



Client Information

Client Name Rob McMaken
Date of birth (age) 2 December 1973 (50)

Assessment Information

Assessment Adult ADHD Self-Report Scale v1.1 (ASRS)
Date administered 3 November 2024
Assessor Admin Lead
Time taken 3 minutes 12 seconds

Results

	Number	Percentile
Criterion (Part A)	5	N/A
Additional Symptoms (Part B)	9	N/A
Total Score	14	99.9

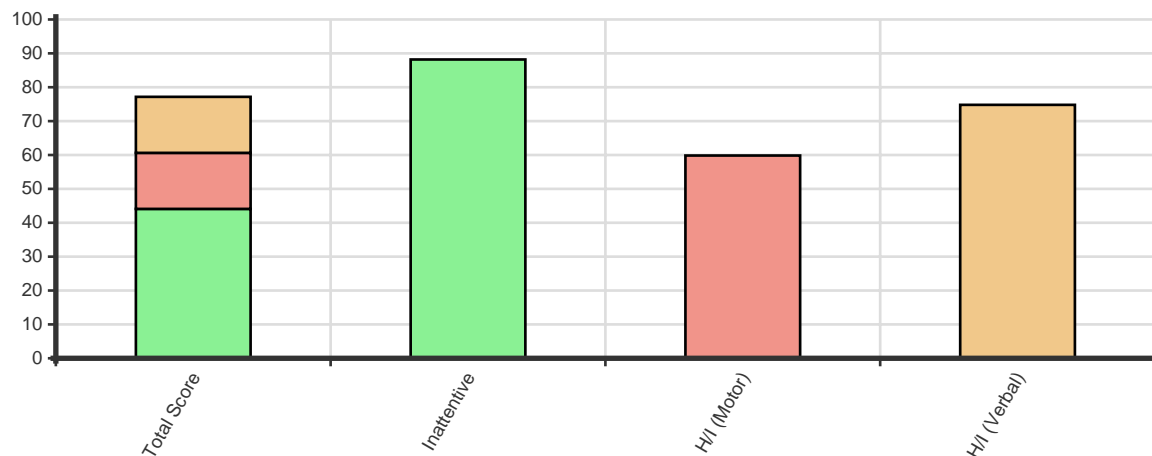
ADHD Subscales

	Raw Score	Items Endorsed (%)
Inattentive	8	88.9
Hyperactive/Impulsive (Motor)	3	60
Hyperactive/Impulsive (Verbal)	3	75

Interpretive Text

There are 4 or more responses in Part A that are above the specific severity levels. Therefore, the symptom profile of this individual is considered to be consistent with an ADHD diagnosis in adults. Check Part B symptoms for more information on the impact of attention on daily life.

Subscale Scores (as % of items endorsed)





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Scoring and Interpretation Information

ASRS results are determined by:

- Criterion Part A (items 1-6. Scores range from 0 to 6)

If the respondent scores 4 or more in Part-A, then the symptom profile of the individual is considered to be highly consistent with a DSM-IV ADHD diagnosis in adults (Adler et al., 2006; Kessler et al., 2007). The Description provides an indication of whether the respondent meets the DSM-IV criteria.

- Additional Symptoms Part B (items 7-18. Scores range from 0 to 12)

The frequency scores on Part B provide additional cues and can serve as further probes into the patient's symptom severity and the impact that inattention or hyperactivity has on their life.

- Total Score (and percentile in Description) (scores range from 0 to 18)

Over and above the key interpretation metrics from Part A and Part B, the total score (sum of part A and B) is converted into a percentile to contextualise responses in comparison to normative data (22,397 adults; Adler et al., 2018). For example, a percentile of 90 represents that the respondent scored higher than 90 percent of other typical adults in their age range in the community.

These percentiles compare total scores to age related peers, so it is imperative to ensure the correct client data of birth is entered for the client.

While Part A contains the items that have been found to be most predictive of ADHD, looking at both the Part B Description and the total score (and percentile) can also be informative about diagnosis in cases where the Part A score doesn't quite reach the threshold. This scale should always be used in conjunction with a clinical interview to provide additional clinical information important for diagnosis. A WURS-25 could also be useful to retrospectively evaluate the presence and severity of childhood symptoms of ADHD.

ADHD Subscales

Three ADHD subscales are presented according to factors identified by Stanton et al. (2018). Raw scores as well as the percentage of items endorsed are presented, providing more specific information about difficulties:

- Inattentive subscale (Items 1, 2, 3, 4, 7, 8, 9, 10, 11, range 0 to 9): measuring an adult's difficulty in focussing on details, being organised, remembering appointments, making careless mistakes, and concentrating.

- Hyperactive/Impulsive subscale (Motor) (Items 5, 6, 12, 13, 14,



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Scoring and Interpretation Information (cont.)

range 0 to 5): measuring an adult's difficulty in sitting still, staying seated, and ability to relax.

- Hyperactive/Impulsive subscale (Verbal) (Items 15, 16, 17, 18, range 0 to 4): measuring an adult's difficulty in controlling how much they are talking, interrupting others, and waiting their turn.

Considering the percentage of items endorsed for each of the subscales can be helpful in determining the ADHD subtype defined in DSM-V: Combined, Hyperactivity-Impulsivity or Inattentive. Note that the DSM-V does not make a distinction between verbal and motor hyperactive subtypes.

For ASRS scoring, depending on the question, responses are either scored as 0 or 1. On items 1-3, 9, 12, 16, and 18 ratings of sometimes, often, or very often are assigned one point (ratings of never or rarely are assigned zero points). For the remaining 11 items, ratings of often or very often are assigned one point (ratings of never, rarely, or sometimes are assigned zero points).

