					
	Community			Autistic		
Score	All	Male	Female	All	Male	Female
0	1.6	2.0	1.3	0.00	0.00	0.00
1	2.6	3.0	2.2	0.00	0.00	0.00
2	4.0	4.5	3.6	0.00	0.00	0.01
3	6.1	6.5	5.6	0.00	0.00	0.01
4	8.8	9	8.5	0.00	0.00	0.03
5	12	12	12	0.00	0.00	0.05
6	17	16	17	0.01	0.00	0.10
7	22	21	24	0.02	0.01	0.18
8	28	27	31	0.04	0.02	0.33
9	35	33	39	0.09	0.05	0.6
10	43	39	47	0.18	0.11	1.0
11	51	46	56	0.37	0.23	1.6
12	59	54	64	0.7	0.47	2.5
13	66	61	72	1.3	0.9	3.8
14	73	67	79	2.3	1.7	5.6
15	79	73	85	3.8	3.0	8.1
16	84	79	89	6.1	5.0	11
17	88	84	92.7	9	8.0	15
18	91.8	88	95.3	14	12	20
19	94.4	91	97.1	19	18	26
20	96.3	93.5	98.3	26	24	33
21	97.6	95.5	99.0	34	33	40
22	98.5	97.0	99.5	43	42	47
23	99.1	98.0	99.71	52	51	55
24	99.5	98.7	99.86	61	60	62
25	99.72	99.2	99.93	69	69	69
26	99.85	99.52	99.97	77	77	75
27	99.92	99.72	99.99	83	84	81
28	99.96	99.84	99.99	88	89	85
29	99.98	99.91	100.00	92.1	92.7	89
30	99.99	99.95	100.00	94.9	95.5	92.4

Table 3.3. Percentiles for Attention to Detail subscale scores relative to general population and autistic samples, stratified by gender.

	Attention to Detail					
	Community			Autistic		
Score	All	Male	Female	All	Male	Female
0	2.7	2.9	2.7	0.09	0.09	0.28
1	4.4	4.6	4.4	0.19	0.19	0.5
2	6.8	7.1	7.0	0.39	0.39	0.9
3	10	10	11	0.8	0.8	1.6
4	15	15	15	1.4	1.4	2.6
5	21	20	21	2.4	2.4	4.2
6	27	27	28	4.0	4.0	6.4
7	35	34	37	6.4	6.4	9
8	44	42	45	10	10	13
9	53	51	55	14	14	19
10	61	59	63	20	20	25
11	70	67	72	27	27	32
12	77	75	79	35	35	39
13	83	81	85	44	44	48
14	88	86	89	53	53	56
15	91.9	90	93.0	62	62	64
16	94.8	93.5	95.6	70	70	71
17	96.7	95.8	97.3	77	77	78
18	98.1	97.4	98.5	84	84	84
19	98.9	98.4	99.1	89	89	88
20	99.4	99.1	99.55	92.4	92.4	91.9
21	99.69	99.5	99.78	95.1	95.1	94.6
22	99.84	99.73	99.89	97.0	97.0	96.5
23	99.93	99.87	99.95	98.3	98.3	97.8
24	99.97	99.93	99.98	99.0	99.0	98.7
25	99.99	99.97	99.99	99.5	99.5	99.3
26	99.99	99.99	99.99	99.74	99.74	99.59
27	99.99	99.99	99.99	99.87	99.87	99.78
28	99.99	99.99	99.99	99.94	99.94	99.89
29	99.99	99.99	99.99	99.97	99.97	99.95
30	99.99	99.99	99.99	99.99	99.99	99.97

Table 3.4. Percentiles for Communication subscale scores relative to general population and autistic samples, stratified by gender.

	Communication					
	Community			Autistic		
Score	All	Male	Female	All	Male	Female
0	5.1	4.8	4.6	0.01	0.01	0.01
1	7.5	6.9	7.3	0.01	0.01	0.01
2	11	10	11	0.01	0.01	0.01
3	15	13	16	0.01	0.01	0.01
4	20	18	22	0.01	0.01	0.01
5	26	23	29	0.01	0.01	0.01
6	33	29	38	0.01	0.01	0.02
7	41	36	46	0.01	0.01	0.05
8	48	43	55	0.01	0.01	0.10
9	56	50	64	0.01	0.01	0.19
10	64	57	72	0.03	0.02	0.35
11	71	64	79	0.08	0.04	0.6
12	78	71	85	0.19	0.10	1.1
13	83	77	90	0.39	0.24	1.8
14	88	82	93.3	0.8	0.5	2.9
15	91.3	87	95.8	1.5	1.1	4.5
16	94.1	90	97.5	2.7	2.0	6.7
17	96.1	93.1	98.5	4.6	3.6	10
18	97.5	95.2	99.2	7.5	6.2	14
19	98.5	96.8	99.58	12	10	18
20	99.1	97.9	99.79	17	15	24
21	99.5	98.7	99.90	24	22	31
22	99.71	99.2	99.95	32	30	38
23	99.85	99.52	99.98	41	40	46
24	99.92	99.73	99.99	51	50	54
25	99.96	99.85	99.99	61	60	62
26	99.98	99.92	99.99	70	70	69
27	99.99	99.96	99.99	78	78	76
28	99.99	99.98	99.99	84	85	82
29	99.99	99.99	99.99	89	90	86
30	99.99	99.99	99.99	93.2	93.8	90

Table 3.5. Percentiles for Imagination subscale scores relative to general population and autistic samples, stratified by gender.

