



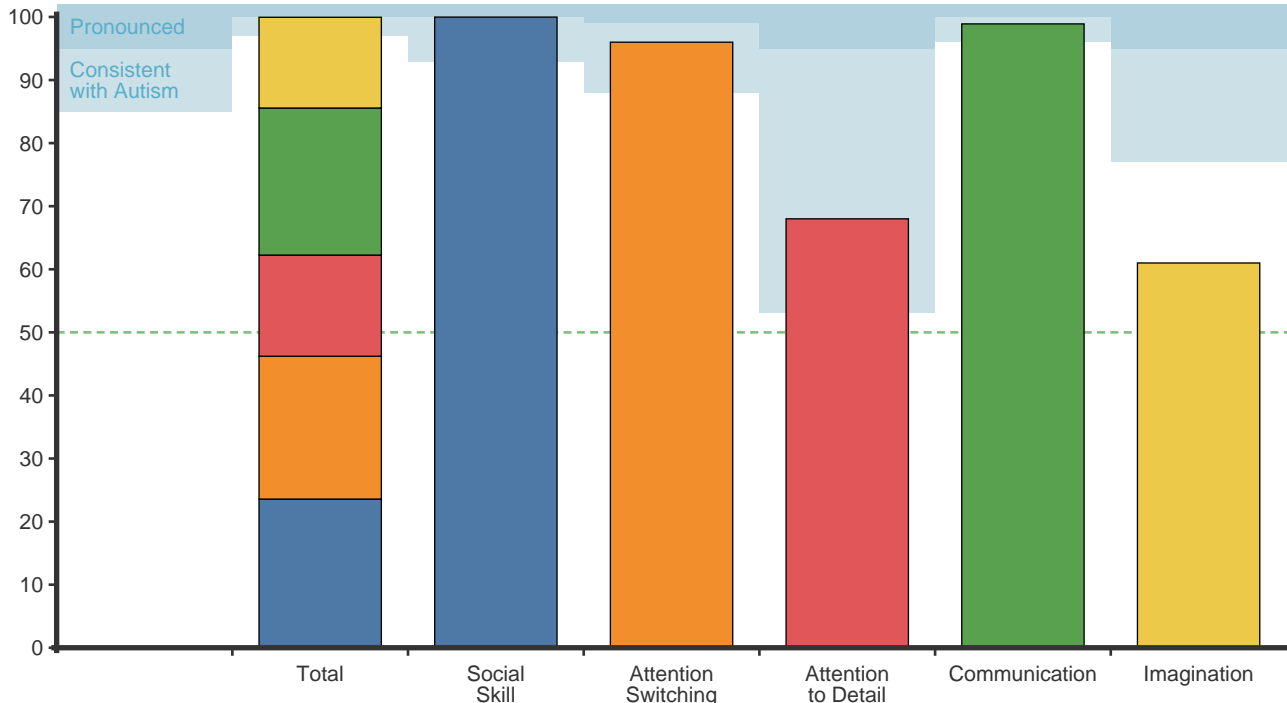
## Autism Spectrum Quotient Adolescent Version (AQ-Adolescent)

|                            |                         |                          |             |
|----------------------------|-------------------------|--------------------------|-------------|
| <i>Client Name</i>         | Generic Client (Parent) | <i>Date administered</i> | 11 Feb 2025 |
| <i>Date of birth (age)</i> | 1 Jan 2012 (13)         | <i>Time taken</i>        | 5 min 53s   |
| <i>Assessor</i>            | Dr Simon Baker          |                          |             |

### AQ-Adolescent Results

|                            | Score | Percentile | Descriptor                     |
|----------------------------|-------|------------|--------------------------------|
| Total (0-50)               | 36    | 99.95      | Overall consistent with Autism |
| Social Skill (0-10)        | 9     | 99.98      | Pronounced                     |
| Attention Switching (0-10) | 8     | 96         | Consistent with Autism         |
| Attention to Detail (0-10) | 7     | 68         | Consistent with Autism         |
| Communication (0-10)       | 7     | 98.9       | Consistent with Autism         |
| Imagination (0-10)         | 5     | 61         | -                              |