Client Responses

		Never	Rarely	Sometimes	Often	Very Often
1	PART A - How often do you have trouble wrapping up the final details of a project, once the challenging parts have been done?	0	0	1	1	1
2	How often do you have difficulty getting things in order when you have to do a task that requires organisation?	0	0	1	1	1
3	How often do you have problems remembering appointments or obligations?	0	0	1	1	1
4	When you have a task that requires a lot of thought, how often do you avoid or delay getting started?	0	0	0	1	1
5	How often do you fidget or squirm with your hands or feet when you have to sit down for a long time?	0	0	0	1	1
6	How often do you feel overly active and compelled to do things, like you were driven by a motor?	0	0	0	1	1
7	PART B - How often do you make careless mistakes when you have to work on a boring or difficult project?	0	0	0	1	1
8	How often do you have difficulty keeping your attention when you are doing boring or repetitive work?	0	0	0	1	1
9	How often do you have difficulty concentrating on what people say to you, even when they are speaking to you directly?	0	0	1	1	1
10	How often do you misplace or have difficulty finding things at home or at work?	0	0	0	1	1



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Client Responses (cont.)

		Never	Rarely	Sometimes	Often	Very Often
11	How often are you distracted by activity or noise around you?	0	0	0	1	1
12	How often do you leave your seat in meetings or other situations in which you are expected to remain seated?	0	0	1	1	1
13	How often do you feel restless or fidgety?	0	0	0	1	1
14	How often do you have difficulty unwinding and relaxing when you have time to yourself?	0	0	0	1	1
15	How often do you find yourself talking too much when you are in social situations?	0	0	0	1	1
16	When you're in a conversation, how often do you find yourself finishing the sentences of the people you are talking to, before they can finish them themselves?	0	0	1	1	1
17	How often do you have difficulty waiting your turn in situations when turn taking is required?	0	0	0	1	1
18	How often do you interrupt others when they are busy?	0	0	1	1	1



Client Information

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Date of birth (age) 2 December 1973 (50)

Assessment Information

Assessment Camouflaging Autistic Traits Questionnaire (CAT-Q)
Date administered 3 November 2024
Assessor Admin Lead
Time taken 4 minutes 4 seconds

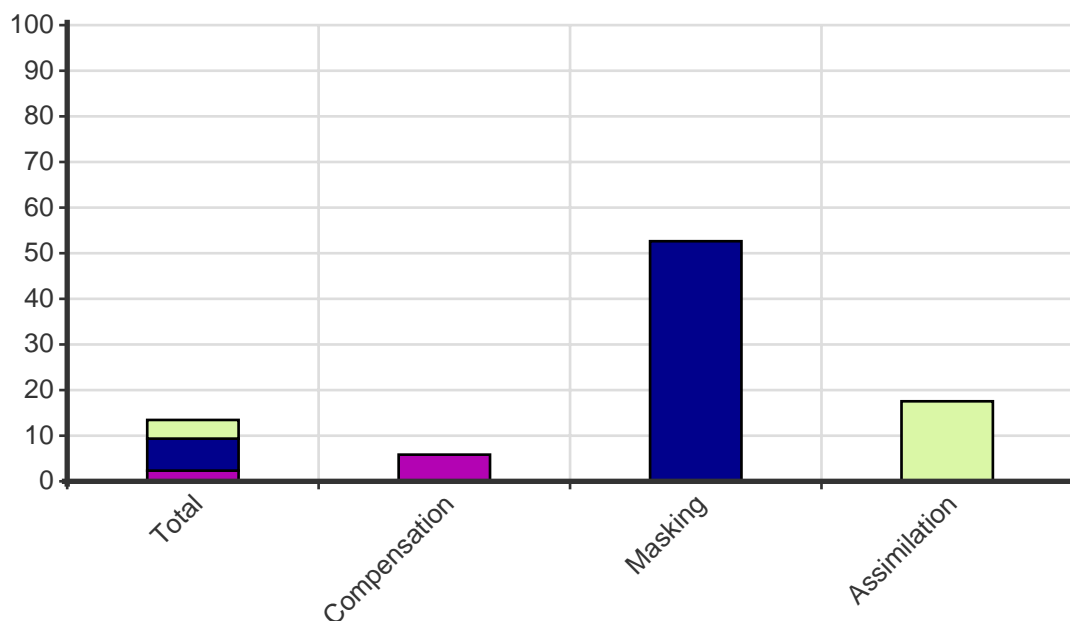
Results

	Raw Score	Normative Percentile	Clinical Percentile
Total Score (25-175)	71	14.2	7.2
Compensation (9-63)	13	5.9	2.5
Masking (8-56)	37	53.2	65.1
Assimilation (8-56)	21	17.9	4.6

Interpretive Text

Note. As male was the allocated gender for this client, these percentiles are calculated based upon male norms.

Normative Percentiles



Scoring and Interpretation Information

The total score ranges from 25–175 with higher scores reflecting



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Scoring and Interpretation Information (cont.)

greater camouflaging.

There are three subscales:

1. Compensation — (items 1, 4, 5, 8, 11, 14, 17, 20, and 23)
Strategies used to actively compensate for difficulties in social situations. Examples: copying body language and facial expressions, learning social cues from movies and books.
2. Masking — (items 2, 6, 9, 12, 15, 18, 21, and 24)
Strategies used to hide autistic characteristics or portray a non-autistic persona. Examples: adjusting face and body to appear confident and/or relaxed, forcing eye contact.
3. Assimilation — (items 3, 7, 10, 13, 16, 19, 22, and 25)
Strategies used to try to fit in with others in social situations. Examples: Putting on an act, avoiding or forcing interactions with others.