	Imagination					
	Community			Autistic		
Score	All	Male	Female	All	Male	Female
0	6.4	4.1	6.9	0.01	0.01	0.10
1	10	6.3	11	0.01	0.01	0.17
2	14	9	17	0.02	0.01	0.28
3	19	13	25	0.05	0.01	0.45
4	26	18	34	0.09	0.01	0.7
5	33	24	45	0.16	0.03	1.1
6	41	30	55	0.29	0.06	1.7
7	50	38	66	0.5	0.12	2.5
8	59	46	75	0.8	0.23	3.5
9	67	54	83	1.4	0.44	5.0
10	74	62	89	2.2	0.8	6.9
11	81	70	93.1	3.3	1.4	9
12	86	76	96.1	5.0	2.4	12
13	90	82	97.9	7.2	3.9	16
14	93.6	87	98.9	10	6.0	20
15	95.9	91	99.5	14	9	25
16	97.5	93.7	99.77	18	13	30
17	98.5	95.9	99.91	24	18	36
18	99.2	97.4	99.96	30	24	42
19	99.55	98.4	99.99	36	31	49
20	99.76	99.1	99.99	43	39	55
21	99.88	99.5	99.99	51	47	61
22	99.94	99.71	99.99	58	56	67
23	99.97	99.85	99.99	65	64	73
24	99.99	99.92	99.99	72	72	78
25	99.99	99.96	99.99	78	78	83
26	99.99	99.98	99.99	83	84	86
27	99.99	99.99	99.99	87	89	90
28	99.99	99.99	99.99	91	92.3	92.2
29	99.99	99.99	99.99	93.3	94.9	94.3
30	99.99	99.99	99.99	95.4	96.8	95.9

Descriptors

In addition to gender-specific norms, NovoPsych has established gender-specific classification thresholds and qualitative descriptors for the total AQ-Child score and AQ-Child subscale scores (see Table 4).

Table 4. Thresholds.

	"Consistent with Autism" Threshold			"Pronounced" Threshold		
	All	Boys	Girls	All	Boys	Girls
Total AQ-Child	74	79	65	103	104	100
Social Skills	14	15	13	22	22	22
Attention Switching	17	18	16	23	23	23
Attention to Detail	11	11	11	20	20	20
Communication	17	18	15	24	24	24
Imagination	13	15	11	21	22	20

The "Consistent with Autism" thresholds were calculated as the weighted midpoint between the score distributions of the Autistic and Community samples according to the following equation (Jacobson & Truax, 1991).

$$c = \frac{s_0 M_1 + s_1 M_0}{s_1 + s_0}$$

where M_0 and s_0 are the mean and standard deviation of the Community sample, and M_1 and s_1 are the mean and standard deviation of the Autistic sample.

Scores that meet or exceed this threshold more closely resemble those of Autistic children than those of children in the general population, indicating that the child exhibits autistic traits, or the specific autistic trait, at a level consistent with Autistic children. Scores classified as "Consistent with Autism" are coloured lighter blue in Tables 2 and 3.1 to 3.5.

The "Pronounced" threshold represents scores on the 50th percentile or above within the Autistic sample. Scores meeting or exceeding this threshold fall within the upper half of the Autistic distribution, reflecting a more "Pronounced" level of autistic traits, or a specific autistic trait.

For the Attention to Detail subscale, a higher "Pronounced" threshold reflecting scores on or above the 90th percentile within the Autistic sample was chosen due to significant overlap between the score distributions of the Autistic and Community samples. Scores classified as "Pronounced" are coloured darker blue in Tables 2 and 3.1.

Using the gender-specific norms and thresholds established above, Figures 1 and 2 show the distributions of the total AQ score and AQ subscale scores among children in the general population and Autistic children, separately for boys and girls. Figure 3 shows these distributions for the combined samples (i.e., boys and girls). The shaded areas indicate scores between the 25th and 75th percentiles within each sample.

Figure 1. Distribution of AQ-Child scores among boys in the general population (“Community”) and Autistic boys.

