

Client Information

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| <i>Client Name</i> | Test Client |
| <i>Date of birth (age)</i> | 23 March 1980 (37) |

Assessment Information

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| <i>Assessment</i> | Autism Spectrum Screening Questionnaire (ASSQ) |
| <i>Date administered</i> | 18 April 2017 |
| <i>Assessor</i> | Mr Brendan OShea |
| <i>Time taken</i> | 0 minutes 21 seconds |

Results

| | Value |
|----------------------------------|-------|
| Total Score | 10 |
| Asperger's Validation Percentile | 1.9 |

Interpretive Text

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| This individual scored below the cut-off for the Asperger's Validation Sample. The clinical significance of this is unclear. |
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Scoring and Interpretation Information

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| Results consist of a total score and a percentile based on Ebler, Gillberg and Wing (1999) sample of Asperger's children. High scores indicate that many characteristics of Asperger's were reported. A percentile of 50 would indicate that this individual had, on average, the same score as the validation sample who were independently diagnosed with Asperger's. This test is not diagnostic. A cutoff score of 13 was shown to have a true positive rate of 90% and a false positive rate of 22% (Ehlers, Gillberg, Wing, 1999). See developer reference for further details. |
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Client Responses

| | | No | Somewhat | Yes |
|---|---|----|----------|-----|
| 1 | is old-fashioned or precocious | 0 | 1 | 2 |
| 2 | is regarded as an "eccentric professor" by the other children | 0 | 1 | 2 |
| 3 | lives somewhat in a world of his/her own with restricted idiosyncratic intellectual interests | 0 | 1 | 2 |
| 4 | accumulates facts on certain subjects (good rote memory) but does not really understand the meaning | 0 | 1 | 2 |
| 5 | has a literal understanding of ambiguous and metaphorical language | 0 | 1 | 2 |

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Client Responses (cont.)

| | | No | Somewhat | Yes |
|----|--|----|----------|-----|
| 6 | has a deviant style of communication with a formal, fussy, old-fashioned or "robot like" language | 0 | 1 | 2 |
| 7 | invents idiosyncratic words and expressions | 0 | 1 | 2 |
| 8 | has a different voice or speech | 0 | 1 | 2 |
| 9 | expresses sounds involuntarily; clears throat, grunts, smacks, cries or screams | 0 | 1 | 2 |
| 10 | is surprisingly good at some things and surprisingly poor at others | 0 | 1 | 2 |
| 11 | uses language freely but fails to make adjustment to fit social contexts or the needs of different listeners | 0 | 1 | 2 |
| 12 | lacks empathy | 0 | 1 | 2 |
| 13 | makes naive and embarrassing remarks | 0 | 1 | 2 |
| 14 | has a deviant style of gaze | 0 | 1 | 2 |
| 15 | wishes to be sociable but fails to make relationships with peers | 0 | 1 | 2 |
| 16 | can be with other children but only on his/her terms | 0 | 1 | 2 |
| 17 | lacks best friend | 0 | 1 | 2 |
| 18 | lacks common sense | 0 | 1 | 2 |
| 19 | is poor at games: no idea of cooperating in a team, scores "own goals" | 0 | 1 | 2 |
| 20 | has clumsy, ill coordinated, ungainly, awkward movements or gestures | 0 | 1 | 2 |
| 21 | has involuntary face or body movements | 0 | 1 | 2 |
| 22 | has difficulties in completing simple daily activities because of compulsory repetition of certain actions or thoughts | 0 | 1 | 2 |
| 23 | has special routines: insists on no change | 0 | 1 | 2 |
| 24 | shows idiosyncratic attachment to objects | 0 | 1 | 2 |
| 25 | is bullied by other children | 0 | 1 | 2 |

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| Client Responses (cont.) | | | | |
|---------------------------------|--|----|----------|-----|
| | | No | Somewhat | Yes |
| 26 | has markedly unusual facial expression | 0 | 1 | 2 |
| 27 | has markedly unusual posture | 0 | 1 | 2 |