Percentiles are calculated, comparing scores against non-autistic and Autistic males, females, or combined males/females (if your client's gender is not specified; Hull et al., 2020), indicating how the respondent scored in relation to a typical pattern of responding for non-autistic and autistic adults.

For example, an Autism percentile of 50 for females indicates the individual has typical Camouflaging compared to the Autistic population, which corresponds to an approximate 89th percentile compared with a non-autistic population i.e., what is "normal" for someone with Autism is unusual compared to people without Autism.

Below are some considerations relevant for interpreting scores:

- High total scores correlate with social anxiety in both individuals with Autism and non-autistic. Therefore, high percentile scores relative to the normative sample (i.e. above 84) indicates either non-autistic social anxiety or camouflaging of autistic traits.
- Autistic females demonstrate higher total camouflaging scores than autistic males, but there is no camouflaging gender difference for non-autistic people.
- Autistic males score lower on Masking than their non-autistic counterparts, but do score higher in Compensation and Assimilation.
- In individuals with Autism, the total score and the Assimilation score negatively correlate with well-being.
- In non-autistic people, all scores negatively correlate with well-being.
- In individuals with Autism, all scores were correlated with depression and generalised anxiety.



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Client Responses

		Strongly Disagree	Disagree	Somewh at Disagree	Neither Agree nor Disagree	Somewh at Agree	Agree	Strongly Agree
1	When I am interacting with someone, I deliberately copy their body language or facial expressions.	1	2	3	4	5	6	7
2	I monitor my body language or facial expressions so that I appear relaxed.	1	2	3	4	5	6	7
3	I rarely feel the need to put on an act in order to get through a social situation.	7	6	5	4	3	2	1
4	I have developed a script to follow in social situations.	1	2	3	4	5	6	7
5	I will repeat phrases that I have heard others say in the exact same way that I first heard them.	1	2	3	4	5	6	7
6	I adjust my body language or facial expressions so that I appear interested by the person I am interacting with.	1	2	3	4	5	6	7
7	In social situations, I feel like I'm 'performing' rather than being myself.	1	2	3	4	5	6	7
8	In my own social interactions, I use behaviours that I have learned from watching other people interacting.	1	2	3	4	5	6	7
9	I always think about the impression I make on other people.	1	2	3	4	5	6	7
10	I need the support of other people in order to socialise.	1	2	3	4	5	6	7
11	I practice my facial expressions and body language to make sure they look natural.	1	2	3	4	5	6	7
12	I don't feel the need to make eye contact with other people if I don't want to.	7	6	5	4	3	2	1
13	I have to force myself to interact with people when I am in social situations.	1	2	3	4	5	6	7
14	I have tried to improve my understanding of social skills by watching other people.	1	2	3	4	5	6	7
15	I monitor my body language or facial expressions so that I appear interested by the person I am interacting with.	1	2	3	4	5	6	7
16	When in social situations, I try to find ways to avoid interacting with others.	1	2	3	4	5	6	7
17	I have researched the rules of social interactions to improve my own social skills.	1	2	3	4	5	6	7
18	I am always aware of the impression I make on other people.	1	2	3	4	5	6	7
19	I feel free to be myself when I am with other people.	7	6	5	4	3	2	1



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Client Responses (cont.)

		Strongly Disagree	Disagree	Somewh at Disagree	Neither Agree nor Disagree	Somewh at Agree	Agree	Strongly Agree
20	I learn how people use their bodies and faces to interact by watching television or films, or by reading fiction.	1	2	3	4	5	6	7
21	I adjust my body language or facial expressions so that I appear relaxed.	1	2	3	4	5	6	7
22	When talking to other people, I feel like the conversation flows naturally.	7	6	5	4	3	2	1
23	I have spent time learning social skills from television shows and films, and try to use these in my interactions.	1	2	3	4	5	6	7
24	In social interactions, I do not pay attention to what my face or body are doing.	7	6	5	4	3	2	1
25	In social situations, I feel like I am pretending to be 'normal'.	1	2	3	4	5	6	7



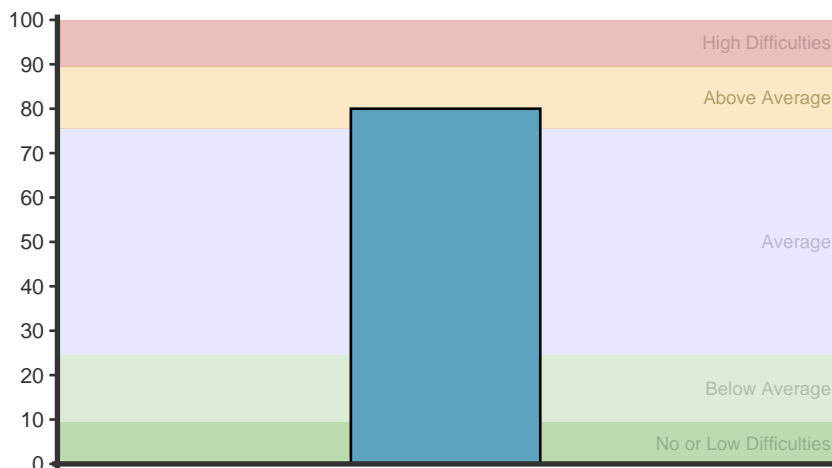
Executive Skills Questionnaire - Revised (ESQ-R)

Client Name	Rob McMaken	Date administered	3 Nov 2024
Date of birth (age)	2 Dec 1973 (50)	Time taken	2 min 35s
Assessor	Admin Lead		