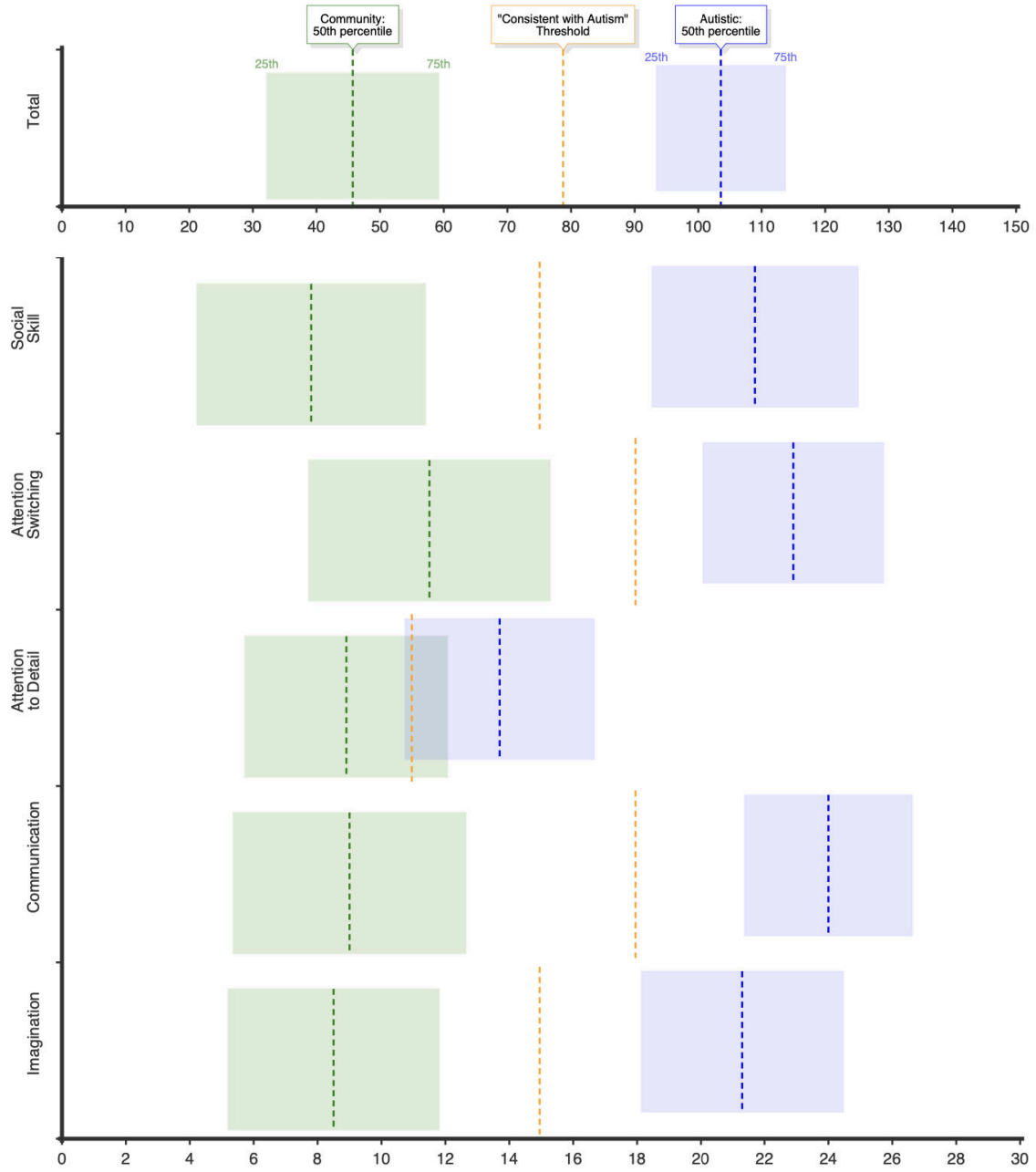


Figure 2. Distribution of AQ-Child scores among girls in the general population ("Community") and Autistic girls.

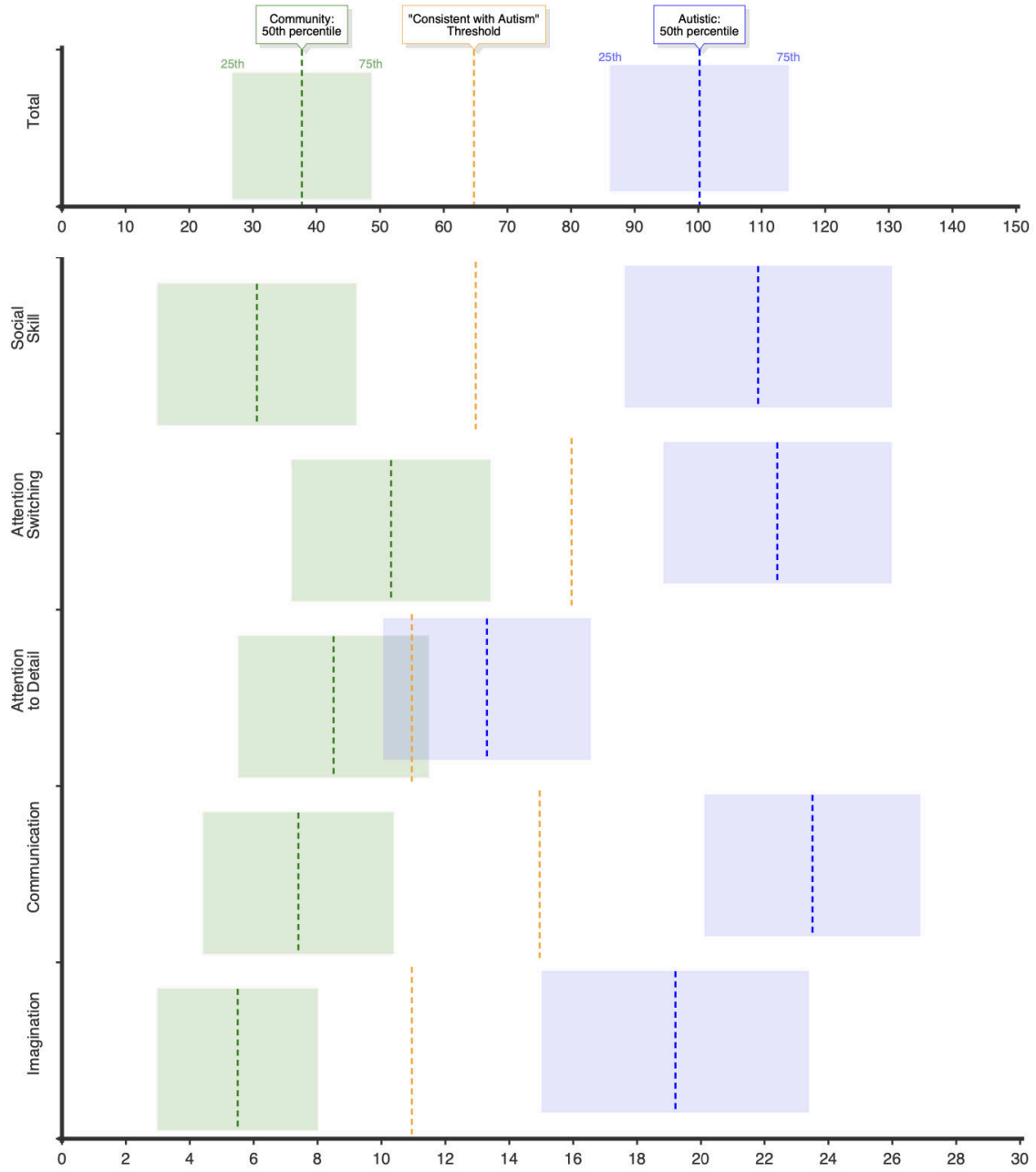
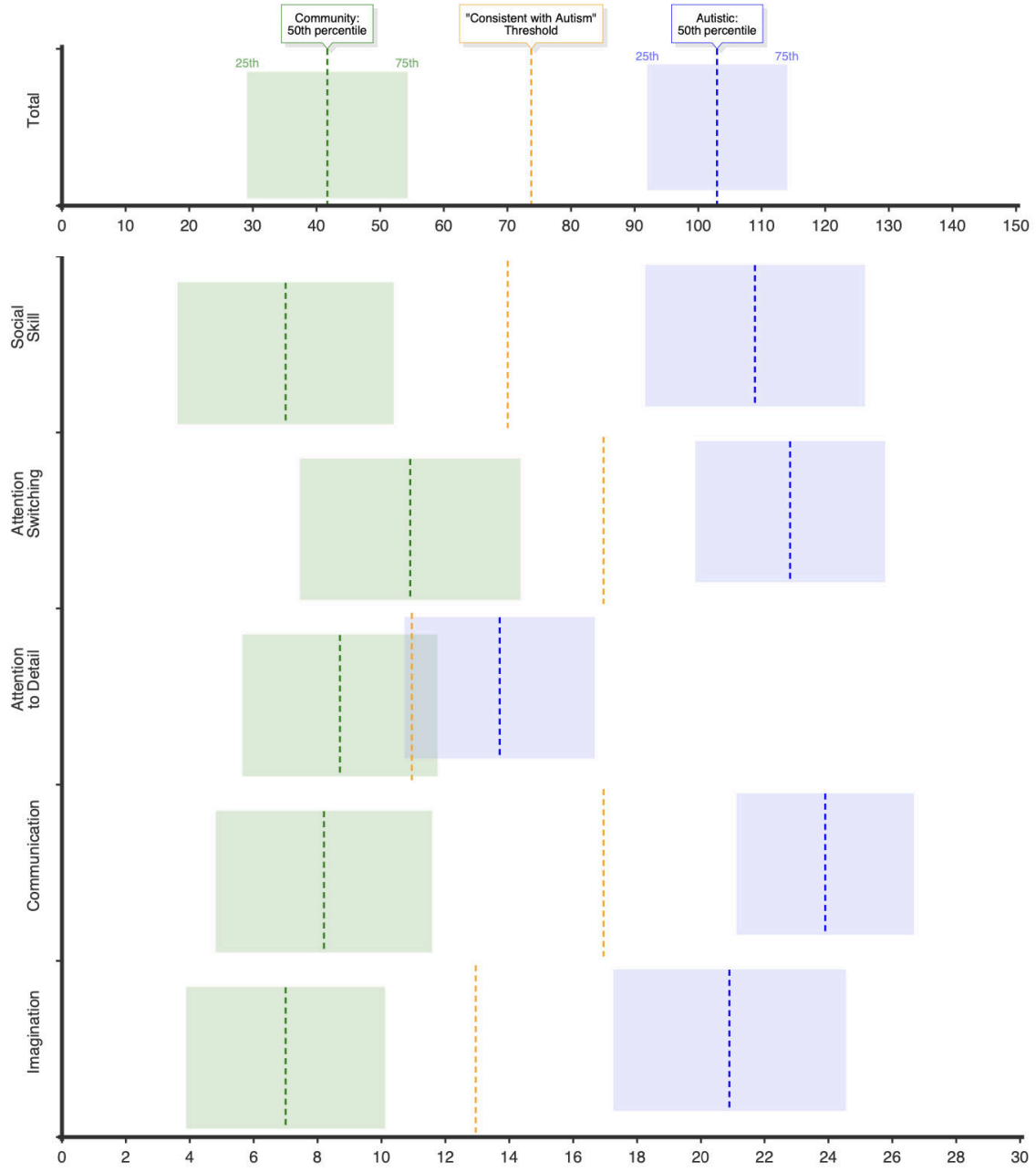