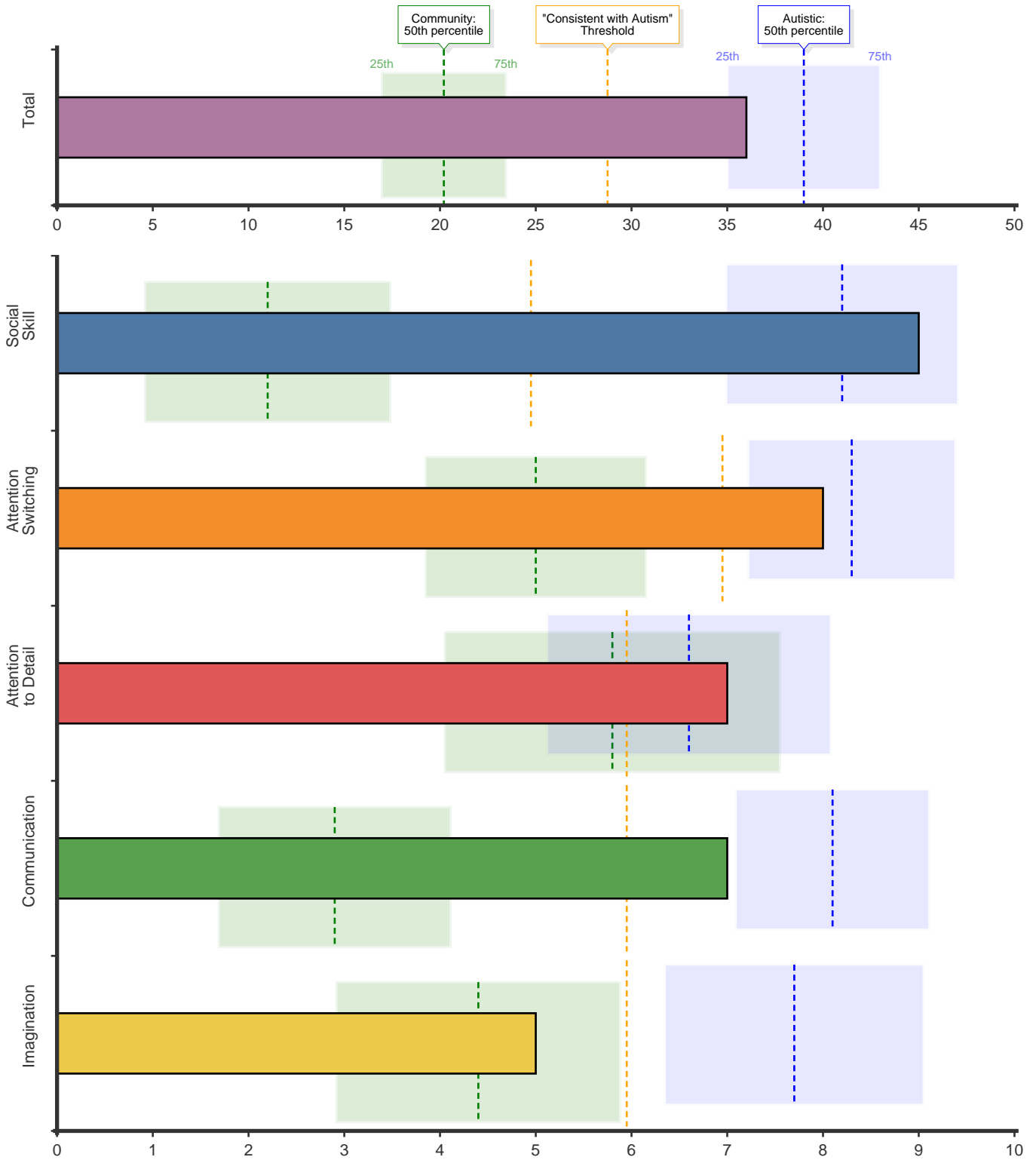
### AQ-Adolescent Normative Percentiles (Males)





**Client Name** | Generic Client (Parent)

### AQ-Adolescent Scores Compared to Community and Autistic Distributions (Males)





|                    |                         |
|--------------------|-------------------------|
| <b>Client Name</b> | Generic Client (Parent) |
|--------------------|-------------------------|

## Interpretation

The adolescent's Autism Spectrum Quotient (AQ) score is on the 99.95th percentile when compared to males in the general population. When compared to Autistic males, the adolescent's score is on the 31st percentile. As such, their total AQ score falls within the top 0.05 percent when compared to males in the general population and is more consistent with those of Autistic males. 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 adolescent's scores on the Social Skill, Communication, Attention Switching, and Attention to Detail subscales are consistent with Autism. In particular, the adolescent's score on the Social Skill subscale is Pronounced.