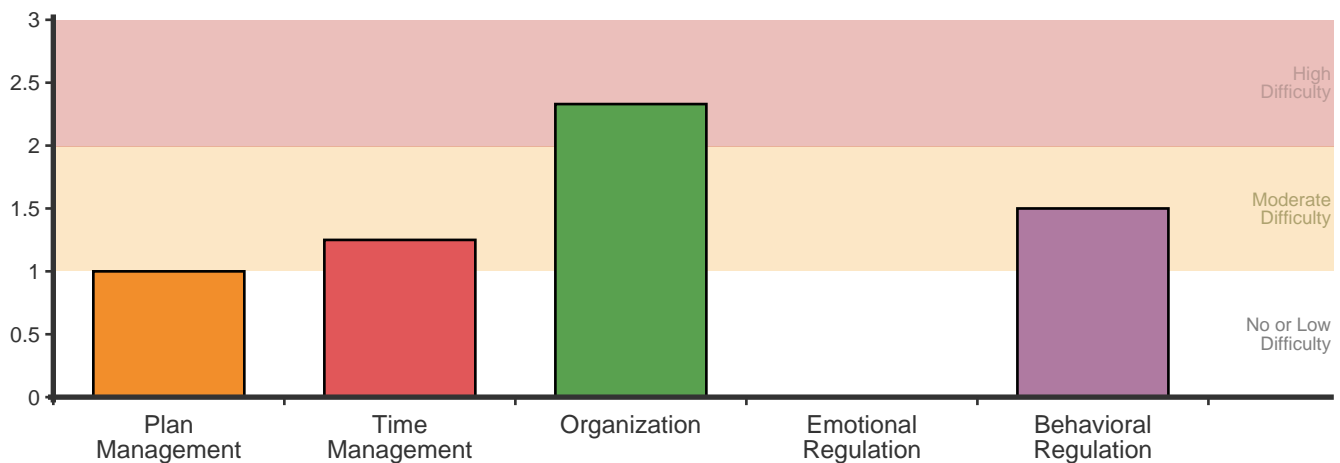
Results

	Score	Average Score (0-3)	Percentile	Descriptor
ESQ-R Total (0-75)	29	1.16	80	Above Average Difficulties
Plan Management (0-33)	11	1.00	75	No or Low Difficulty
Time Management (0-12)	5	1.25	81	Moderate Difficulty
Organization (0-9)	7	2.33	98.8	High Difficulty
Emotional Regulation (0-9)	0	0.00	5	No or Low Difficulty
Behavioral Regulation (0-12)	6	1.50	79	Moderate Difficulty

Executive Functioning Skills Percentile



Executive Functioning Skills Average Scores





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Interpretation

The respondent scored 29 out of 75 on the Executive Skills Questionnaire–Revised (ESQ–R). This score is on the 80th percentile when compared to working adults, indicating that the respondent has above average difficulties with executive functioning. above average score suggests that the respondent may benefit from treatment and intervention strategies aimed at strengthening their executive functioning skills.

The average scores indicate that the respondent is experiencing no or low difficulty with 2 areas of executive functioning, moderate difficulty with 2 areas of executive functioning, and a high level of difficulty with 1 area of executive functioning.

Plan Management. The responses indicate a strength in plan management, suggesting that the individual is adept at creating and managing plans for tasks. This skill is crucial for setting and achieving goals, and likely contributes to efficient and effective task completion. Such strengths in executive functioning may enhance productivity and organizational abilities in both personal and professional contexts.

Time Management. The responses indicate moderate challenges with time management, suggesting occasional difficulties in estimating, allocating, and adhering to time constraints. These challenges may lead to occasional missed deadlines or time-related stress. Strategies such as setting reminders, breaking tasks into smaller steps, and regular review of time management practices can be beneficial.

Organization. The responses indicate notable difficulties with organizational skills, which may manifest as challenges in creating and maintaining systems and keeping track of information or materials. These difficulties can lead to clutter, missed information, and inefficiencies. Interventions such as organizational skills training, the use of checklists, and decluttering strategies can be beneficial.

Emotional Regulation. The responses indicate a strength in emotional regulation, suggesting that the individual effectively manages emotions to achieve goals and complete tasks. This ability is crucial for maintaining focus and composure in various situations. Such skills likely contribute to better stress management and more consistent performance.

Behavioral Regulation. The responses indicate moderate difficulties with behavioral regulation, reflecting occasional challenges in managing behavior, thinking before acting, and considering the consequences of actions. These difficulties may result in periodic impulsive actions or decision-making challenges. Interventions such as self-monitoring, developing coping strategies, and practising impulse control techniques can be beneficial.

Scoring and Interpretation Information

For comprehensive information on the Executive Skills Questionnaire–Revised (ESQ–R), [see here](#).

The Executive Skills Questionnaire–Revised (ESQ–R) yields a total score between 0 and 75, with higher scores indicating more (frequent) difficulties with executive functioning skills (Strait et al., 2020). Each item is rated on a 4-point Likert-type scale from 0 to 3 reflecting the frequency with which a respondent experiences a specific difficulty. The 25 items cover five areas of executive functioning, as follows.



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Scoring and Interpretation Information (cont.)

- Plan Management (Items 6, 7, 12, 13, 14, 16, 17, 18, 22, 23, and 24)

Ability to create and manage plans for accomplishing tasks. This factor includes the executive skills of planning/prioritisation, sustained attention, flexibility, metacognition, emotional control, and goal-directed persistence.

- Time Management (Items 10, 11, 15, and 20)

Ability to organize various aspects of time, including estimating and allocating time and working within time constraints. This factor includes the executive skills of time management, task initiation, and working memory.

- Organization (Items 3, 8, and 9)

Ability to create and maintain systems and keep track of information or materials. This factor includes the executive skills of working memory and organization.

- Emotional Regulation (Items 4, 5, and 21)

Ability to manage emotions to achieve goals, complete tasks, or control and direct behavior. This factor includes the executive skill of emotional control.