Figure 3. Distribution of AQ-Child scores among children in the general population ("Community") and Autistic children.



Interpretive Text

The interpretive text for the AQ-Child follows a structured format that adapts based on the child's scores and gender. The text begins with a general statement about the child's overall level of autistic traits based on the classification of the total score and its corresponding (gender-specific) percentile.

For scores below the (gender-specific) "Consistent with Autism" threshold, the general statement varies based on the (gender-specific) percentile, and includes a (gender-specific) percentile comparison to a reference group of children in the general population:

Below the 85th percentile:

"The child's Autism Spectrum Quotient Children's Version (AQ-Child) score is on the XXst/nd/rd/th percentile when compared to <children | boys | girls> in the general population. Their total AQ-Child score is below the level considered to be consistent with Autism and is more consistent with those of <children | boys | girls> in the general population."

85th percentile or higher:

"The child's Autism Spectrum Quotient Children's Version (AQ-Child) score is on the XXst/nd/rd/th percentile when compared to <children | boys | girls> in the general population. This means that their score falls within the top XX percent when compared to their peers and is higher than typical. However, their score is below the level considered to be consistent with Autism."

For "Consistent with Autism" or "Pronounced" scores, the general statement includes (gender-specific) percentile comparisons to both general population and autistic reference groups:

"The child's Autism Spectrum Quotient Children's Version (AQ-Child) score is on the XXst/nd/rd/th percentile when compared to <children | boys | girls> in the general population. When compared to Autistic <children | boys | girls>, the child's score is on the XXst/nd/rd/th percentile. As such, their total AQ-Child score falls within the top XX percent when compared to <children | boys | girls> in the general population and is more consistent with those of Autistic <children | boys | girls>. It is important to note that scores may also reflect phenomena other than, or co-occurring with, Autism. Therefore, scores should be interpreted within the context of the individual's developmental history and other personal characteristics."

The text then lists any subscales that score in the "Consistent with Autism" or "Pronounced" ranges (hereafter referred to as "notable" subscales), both of which suggest that the child exhibits the specific autistic trait at a level consistent with Autistic children. These subscales are listed in order, first by classification ("Pronounced" before "Consistent with Autism") and then by (gender-specific) percentile value. The text also highlights any subscales that score in the "Pronounced" range. For example:

"The child's scores on the Communication and Social Skills subscales are consistent with Autism. In particular, the child's score on the Communication subscale is Pronounced."

For each notable subscale, the text then provides a description including:
- The subscale's (gender-specific) percentile comparisons to both general population and autistic reference groups
- The implications of high scores in this area
- The specific questionnaire items that received the highest ratings

For “Consistent with Autism” or “Pronounced” scores on the Social Skills subscale:

“The child’s score on the Social Skills subscale is on the XXst/nd/rd/th percentile when compared to <children | boys | girls> in the general population and the XXst/nd/rd/th percentile when compared to Autistic <children | boys | girls>. This suggests possible difficulties with social confidence and comfort in interactions, which may lead them to feel less at ease in social situations or less inclined to engage in group activities. They may find social norms unclear or challenging to navigate, impacting their preference for or enjoyment of social gatherings. The items with the highest ratings were:”

For “Consistent with Autism” or “Pronounced” scores on the Attention Switching subscale:

“The child’s score on the Attention Switching subscale is on the XXst/nd/rd/th percentile when compared to <children | boys | girls> in the general population and the XXst/nd/rd/th percentile when compared to Autistic <children | boys | girls>. This suggests a preference for predictability and routines, and they may experience increased stress in response to unexpected changes. They might find it challenging to shift focus quickly, impacting their ability to adjust to new activities or interruptions. The items with the highest ratings were:”

