



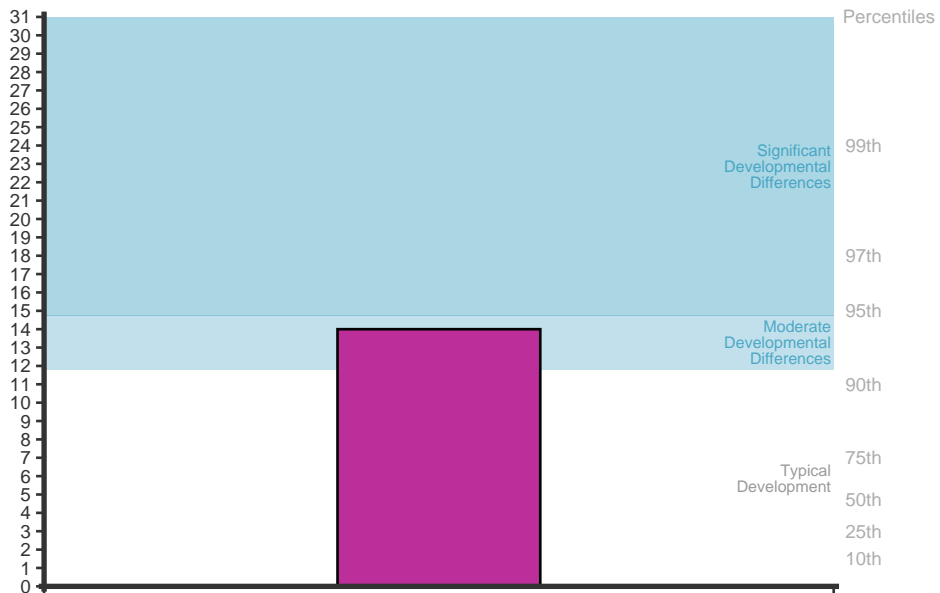
## Childhood Autism Spectrum Test (CAST)

<i>Client Name</i>	Generic Client (Parent)	<i>Date administered</i>	15 Aug 2024
<i>Date of birth (age)</i>	1 Jan 2016 (8)	<i>Time taken</i>	3 min 26s
<i>Assessor</i>	Dr Simon Baker		

