



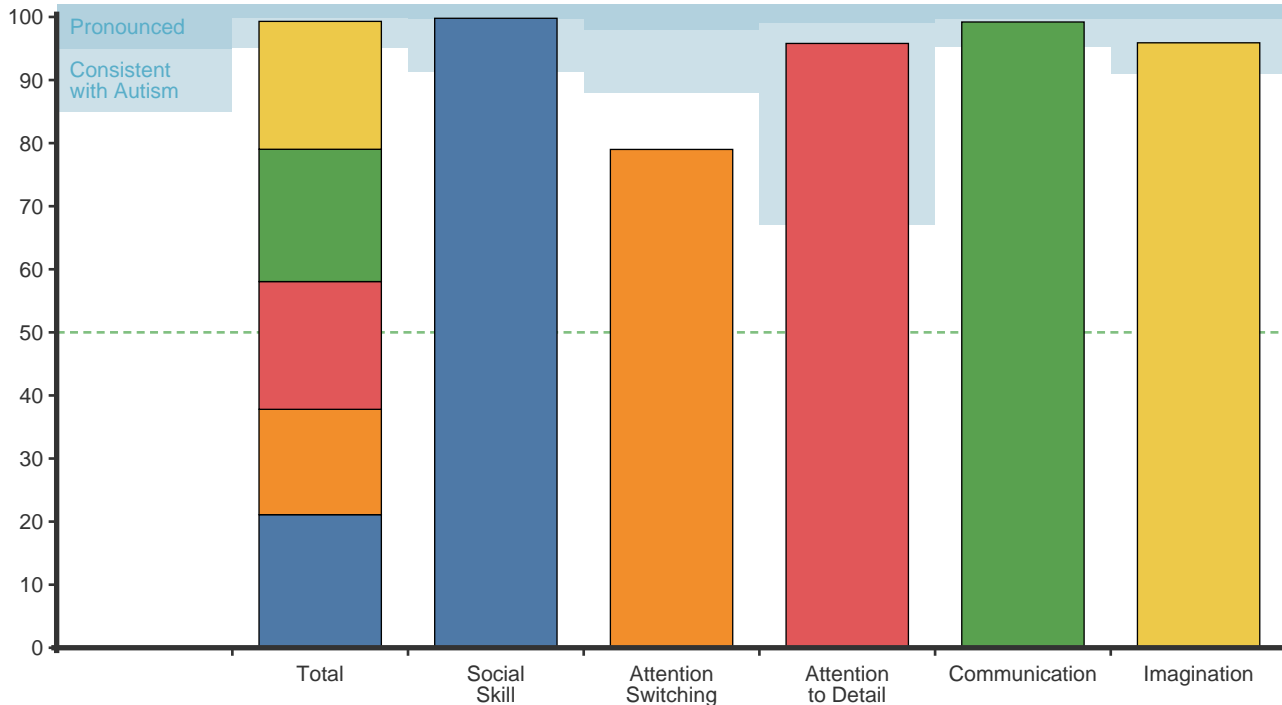
### Autism Spectrum Quotient Children's Version (AQ-Child)

<i>Client Name</i>	Generic Client (Parent)	<i>Date administered</i>	4 Feb 2025
<i>Date of birth (age)</i>	1 Jan 2017 (8)	<i>Time taken</i>	7 min 26s
<i>Assessor</i>	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

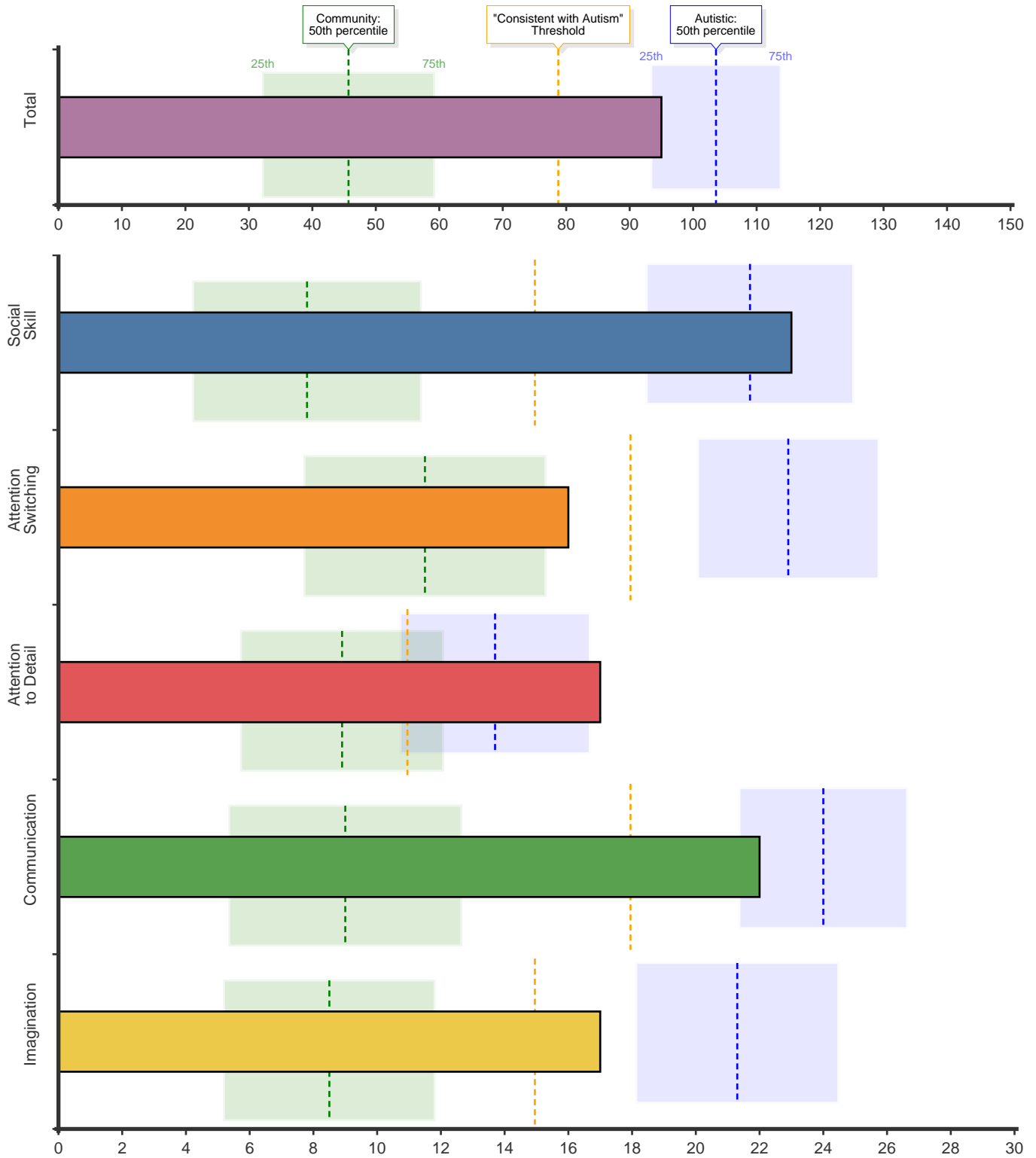
### AQ-Child Normative Percentiles (Boys)





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

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





<b>Client Name</b>	Generic Client (Parent)
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## 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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## 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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### 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



**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



**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



**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