For “Consistent with Autism” or “Pronounced” scores on the Attention to Detail subscale:

“The child’s score on the Attention to Detail subscale is on the XXst/nd/rd/th percentile when compared to <children | boys | girls> in the general population and the XXst/nd/rd/th percentile when compared to Autistic <children | boys | girls>. This suggests a heightened focus on details or patterns, which may lead them to prioritise specifics over the broader context. This strong attention to detail may support certain analytical tasks, though it might also limit flexibility in more fluid situations. The items with the highest ratings were:”

For “Consistent with Autism” or “Pronounced” scores on the Communication subscale:

“The child’s score on the Communication subscale is on the XXst/nd/rd/th percentile when compared to <children | boys | girls> in the general population and the XXst/nd/rd/th percentile when compared to Autistic <children | boys | girls>. This indicates potential difficulties in conversational flow and understanding indirect communication cues, such as tone of voice, body language, or facial expressions. They may find interpreting these social cues challenging, which could contribute to occasional misunderstandings in social exchanges. The items with the highest ratings were:”

For “Consistent with Autism” or “Pronounced” scores on the Imagination subscale:

“The child’s score on the Imagination subscale is on the XXst/nd/rd/th percentile when compared to <children | boys | girls> in the general population and the XXst/nd/rd/th percentile when compared to Autistic <children | boys | girls>. This suggests a preference for concrete, linear or factual thinking over hypothetical or imaginative scenarios. They may find it more difficult to engage in activities involving abstract thinking or fiction, which may lower their preference for certain creative or social experiences. The items with the highest ratings were:”

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Developer

Auyeung, B., Baron-Cohen, S., Wheelwright, S., & Allison, C. (2008). The Autism Spectrum Quotient: Children's Version (AQ-Child). *Journal of Autism and Developmental Disorders, 38*(7), 1230–1240. https://doi.org/10.1007/s10803-007-0504-z

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Auyeung, B., Baron-Cohen, S., Wheelwright, S., & Allison, C. (2008). The Autism Spectrum Quotient: Children's Version (AQ-Child). *Journal of Autism and Developmental Disorders, 38*(7), 1230–1240. https://doi.org/10.1007/s10803-007-0504-z

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Assessment Questions

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Autism Spectrum Quotient Children's Version (AQ-Child)

Instructions:

Please choose the response that best describes how strongly each statement applies to the child.

		Definitely Agree	Slightly Agree	Slightly Disagree	Definitely Disagree
1	They prefer to do things with others rather than on their own	0	1	2	3
2	They prefer to do things the same way over and over again	3	2	1	0
3	If they try to imagine something, they find it very easy to create a picture in their mind	0	1	2	3
4	They frequently get so strongly absorbed in one thing that they lose sight of other things	3	2	1	0
5	They often notice small sounds when others do not	3	2	1	0
6	They usually notice house numbers or similar strings of information	3	2	1	0
7	They have difficulty understanding rules for polite behaviour	3	2	1	0
8	When they are reading a story, they can easily imagine what the characters might look like	0	1	2	3
9	They are fascinated by dates	3	2	1	0
10	In a social group, they can easily keep track of several different people's conversations	0	1	2	3
11	They find social situations easy	0	1	2	3
12	They tend to notice details that others do not	3	2	1	0
13	They would rather go to a library than a birthday party	3	2	1	0
14	They find making up stories easy	0	1	2	3
15	They are drawn more strongly to people than to things	0	1	2	3
16	They tend to have very strong interests, which they get upset about if they cannot pursue	3	2	1	0
17	They enjoy social chit-chat	0	1	2	3

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		Definitely Agree	Slightly Agree	Slightly Disagree	Definitely Disagree
18	When they talk, it is not always easy for others to get a word in edgeways	3	2	1	0
19	They are fascinated by numbers	3	2	1	0
20	When they are reading a story, they find it difficult to work out the characters' intentions or feelings	3	2	1	0
21	They do not particularly enjoy fictional stories	3	2	1	0
22	They find it hard to make new friends	3	2	1	0
23	They notice patterns in things all the time	3	2	1	0
24	They would rather go to the cinema than a museum	0	1	2	3
25	It does not upset them if their daily routine is disturbed	0	1	2	3
26	They do not know how to keep a conversation going with their peers	3	2	1	0
27	They find it easy to "read between the lines" when someone is talking to them	0	1	2	3
28	They usually concentrate more on the whole picture, rather than the small details	0	1	2	3
29	They are not very good at remembering phone numbers	0	1	2	3
30	They do not usually notice small changes in a situation, or a person's appearance	0	1	2	3
31	They know how to tell if someone listening to them is getting bored	0	1	2	3
32	They find it easy to go back and forth between different activities	0	1	2	3
33	When they talk on the phone, they are not sure when it is their turn to speak	3	2	1	0
34	They enjoy doing things spontaneously	0	1	2	3
35	They are often the last to understand the point of a joke	3	2	1	0
36	They find it easy to work out what someone is thinking or feeling just by looking at their face	0	1	2	3
37	If there is an interruption, they can switch back to what they were doing very quickly	0	1	2	3

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		Definitely Agree	Slightly Agree	Slightly Disagree	Definitely Disagree
38	They are good at social chit-chat	0	1	2	3
39	People often tell them that they keep going on and on about the same thing	3	2	1	0
40	When they were in preschool, they used to enjoy playing games involving pretending with other children	0	1	2	3
41	They like to collect information about categories of things (e.g., types of car, types of bird, types of train, types of plant, etc.)	3	2	1	0
42	They find it difficult to imagine what it would be like to be someone else	3	2	1	0
43	They like to plan any activities they participate in carefully	3	2	1	0
44	They enjoy social occasions	0	1	2	3
45	They find it difficult to work out people's intentions	3	2	1	0
46	New situations make them anxious	3	2	1	0
47	They enjoy meeting new people	0	1	2	3
48	They are good at taking care not to hurt other people's feelings	0	1	2	3
49	They are not very good at remembering people's date of birth	0	1	2	3
50	They find it very easy to play games with children that involve pretending	0	1	2	3