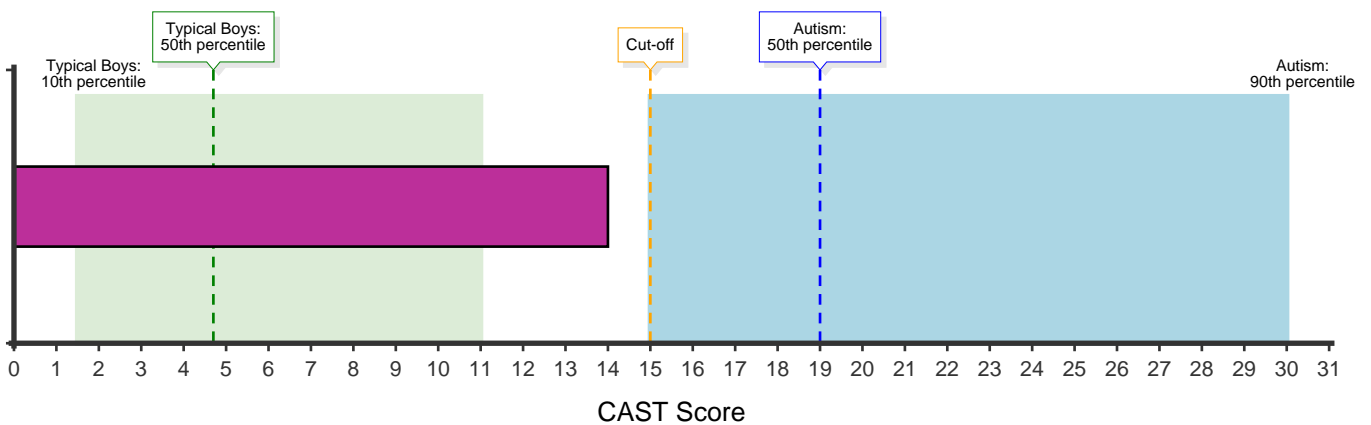
## Results

	Score (0-31)	Descriptor	Percentile
CAST	14	Moderate	94

### Childhood Autism Spectrum Test Score



### CAST Score Compared to Normative Distributions





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## Interpretation

The child scored 14 out of 31 on the Childhood Autism Spectrum Test (CAST), indicating that they exhibit moderate developmental differences. This score is on the 94th percentile when compared to normative data for boys.

Children with moderate developmental differences may experience some challenges in social interactions, communication, imaginative play, or behavioural flexibility. They might find it harder to initiate or maintain conversations, miss some social cues, or have a narrower range of interests compared to peers. While able to form friendships, they may struggle at times with the nuances of social relationships. They may benefit from some support to further develop social and communication skills or flexibility in interests/behaviours.

The respondent indicated that teachers/health visitors have expressed concerns about the child's development and that the child has previously been diagnosed with:  
- Hyperactivity/Attention Deficit Disorder (ADHD)

## Scoring and Interpretation Information

For comprehensive information on the CAST, [see here](#).

The Childhood Autism Spectrum Test (CAST) has 39 questions, of which 31 items contribute to the total score, which ranges from 0 to 31, with higher scores indicating the presence of more developmental differences in social and communication functioning. The remaining items do not contribute to the total score, including six control questions about general development (Items 3, 4, 12, 22, 26, and 33) and two questions about support needs (Items 38 and 39).

The total score is categorised as follows, based on previous research and recommendations (Scott et al., 2002; Williams et al., 2005, 2008).

- 0-11: Typical Development
- 12-14: Moderate Developmental Differences
- 15-31: Significant Developmental Differences

A cut-off score of 15 is the threshold at which Scott and colleagues (2002) suggest that the CAST can be used to discriminate between neurotypical children and children with Autism or a related condition characterised by developmental differences in social and communication functioning. About 1-2% of girls, 5% of boys, and 3% of children overall score 15 or above (Williams et al., 2008). A score of 15 or above indicates that the child may have significant developmental differences in social and communication functioning consistent with Autism or a related condition.

A score in the range of 12 to 14 (inclusive) indicates that the child has moderate developmental differences in social and communication functioning. About 3% of children score in this range, and thus about 6% of children score 12 or above (i.e., about 3% of girls and 9% of boys; Williams et al., 2008). Scores in this range are consistent with the higher-functioning end of the Autism spectrum (Scott et al., 2002), but could reflect various other neurodevelopmental or psychological conditions.

When interpreting CAST scores, it is recommended that clinicians take the following into account.

- Many traits overlap with Autism, such as social phobia, trauma, sensory sensitivities, ADHD and specific learning disabilities. These should be assessed separately, as the CAST does not



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## Scoring and Interpretation Information (cont.)

identify these possibilities.

- Parents or caregivers may give biased responses. Triangulating information from multiple sources can validate results and provide a broader perspective.
- Children develop at different rates and may only temporarily exhibit certain behaviours. The age of the child and timing of the assessment could influence the score.
- Contextual factors such as parenting practices and other environmental factors such as stressful life events should also be considered.
- Sex differences (see below).

Interpretation of CAST scores should consider that boys typically score higher than girls, which is consistent with the higher rate of Autism in boys compared to girls (Williams et al., 2008). Boys are up to four times more likely to be described as having significant developmental differences in social and communication functioning compared to girls (i.e., 4.9% of boys and 1.3% of girls are described as having significant development differences). The total score is therefore converted to a percentile based on normative data for the child's gender to contextualise the child's score relative to the typical level of social and communication functioning among children of the same gender in the community (Williams et al., 2008). For children whose gender is non-binary or unspecified, percentiles are based on the average of the percentiles for girls and boys.