- Behavioral Regulation (Items 1, 2, 19, and 25)

Ability to manage behavior (avoid undesirable behaviors, increase desirable behaviors), think before acting or responding, and consider the consequences of actions. This factor includes the executive skills of response inhibition and goal-directed persistence.

The total score is presented as a percentile relative to a sample of working adults, contextualising the respondent's score relative to the typical level of (difficulties with) executive functioning skills in the community. For example, the 50th percentile represents the typical level of challenges with executive functioning skills.

The scoring approach uses qualitative descriptors to categorise the total score. Each qualitative descriptor corresponds to a specific range of percentiles (Nasir et al., 2021).

- Low Difficulties (less than or equal to the 10th percentile)
- Below Average Difficulties (percentile between 10 and 24)
- Average Difficulties (percentile between 25 and 75)
- Above Average Difficulties (percentile between 76 and 89)
- High Difficulties (greater than or equal to the 90th percentile)

An above average or high score suggests that the respondent has clinically significant challenges with executive functioning skills. Used as part of an assessment for neurodivergence, people diagnosed with ADHD tend to have more difficulty with behavioral regulation, while people diagnosed with autism tend to have difficulties with planning and flexibility (Craig et al., 2016). Patterns of responding on the subscales can provide an executive functioning profile that can be used as part of comprehensive assessments.

For each of the five areas of executive functioning, the respondent's average score is presented together with a descriptor of the level of difficulty. The descriptors and average rating value ranges are as follows:

- No or Low Difficulty: 0-1



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Scoring and Interpretation Information (cont.)

- Moderate Difficulty: 1.01-1.99
- High Difficulty: 2-3

Areas of executive functioning with the “High Difficulty” descriptor warrant further exploration because it indicates that the respondent often or very often faces challenges in those areas.

If administered more than once, a meaningful change in difficulties with executive functioning skills is defined as a change of 5 or more points in the total score based on a Minimally Important Difference (MID) calculation.

Client Responses

		Never or rarely	Sometimes	Often	Very often
1	I act on impulse.	0	1	2	3
2	I say things without thinking.	0	1	2	3
3	I lose things.	0	1	2	3
4	I have a short fuse.	0	1	2	3
5	I get upset when things don't go as planned.	0	1	2	3
6	I run out of steam before finishing a task.	0	1	2	3
7	It's hard for me to set priorities when I have a lot of things to do.	0	1	2	3
8	My desk or workspace is a mess.	0	1	2	3
9	I have trouble keeping my house or room clean.	0	1	2	3
10	I have trouble estimating how long it will take to complete a task.	0	1	2	3
11	I'm slow at getting ready for school, work, or appointments.	0	1	2	3
12	If the first solution to a problem doesn't work, I have trouble thinking of a different one.	0	1	2	3
13	I skip checking my work for mistakes, even when the stakes are high.	0	1	2	3
14	I get annoyed when tasks are too hard.	0	1	2	3



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Client Responses (cont.)

		Never or rarely	Sometimes	Often	Very often
15	It's hard for me to put aside fun activities to start things I know I need to do.	0	1	2	3
16	I have trouble with tasks where I have to come up with my own ideas.	0	1	2	3
17	It's hard for me to tell how well I'm doing on a task.	0	1	2	3
18	I have trouble reaching long-term goals.	0	1	2	3
19	I "go with my gut" when making decisions.	0	1	2	3
20	I get so wrapped up in what I'm doing that I forget about other things I need to do.	0	1	2	3
21	Little things frustrate me.	0	1	2	3
22	I have trouble getting back on track if I'm interrupted.	0	1	2	3
23	I have trouble making a plan.	0	1	2	3
24	I miss the big picture.	0	1	2	3
25	I live for the moment.	0	1	2	3



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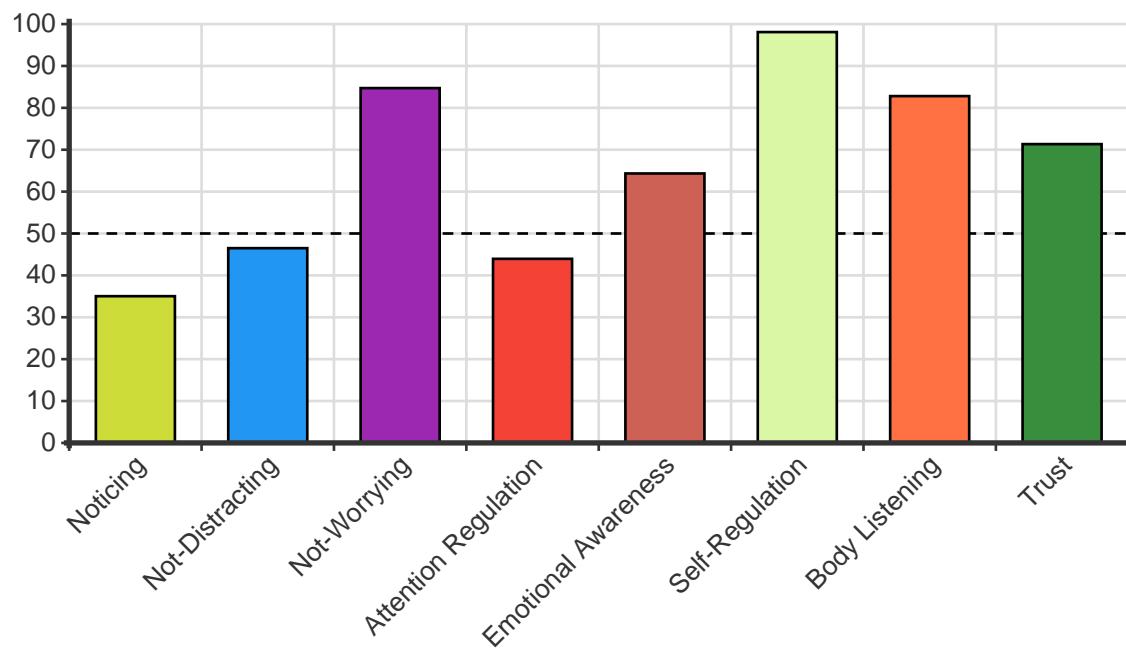
Assessment Information