The adolescent's score on the **Social Skill** subscale is on the 99.98th percentile when compared to males in the general population and the 67th percentile when compared to Autistic males. 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. Endorsed items within this subscale include:

- 11. *They find social situations easy (R) (Definitely Disagree)*
- 22. *They find it hard to make new friends (Definitely Agree)*
- 44. *They enjoy social occasions (R) (Definitely Disagree)*
- 1. *They prefer to do things with others rather than on their own (R) (Slightly Disagree)*
- 13. *They would rather go to a library than a party (Slightly Agree)*

The adolescent's score on the **Communication** subscale is on the 98.9th percentile when compared to males in the general population and the 23rd percentile when compared to Autistic males. 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. Endorsed items within this subscale include:

- 17. *They enjoy social chit-chat (R) (Definitely Disagree)*
- 38. *They are good at social chit-chat (R) (Definitely Disagree)*
- 7. *Other people frequently tell them that what they have said is impolite, even though they think it is polite (Slightly Agree)*
- 27. *They find it easy to "read between the lines" when someone is talking to them (R) (Slightly Disagree)*
- 31. *They know how to tell if someone listening to them is getting bored (R) (Slightly Disagree)*

The adolescent's score on the **Attention Switching** subscale is on the 96th percentile when compared to males in the general population and the 43rd percentile when compared to Autistic males. 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. Endorsed items within this subscale include:

- 32. *They find it easy to do more than one thing at once (R) (Definitely Disagree)*
- 34. *They enjoy doing things spontaneously (R) (Definitely Disagree)*
- 43. *They like to plan any activities they participate in carefully (Definitely Agree)*
- 2. *They prefer to do things the same way over and over again (Slightly Agree)*
- 4. *They frequently get so strongly absorbed in one thing that they lose sight of other things (Slightly Agree)*



**Client Name** | Generic Client (Parent)

## Interpretation (cont.)

The adolescent's score on the **Attention to Detail** subscale is on the 68th percentile when compared to males in the general population and the 57th percentile when compared to Autistic males. 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. Endorsed items within this subscale include:

- 12. *They tend to notice details that others do not (Definitely Agree)*
- 19. *They are fascinated by numbers (Definitely Agree)*
- 23. *They notice patterns in things all the time (Definitely Agree)*
- 28. *They usually concentrate more on the whole picture, rather than the small details (R) (Definitely Disagree)*
- 29. *They are not very good at remembering phone numbers (R) (Slightly Disagree)*

## Scoring and Interpretation Information

For comprehensive information on the AQ-Adolescent, [see here](#).

Autism Spectrum Quotient Adolescent Version (AQ-Adolescent) 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 Skill (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 adolescent's total and subscale scores are expressed as (gender-specific) percentiles based on normative data for adolescents in the general population (Baron-Cohen et al., 2006). The percentiles contextualise the adolescent's scores relative to the typical scores of adolescents in the general population. For example, the 50th percentile represents the typical levels of autistic traits among adolescents in the general population, while scores on the 90th percentile fall within the top 10% when compared to adolescents in the general population. Scores in this higher range are more consistent with those of Autistic adolescents than adolescents in the general population. For the total AQ-Adolescent score, 3% of males and 4% of females score in the range that aligns with the typical scores of Autistic males and females, respectively.



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### Scoring and Interpretation Information (cont.)

A score is classified as “Consistent with Autism” if it more closely resembles the scores of Autistic adolescents than those of adolescents 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 adolescents.

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 adolescent exhibits autistic traits at a level consistent with Autistic adolescents. Gender-specific distributions of scores, and their classifications, among Autistic adolescents and adolescents in the general population are presented in NovoPsych’s review of the AQ-Adolescent (Baker et al., 2025).

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

- Males: 29 and above is “Consistent with Autism”; 39 and above is “Pronounced”
- Females: 25 and above is “Consistent with Autism”; 36 and above is “Pronounced”
- Combined (Males and Females): 28 and above is “Consistent with Autism”; 39 and above is “Pronounced”

Graphs comparing the total and subscale scores to the normative distribution of scores among Autistic adolescents and adolescents in the general population are presented, with shaded areas corresponding to scores between the 25th and 75th percentile. These graphs contextualise the adolescent’s scores relative to typical levels of autistic traits among Autistic adolescents and adolescents 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                | 0              | 1                 | 1                   |
| 2 | They prefer to do things the same way over and over again                                  | 1                | 1              | 0                 | 0                   |
| 3 | If they try to imagine something, they find it very easy to create a picture in their mind | 0                | 0              | 1                 | 1                   |
| 4 | They frequently get so strongly absorbed in one thing that they lose sight of other things | 1                | 1              | 0                 | 0                   |