A graph comparing the child's total score to a community sample of children of the same gender and a sample of children with Autism is presented, with shaded areas around the medians corresponding to scores between the 10th and 90th percentile (Scott et al., 2002; Williams et al., 2008). This graph contextualises the child's score relative to scores for children in general and children with Autism.

The CAST can be used by a qualified professional, such as a psychologist, as part of a comprehensive assessment. It should not be used as the sole means for diagnosis.

Although the questions about support needs do not contribute to the total score, affirmative responses indicate that the child may have support needs that warrant further exploration. If identified, these support needs are listed in the report.

## Client Responses

		Yes	No
1	Do they join in playing games with other children easily?	0	1
2	Do they come up to you spontaneously for a chat?	0	1
3	Were they speaking by 2 years old?	0	0
4	Do they enjoy sports?	0	0



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### Client Responses (cont.)

		Yes	No
5	Is it important to them to fit in with the peer group?	0	1
6	Do they appear to notice unusual details that others miss?	1	0
7	Do they tend to take things literally?	1	0
8	When they were 3 years old, did they spend a lot of time pretending (e.g., play-acting being a superhero, or holding teddy's tea parties)?	0	1
9	Do they like to do things over and over again, in the same way all the time?	1	0
10	Do they find it easy to interact with other children?	0	1
11	Can they keep a two-way conversation going?	0	1
12	Can they read appropriately for their age?	0	0
13	Do they mostly have the same interests as their peers?	0	1
14	Do they have an interest which takes up so much time that they do little else?	1	0
15	Do they have friends, rather than just acquaintances?	0	1
16	Do they often bring you things they are interested in to show you?	0	1
17	Do they enjoy joking around?	0	1
18	Do they have difficulty understanding the rules for polite behaviour?	1	0
19	Do they appear to have an unusual memory for details?	1	0
20	Is their voice unusual (e.g., overly adult, flat, or very monotonous)?	1	0
21	Are people important to them?	0	1
22	Can they dress themselves?	0	0
23	Are they good at turn-taking in conversation?	0	1



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### Client Responses (cont.)

		Yes	No
24	Do they play imaginatively with other children, and engage in role-play?	0	1
25	Do they often do or say things that are tactless or socially inappropriate?	1	0
26	Can they count to 50 without leaving out any numbers?	0	0
27	Do they make normal eye-contact?	0	1
28	Do they have any unusual and repetitive movements?	1	0
29	Is their social behaviour very one-sided and always on their own terms?	1	0
30	Do they sometimes say "you", "she", "him", or "them" when they mean "I"?	1	0
31	Do they prefer imaginative activities such as play-acting or story-telling, rather than numbers or lists of facts?	0	1
32	Do they sometimes lose the listener because of not explaining what they are talking about?	1	0
33	Can they ride a bicycle (even if with stabilisers)?	0	0
34	Do they try to impose routines on themselves, or on others, in such a way that it causes problems?	1	0
35	Do they care how they are perceived by the rest of the group?	0	1
36	Do they often turn conversations to their favourite subject rather than following what the other person wants to talk about?	1	0
37	Do they have odd or unusual phrases?	1	0
38	Have teachers/health visitors ever expressed any concerns about their development?	0	0
39	Have they ever been diagnosed with any of the following? *** Item 39A *** Language delay	0	0
40	*** Item 39B *** Hyperactivity/Attention Deficit Disorder (ADHD)	0	0
41	*** Item 39C *** Hearing or visual difficulties	0	0
42	*** Item 39D *** Autism Spectrum Condition, including Asperger's Syndrome	0	0



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### Client Responses (cont.)

		Yes	No
43	*** Item 39E *** A physical disability	0	0
44	*** Item 39F *** Other	0	0