Assessment Multidimensional Assessment of Interoceptive Awareness - Version 2 (MAIA-2)
Date administered 3 November 2024
Assessor Admin Lead
Time taken 5 minutes 12 seconds

Results

	Average Score (0-5)	Normative Percentile
Noticing	3	35.3
Not-Distracting	2	47
Not-Worrying	3.4	85
Attention Regulation	2.71	44
Emotional Awareness	3.8	64.6
Self-Regulation	5	98.6
Body Listening	3.33	83.3
Trust	4	71.5

Scale Percentiles





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Scoring and Interpretation Information

Scores are between 0 and 5, where higher score equates to more awareness of bodily sensation. A percentile is also calculated, indicating how the responded scored in comparison to a normative sample. Interpretation using percentiles helps contextualise scores. For example, percentile below 50 indicate that the individual scored below what is typical. Extreme percentile scores (below 10 or above 90) are of particular clinical significance.

The MAIA-2 consists of eight scales:

1. Noticing (Items 1-4): Awareness of uncomfortable, comfortable, and neutral body sensations
2. Not-Distracting (Items 5-10): Higher scores suggest a more tuned in relationship to unpleasant sensations, and is typically considered to be adaptive. Lower scores indicate the tendency to ignore or distract oneself from sensations of pain or discomfort.
3. Not-Worrying (Items 11-15): Higher scores indicate less rumination about discomfort. Low scores indicate emotional distress or worry with sensations of pain or discomfort
4. Attention Regulation (Items 16-22): Ability to sustain and control attention to body sensation
5. Emotional Awareness (Items 23-27): Awareness of the connection between body sensations and emotional states
6. Self-Regulation (Items 28-31): Ability to regulate psychological distress by attention to body sensations
7. Body Listening (Items 32-34): Actively listens to the body for insight
8. Trust (Items 35-37): Experiences one's body as safe and trustworthy

The results from the MAIA-2 focus upon the individual scale scores as a total score is not meaningful (Mehling et al., 2012).

Client Responses

		Never	Very Rarely	Rarely	Occasional ly	Very Frequently	Always
1	When I am tense I notice where the tension is located in my body.	0	1	2	3	4	5
2	I notice when I am uncomfortable in my body.	0	1	2	3	4	5
3	I notice where in my body I am comfortable.	0	1	2	3	4	5
4	I notice changes in my breathing, such as whether it slows down or speeds up.	0	1	2	3	4	5
5	I ignore physical tension or discomfort until they become more severe.	5	4	3	2	1	0



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Client Responses (cont.)

		Never	Very Rarely	Rarely	Occasional ly	Very Frequently	Always
6	I distract myself from sensations of discomfort.	5	4	3	2	1	0
7	When I feel pain or discomfort, I try to power through it.	5	4	3	2	1	0
8	I try to ignore pain.	5	4	3	2	1	0
9	I push feelings of discomfort away by focusing on something.	5	4	3	2	1	0
10	When I feel unpleasant body sensations, I occupy myself with something else so I don't have to feel them.	5	4	3	2	1	0
11	When I feel physical pain, I become upset.	5	4	3	2	1	0
12	I start to worry that something is wrong if I feel any discomfort.	5	4	3	2	1	0
13	I can notice an unpleasant body sensation without worrying about it.	0	1	2	3	4	5
14	I can stay calm and not worry when I have feelings of discomfort or pain.	0	1	2	3	4	5
15	When I am in discomfort or pain I can't get it out of my mind.	5	4	3	2	1	0
16	I can pay attention to my breath without being distracted by things happening around me.	0	1	2	3	4	5
17	I can maintain awareness of my inner bodily sensations even when there is a lot going on around me.	0	1	2	3	4	5
18	When I am in conversation with someone, I can pay attention to my posture.	0	1	2	3	4	5
19	I can return awareness to my body if I am distracted.	0	1	2	3	4	5
20	I can refocus my attention from thinking to sensing my body.	0	1	2	3	4	5
21	I can maintain awareness of my whole body even when a part of me is in pain or discomfort.	0	1	2	3	4	5
22	I am able to consciously focus on my body as a whole.	0	1	2	3	4	5
23	I notice how my body changes when I am angry.	0	1	2	3	4	5
24	When something is wrong in my life I can feel it in my body.	0	1	2	3	4	5



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Client Responses (cont.)