Developer Reference:

Auyeung, B., Baron-Cohen, S., Wheelwright, S., & Allison, C. (2008). The Autism Spectrum Quotient: Children's Version (AQ-Child). Journal of Autism and Developmental Disorders, 38(7), 1230–1240. https://doi.org/10.1007/s10803-007-0504-z

Administer Now

Sample Results

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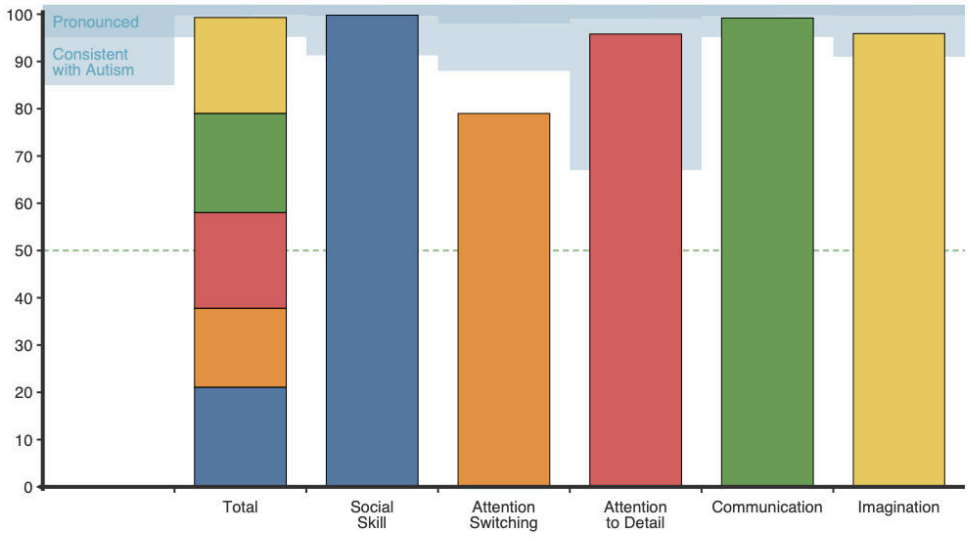
Autism Spectrum Quotient Children's Version (AQ-Child)

Client Name	Generic Client (Parent)	*Date administered*	4 Feb 2025
Date of birth (age)	1 Jan 2017 (8)	*Time taken*	7 min 26s
Assessor	Dr Simon Baker		

AQ-Child Results

	Score	Percentile	Descriptor
Total (0-150)	95	99.3	Overall consistent with Autism
Social Skill (0-30)	23	99.79	Pronounced
Attention Switching (0-30)	16	79	-
Attention to Detail (0-30)	17	95.8	Consistent with Autism
Communication (0-30)	22	99.2	Consistent with Autism
Imagination (0-30)	17	95.9	Consistent with Autism

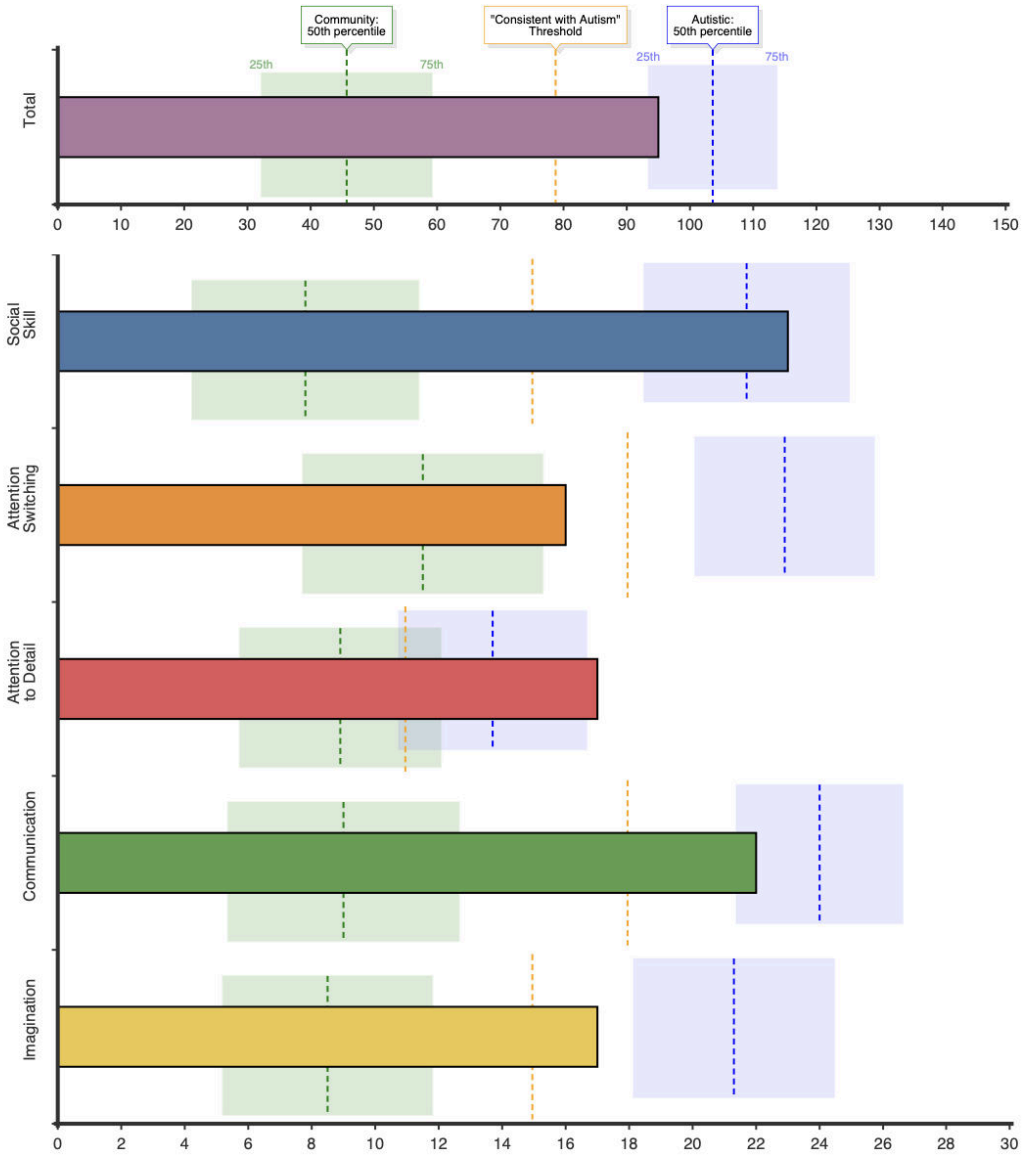
AQ-Child Normative Percentiles (Boys)