**Client Name** | Generic Client (Parent)

### Client Responses (cont.)

|    |   | Definitely Agree | Slightly Agree | Slightly Disagree | Definitely Disagree |
|----|---|------------------|----------------|-------------------|---------------------|
| 5  | They often notice small sounds when others do not   | 1                | 1              | 0                 | 0                   |
| 6  | They usually notice car number plates or similar strings of information                                     | 1                | 1              | 0                 | 0                   |
| 7  | Other people frequently tell them that what they have said is impolite, even though they think it is polite | 1                | 1              | 0                 | 0                   |
| 8  | When they are reading a story, they can easily imagine what the characters might look like                  | 0                | 0              | 1                 | 1                   |
| 9  | They are fascinated by dates  | 1                | 1              | 0                 | 0                   |
| 10 | In a social group, they can easily keep track of several different people's conversations                   | 0                | 0              | 1                 | 1                   |
| 11 | They find social situations easy  | 0                | 0              | 1                 | 1                   |
| 12 | They tend to notice details that others do not  | 1                | 1              | 0                 | 0                   |
| 13 | They would rather go to a library than a party  | 1                | 1              | 0                 | 0                   |
| 14 | They find making up stories easy  | 0                | 0              | 1                 | 1                   |
| 15 | They find themselves drawn more strongly to people than to things   | 0                | 0              | 1                 | 1                   |
| 16 | They tend to have very strong interests, which they get upset about if they can't pursue                    | 1                | 1              | 0                 | 0                   |
| 17 | They enjoy social chit-chat   | 0                | 0              | 1                 | 1                   |
| 18 | When they talk, it isn't always easy for others to get a word in edgeways                                   | 1                | 1              | 0                 | 0                   |
| 19 | They are fascinated by numbers  | 1                | 1              | 0                 | 0                   |
| 20 | When they are reading a story, they find it difficult to work out the characters' intentions                | 1                | 1              | 0                 | 0                   |
| 21 | They don't particularly enjoy reading fiction   | 1                | 1              | 0                 | 0                   |
| 22 | They find it hard to make new friends   | 1                | 1              | 0                 | 0                   |
| 23 | They notice patterns in things all the time   | 1                | 1              | 0                 | 0                   |



**Client Name** | Generic Client (Parent)

### Client Responses (cont.)

|    |   | Definitely Agree | Slightly Agree | Slightly Disagree | Definitely Disagree |
|----|---|------------------|----------------|-------------------|---------------------|
| 24 | They would rather go to the theatre than a museum   | 0                | 0              | 1                 | 1                   |
| 25 | It does not upset them if their daily routine is disturbed  | 0                | 0              | 1                 | 1                   |
| 26 | They frequently find that they don't know how to keep a conversation going  | 1                | 1              | 0                 | 0                   |
| 27 | They find it easy to "read between the lines" when someone is talking to them   | 0                | 0              | 1                 | 1                   |
| 28 | They usually concentrate more on the whole picture, rather than the small details   | 0                | 0              | 1                 | 1                   |
| 29 | They are not very good at remembering phone numbers   | 0                | 0              | 1                 | 1                   |
| 30 | They don't usually notice small changes in a situation, or a person's appearance  | 0                | 0              | 1                 | 1                   |
| 31 | They know how to tell if someone listening to them is getting bored   | 0                | 0              | 1                 | 1                   |
| 32 | They find it easy to do more than one thing at once   | 0                | 0              | 1                 | 1                   |
| 33 | When they talk on the phone, they are not sure when it's their turn to speak  | 1                | 1              | 0                 | 0                   |
| 34 | They enjoy doing things spontaneously   | 0                | 0              | 1                 | 1                   |
| 35 | They are often the last to understand the point of a joke   | 1                | 1              | 0                 | 0                   |
| 36 | They find it easy to work out what someone is thinking or feeling just by looking at their face                                       | 0                | 0              | 1                 | 1                   |
| 37 | If there is an interruption, they can switch back to what they were doing very quickly  | 0                | 0              | 1                 | 1                   |
| 38 | They are good at social chit-chat   | 0                | 0              | 1                 | 1                   |
| 39 | People often tell them that they keep going on and on about the same thing  | 1                | 1              | 0                 | 0                   |
| 40 | When they were younger, they used to enjoy playing games involving pretending with other children                                     | 0                | 0              | 1                 | 1                   |
| 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.) | 1                | 1              | 0                 | 0                   |
| 42 | They find it difficult to imagine what it would be like to be someone else  | 1                | 1              | 0                 | 0                   |



**Client Name** | Generic Client (Parent)

### Client Responses (cont.)

|    |  | Definitely Agree | Slightly Agree | Slightly Disagree | Definitely Disagree |
|----|--|------------------|----------------|-------------------|---------------------|
| 43 | They like to plan any activities they participate in carefully             | 1                | 1              | 0                 | 0                   |
| 44 | They enjoy social occasions  | 0                | 0              | 1                 | 1                   |
| 45 | They find it difficult to work out people's intentions                     | 1                | 1              | 0                 | 0                   |
| 46 | New situations make them anxious   | 1                | 1              | 0                 | 0                   |
| 47 | They enjoy meeting new people  | 0                | 0              | 1                 | 1                   |
| 48 | They are a good diplomat   | 0                | 0              | 1                 | 1                   |
| 49 | They are not very good at remembering people's date of birth               | 0                | 0              | 1                 | 1                   |
| 50 | They find it very easy to play games with children that involve pretending | 0                | 0              | 1                 | 1                   |