		Never	Very Rarely	Rarely	Occasional ly	Very Frequently	Always
25	I notice that my body feels different after a peaceful experience.	0	1	2	3	4	5
26	I notice that my breathing becomes free and easy when I feel comfortable.	0	1	2	3	4	5
27	I notice how my body changes when I feel happy / joyful.	0	1	2	3	4	5
28	When I feel overwhelmed I can find a calm place inside.	0	1	2	3	4	5
29	When I bring awareness to my body I feel a sense of calm.	0	1	2	3	4	5
30	I can use my breath to reduce tension.	0	1	2	3	4	5
31	When I am caught up in thoughts, I can calm my mind by focusing on my body/breathing.	0	1	2	3	4	5
32	I listen for information from my body about my emotional state.	0	1	2	3	4	5
33	When I am upset, I take time to explore how my body feels.	0	1	2	3	4	5
34	I listen to my body to inform me about what to do.	0	1	2	3	4	5
35	I am at home in my body.	0	1	2	3	4	5
36	I feel my body is a safe place.	0	1	2	3	4	5
37	I trust my body sensations.	0	1	2	3	4	5



Client Information

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Date of birth (age) 2 December 1973 (50)

Assessment Information

Assessment Ritvo Autism Asperger Diagnostic Scale – Revised (RAADS-R)
Date administered 3 November 2024
Assessor Admin Lead
Time taken 9 minutes 23 seconds

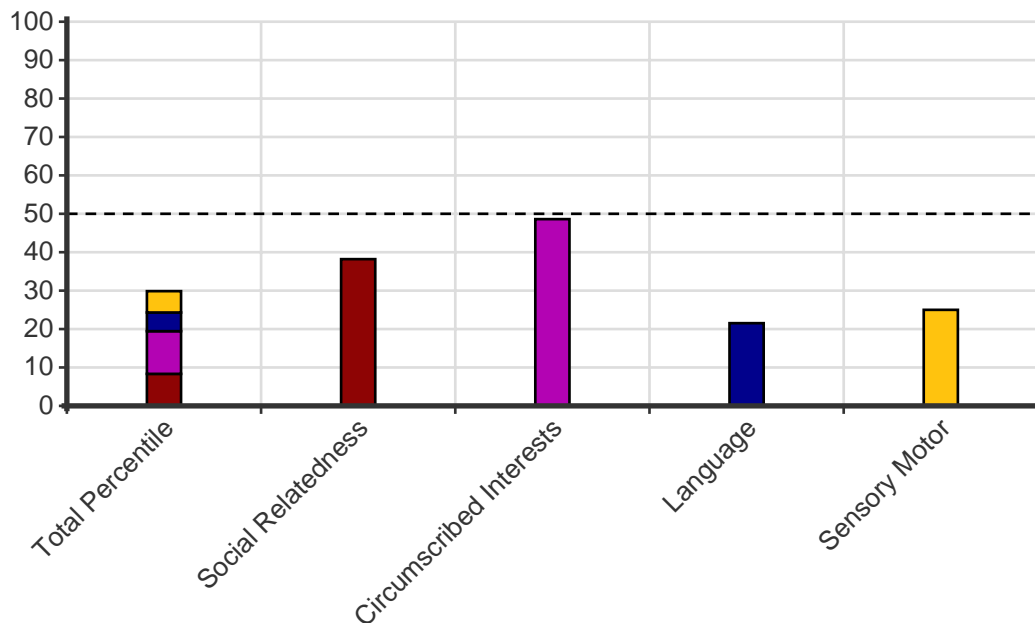
Results

	Raw Score	Neurotypical Percentile	Autism Percentile	Descriptor
Total Score (0-240)	18	31	0.1	Neurotypical Range
Social Relatedness (0-117)	9	38.7	0.1	Neurotypical Range
Circumscribed Interests (0-42)	6	49.1	0.6	Neurotypical Range
Language (0-21)	0	22.1	1	Neurotypical Range
Sensory Motor (0-60)	3	25	1.7	Neurotypical Range

Interpretive Text

This individual's score was below the cutoff of 65, indicating their responses are not consistent with Autism

Neurotypical Percentiles





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Scoring and Interpretation Information

The total score of the RAADS-R ranges from 0 - 240, with a higher score more indicative of behaviours and symptoms consistent with Autism. Scores at or above 65 are consistent with Autism.

There is also a non-autistic and Autism percentile calculated that compares the respondent's score with a comparison control group of non-autistic adults (Mean = 25.95, SD = 16.04) and adults with an Autism diagnosis (Mean = 133.81, SD = 37.72; Ritvo et al., 2011). The graph shows the respondent's pattern of responding compared with the non-autistic sample, with the 50th percentile marking the average response for someone without Autism.

These percentiles can be helpful for interpretation as they contextualise scores in comparison to a typical pattern of responding for non-autistic adults and adults with Autism. For example, a normative percentile of 80 indicates the individual scored higher than 80 percent of the non-autistic comparison group. The cutoff raw score of 65 is above the 99th percentile on the non-autistic percentile, whereas this is at about the 3rd percentile for adults with Autism.

There are four subscales:

1. Social Relatedness Problems: how well the individual relates to others (e.g. sympathy, empathy, politeness, relationship skills).

Scores above 30 are considered to be of significance.

39 questions: 1, 3, 5, 6, 8, 11, 12, 14, 17, 18, 20, 21, 22, 23, 25, 26, 28, 31, 37, 38, 39, 43, 44, 45, 47, 48, 53, 54, 55, 60, 61, 64, 68, 69, 72, 76, 77, 79, 80

2. Circumscribed Interests: how broad-ranging the individual's interests are and how much they talk about these interests.

Scores above 14 are considered to be of significance.

14 questions: 9, 13, 24, 30, 32, 40, 41, 50, 52, 56, 63, 70, 75, 78:

3. Language: how often the individual uses words and phrases from movies or television in conversations and the ability to understand language nuances (e.g. metaphor).

Scores above 3 are considered to be of significance.

7 questions: 2, 7, 15, 27, 35, 58, 66

4. Sensory Motor: a measure of how much the individual struggles with sensory sensitivities, how often they engage in self-stimulatory behaviours, and the individual's atypical speech patterns and tone of voice.

Scores above 15 are considered to be of significance.

20 questions: 4, 10, 16, 19, 29, 33, 34, 36, 46, 42, 49, 51, 57, 59, 62, 65, 67, 71, 73, 74

The self-report nature of this assessment may mean that individuals



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Scoring and Interpretation Information (cont.)

with low reflective capacity/insight score low on the RAADS-R despite having diagnosable Autism. It is therefore recommended that clinician's inspect individual responses to items to judge the veracity of self-reported problems.