Assessment powered by
NovoPsych

Client Name	Generic Client (Parent)

AQ-Child Scores Compared to Community and Autistic Distributions (Boys)



Assessment powered by
NovoPsych

Client Name	Generic Client (Parent)

Interpretation

The child's Autism Spectrum Quotient (AQ) score is on the 99.3rd percentile when compared to boys in the general population. When compared to Autistic boys, the child's score is on the 28th percentile. As such, their total AQ score falls within the top 0.7 percent when compared to boys in the general population and is more consistent with those of Autistic boys. It is important to note that scores may also reflect phenomena other than, or co-occurring with, Autism. Therefore, scores should be interpreted within the context of the individual's developmental history and other personal characteristics.

The child's scores on the Social Skill, Communication, Imagination, and Attention to Detail subscales are consistent with Autism. In particular, the child's score on the Social Skill subscale is Pronounced.

The child's score on the **Social Skill** subscale is on the 99.79th percentile when compared to boys in the general population and the 61st percentile when compared to Autistic boys. This suggests possible difficulties with social confidence and comfort in interactions, which may lead them to feel less at ease in social situations or less inclined to engage in group activities. They may find social norms unclear or challenging to navigate, impacting their preference for or enjoyment of social gatherings. The items with the highest ratings were:
- 1. They prefer to do things with others rather than on their own (R) (Definitely Disagree)
- 11. They find social situations easy (R) (Definitely Disagree)
- 13. They would rather go to a library than a birthday party (Definitely Agree)
- 15. They are drawn more strongly to people than to things (R) (Definitely Disagree)
- 22. They find it hard to make new friends (Definitely Agree)

The child's score on the **Communication** subscale is on the 99.2nd percentile when compared to boys in the general population and the 30th percentile when compared to Autistic boys. This indicates potential difficulties in conversational flow and understanding indirect communication cues, such as tone of voice, body language, or facial expressions. They may find interpreting these social cues challenging, which could contribute to occasional misunderstandings in social exchanges. The items with the highest ratings were:
- 26. They do not know how to keep a conversation going with their peers (Definitely Agree)
- 33. When they talk on the phone, they are not sure when it is their turn to speak (Definitely Agree)
- 35. They are often the last to understand the point of a joke (Definitely Agree)
- 39. People often tell them that they keep going on and on about the same thing (Definitely Agree)
- 7. They have difficulty understanding rules for polite behaviour (Slightly Agree)

The child's score on the **Imagination** subscale is on the 95.9th percentile when compared to boys in the general population and the 18th percentile when compared to Autistic boys. This suggests a preference for concrete, linear or factual thinking over hypothetical or imaginative scenarios. They may find it more difficult to engage in activities involving abstract thinking or fiction, which may lower their preference for certain creative or social experiences. The items with the highest ratings were:
- 20. When they are reading a story, they find it difficult to work out the characters' intentions or feelings (Definitely Agree)
- 21. They do not particularly enjoy fictional stories (Definitely Agree)
- 41. They like to collect information about categories of things (e.g., types of car, types of bird, types of train, types of plant, etc.) (Definitely Agree)
- 42. They find it difficult to imagine what it would be like to be someone else (Slightly Agree)

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Client Name	Generic Client (Parent)

Interpretation (cont.)

The child's score on the **Attention to Detail** subscale is on the 95.8th percentile when compared to boys in the general population and the 77th percentile when compared to Autistic boys. This suggests a heightened focus on details or patterns, which may lead them to prioritise specifics over the broader context. This strong attention to detail may support certain analytical tasks, though it might also limit flexibility in more fluid situations. The items with the highest ratings were:
- 5. They often notice small sounds when others do not (Slightly Agree)
- 6. They usually notice house numbers or similar strings of information (Slightly Agree)
- 9. They are fascinated by dates (Slightly Agree)
- 12. They tend to notice details that others do not (Slightly Agree)
- 19. They are fascinated by numbers (Slightly Agree)

Scoring and Interpretation Information

For comprehensive information on the AQ-Child, see here.

Autism Spectrum Quotient Children's Version (AQ-Child) scores are presented as a total scale score as well as scores on five subscales. Higher total scale scores are indicative of higher overall levels of autistic traits. A higher subscale score is indicative of a higher level of the specific trait that is associated with Autism.

- Social Skills (Items 1, 11, 13, 15, 22, 36, 44, 45, 47, 48) assesses difficulties and discomfort with social situations, including difficulties with social interactions and avoidance of some social situations.

- Attention Switching (Items 2, 4, 10, 16, 25, 32, 34, 37, 43, 46) describes difficulties in shifting focus between tasks or activities and adapting to changes in routine or unexpected events.

- Attention to Detail (Items 5, 6, 9, 12, 19, 23, 28, 29, 30, 49) relates to a heightened focus on specific details and patterns in the environment, which can sometimes lead to challenges in seeing and understanding the broader context.

- Communication (Items 7, 17, 18, 26, 27, 31, 33, 35, 38, 39) describes difficulties in engaging in reciprocal communication and interpreting indirect communication and social cues.

- Imagination (Items 3, 8, 14, 20, 21, 24, 40, 41, 42, 50) focuses on challenges related to imaginative thinking, including difficulties with hypothetical scenarios (e.g., pretend play).

The child's total and subscale scores are expressed as (gender-specific) percentiles based on normative data for children in the general population (Auyeung et al., 2008). The percentiles contextualise the child's scores relative to the typical scores of children in the general population. For example, the 50th percentile represents the typical levels of autistic traits among children in the general population, while scores on the 90th percentile fall within the top 10% when compared to children in the general population. Scores in this higher range are more consistent with those of Autistic children than children in the general population. For the total AQ-Child score, 5% of boys and 4% of girls score in the range that aligns with the typical scores of Autistic boys and girls, respectively.

A score is classified as "Consistent with Autism" if it more closely resembles the scores of

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Client Name	Generic Client (Parent)

Scoring and Interpretation Information (cont.)

Autistic children than those of children in the general population. To this end, the "Consistent with Autism" thresholds are calculated as the weighted midpoint between the distribution of scores among the Autistic and Community samples (Jacobson & Truax, 1991).

A score is considered "Pronounced" if it is in the upper half of the Autistic distribution, reflecting higher levels of autistic traits. As such, the "Pronounced" thresholds represent scores on or above the 50th percentile when compared to Autistic children.

For the Attention to Detail subscale, a higher "Pronounced" threshold reflecting scores on or above the 90th percentile within the Autistic sample was chosen due to significant overlap between the score distributions of the Autistic and Community samples.

Scores classified as either "Consistent with Autism" or "Pronounced" suggest that the child exhibits autistic traits at a level consistent with Autistic children. Gender-specific distributions of scores, and their classifications, among Autistic children and children in the general population are presented in NovoPsych's review of the AQ-Child (Baker et al., 2025).

The thresholds for the total AQ-Child score are as follows.

- Boys: 79 and above is "Consistent with Autism"; 104 and above is "Pronounced"

- Girls: 65 and above is "Consistent with Autism"; 100 and above is "Pronounced"

- Combined (Boys and Girls): 74 and above is "Consistent with Autism"; 103 and above is "Pronounced"

Graphs comparing the total and subscale scores to the normative distribution of scores among Autistic children and children in the general population are presented, with shaded areas corresponding to scores between the 25th and 75th percentile. These graphs contextualise the child's scores relative to typical levels of autistic traits among Autistic children and children in the general population.

Client Responses

		Definitely Agree	Slightly Agree	Slightly Disagree	Definitely Disagree
1	They prefer to do things with others rather than on their own	0	1	2	**3**
2	They prefer to do things the same way over and over again	3	2	**1**	0
3	If they try to imagine something, they find it very easy to create a picture in their mind	0	**1**	2	3
4	They frequently get so strongly absorbed in one thing that they lose sight of other things	3	**2**	1	0
5	They often notice small sounds when others do not	3	**2**	1	0

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Client Name	Generic Client (Parent)

Client Responses (cont.)

		Definitely Agree	Slightly Agree	Slightly Disagree	Definitely Disagree
6	They usually notice house numbers or similar strings of information	3	**2**	1	0
7	They have difficulty understanding rules for polite behaviour	3	**2**	1	0
8	When they are reading a story, they can easily imagine what the characters might look like	0	**1**	2	3
9	They are fascinated by dates	3	**2**	1	0
10	In a social group, they can easily keep track of several different people's conversations	0	1	**2**	3
11	They find social situations easy	0	1	2	**3**
12	They tend to notice details that others do not	3	**2**	1	0
13	They would rather go to a library than a birthday party	**3**	2	1	0
14	They find making up stories easy	0	**1**	2	3
15	They are drawn more strongly to people than to things	0	1	2	**3**
16	They tend to have very strong interests, which they get upset about if they cannot pursue	3	**2**	1	0
17	They enjoy social chit-chat	0	1	**2**	3
18	When they talk, it is not always easy for others to get a word in edgeways	3	**2**	1	0
19	They are fascinated by numbers	3	**2**	1	0
20	When they are reading a story, they find it difficult to work out the characters' intentions or feelings	**3**	2	1	0
21	They do not particularly enjoy fictional stories	**3**	2	1	0
22	They find it hard to make new friends	**3**	2	1	0
23	They notice patterns in things all the time	3	**2**	1	0
24	They would rather go to the cinema than a museum	0	**1**	2	3

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Client Name	Generic Client (Parent)

Client Responses (cont.)

		Definitely Agree	Slightly Agree	Slightly Disagree	Definitely Disagree
25	It does not upset them if their daily routine is disturbed	0	**1**	2	3
26	They do not know how to keep a conversation going with their peers	**3**	2	1	0
27	They find it easy to "read between the lines" when someone is talking to them	0	**1**	2	3
28	They usually concentrate more on the whole picture, rather than the small details	0	1	**2**	3
29	They are not very good at remembering phone numbers	0	**1**	2	3
30	They do not usually notice small changes in a situation, or a person's appearance	**0**	1	2	3
31	They know how to tell if someone listening to them is getting bored	0	**1**	2	3
32	They find it easy to go back and forth between different activities	0	**1**	2	3
33	When they talk on the phone, they are not sure when it is their turn to speak	**3**	2	1	0
34	They enjoy doing things spontaneously	0	1	**2**	3
35	They are often the last to understand the point of a joke	**3**	2	1	0
36	They find it easy to work out what someone is thinking or feeling just by looking at their face	0	1	**2**	3
37	If there is an interruption, they can switch back to what they were doing very quickly	0	**1**	2	3
38	They are good at social chit-chat	0	1	**2**	3
39	People often tell them that they keep going on and on about the same thing	**3**	2	1	0
40	When they were in preschool, they used to enjoy playing games involving pretending with other children	0	**1**	2	3
41	They like to collect information about categories of things (e.g., types of car, types of bird, types of train, types of plant, etc.)	**3**	2	1	0
42	They find it difficult to imagine what it would be like to be someone else	3	**2**	1	0
43	They like to plan any activities they participate in carefully	3	**2**	1	0

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Client Name	Generic Client (Parent)

Client Responses (cont.)

		Definitely Agree	Slightly Agree	Slightly Disagree	Definitely Disagree
44	They enjoy social occasions	0	1	**2**	3
45	They find it difficult to work out people's intentions	3	**2**	1	0
46	New situations make them anxious	3	**2**	1	0
47	They enjoy meeting new people	0	**1**	2	3
48	They are good at taking care not to hurt other people's feelings	0	**1**	2	3
49	They are not very good at remembering people's date of birth	0	1	**2**	3
50	They find it very easy to play games with children that involve pretending	0	**1**	2	3