Client Responses

		True now and when I was young	Only true now	True only when I was younger than 16	Never true
1	I am a sympathetic person.	0	1	2	3
2	I often use words and phrases from movies and television in conversations.	3	2	1	0
3	I am often surprised when others tell me I have been rude.	3	2	1	0
4	Sometimes I talk too loudly or too softly, and I am not aware of it.	3	2	1	0
5	I often don't know how to act in social situations.	3	2	1	0
6	I can 'put myself in other people's shoes.'	0	1	2	3
7	I have a hard time figuring out what some phrases mean, like 'you are the apple of my eye.'	3	2	1	0
8	I only like to talk to people who share my special interests.	3	2	1	0
9	I focus on details rather than the overall idea.	3	2	1	0
10	I always notice how food feels in my mouth. This is more important to me than how it tastes.	3	2	1	0
11	I miss my best friends or family when we are apart for a long time.	0	1	2	3
12	Sometimes I offend others by saying what I am thinking, even if I don't mean to.	3	2	1	0
13	I only like to think and talk about a few things that interest me.	3	2	1	0
14	I'd rather go out to eat in a restaurant by myself than with someone I know.	3	2	1	0
15	I cannot imagine what it would be like to be someone else.	3	2	1	0
16	I have been told that I am clumsy or uncoordinated.	3	2	1	0



Client Name | Rob McMaken

Client Responses (cont.)

		True now and when I was young	Only true now	True only when I was younger than 16	Never true
17	Others consider me odd or different.	3	2	1	0
18	I understand when friends need to be comforted.	0	1	2	3
19	I am very sensitive to the way my clothes feel when I touch them. How they feel is more important to me than how they look.	3	2	1	0
20	I like to copy the way certain people speak and act. It helps me appear more normal.	3	2	1	0
21	It can be very intimidating for me to talk to more than one person at the same time.	3	2	1	0
22	I have to 'act normal' to please other people and make them like me.	3	2	1	0
23	Meeting new people is usually easy for me.	0	1	2	3
24	I get highly confused when someone interrupts me when I am talking about something I am very interested in.	3	2	1	0
25	It is difficult for me to understand how other people are feeling when we are talking.	3	2	1	0
26	I like having a conversation with several people, for instance around a dinner table, at school or at work.	0	1	2	3
27	I take things too literally, so I often miss what people are trying to say.	3	2	1	0
28	It is very difficult for me to understand when someone is embarrassed or jealous.	3	2	1	0
29	Some ordinary textures that do not bother others feel very offensive when they touch my skin.	3	2	1	0
30	I get extremely upset when the way I like to do things is suddenly changed.	3	2	1	0
31	I have never wanted or needed to have what other people call an 'intimate relationship.'	3	2	1	0
32	It is difficult for me to start and stop a conversation. I need to keep going until I am finished.	3	2	1	0
33	I speak with a normal rhythm.	0	1	2	3
34	The same sound, colour or texture can suddenly change from very sensitive to very dull.	3	2	1	0
35	The phrase 'I've got you under my skin' makes me uncomfortable.	3	2	1	0



Client Name | Rob McMaken

Client Responses (cont.)

		True now and when I was young	Only true now	True only when I was younger than 16	Never true
36	Sometimes the sound of a word or a high-pitched noise can be painful to my ears.	3	2	1	0
37	I am an understanding type of person.	0	1	2	3
38	I do not connect with characters in movies and cannot feel what they feel.	3	2	1	0
39	I cannot tell when someone is flirting with me.	3	2	1	0
40	I can see in my mind in exact detail things that I am interested in.	3	2	1	0
41	I keep lists of things that interest me, even when they have no practical use (for example sports statistics, train schedules, calendar dates, historical facts and dates).	3	2	1	0
42	When I feel overwhelmed by my senses, I have to isolate myself to shut them down.	3	2	1	0
43	I like to talk things over with my friends.	0	1	2	3
44	I cannot tell if someone is interested or bored with what I am saying.	3	2	1	0
45	It can be very hard to read someone's face, hand and body movements when they are talking.	3	2	1	0
46	The same thing (like clothes or temperatures) can feel very different to me at different times.	3	2	1	0
47	I feel very comfortable with dating or being in social situations with others.	0	1	2	3
48	I try to be as helpful as I can when other people tell me their personal problems.	0	1	2	3
49	I have been told that I have an unusual voice (for example flat, monotone, childish, or high-pitched).	3	2	1	0
50	Sometimes a thought or a subject gets stuck in my mind and I have to talk about it even if no one is interested.	3	2	1	0
51	I do certain things with my hands over and over again (like flapping, twirling sticks or strings, waving things by my eyes).	3	2	1	0
52	I have never been interested in what most of the people I know consider interesting.	3	2	1	0
53	I am considered a compassionate type of person.	0	1	2	3
54	I get along with other people by following a set of specific rules that help me look normal.	3	2	1	0



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Client Responses (cont.)

		True now and when I was young	Only true now	True only when I was younger than 16	Never true
55	It is very difficult for me to work and function in groups.	3	2	1	0
56	When I am talking to someone, it is hard to change the subject. If the other person does so, I can get very upset and confused.	3	2	1	0
57	Sometimes I have to cover my ears to block out painful noises (like vacuum cleaners or people talking too much or too loudly).	3	2	1	0
58	I can chat and make small talk with people.	0	1	2	3
59	Sometimes things that should feel painful are not (for instance when I hurt myself or burn my hand on the stove).	3	2	1	0
60	When talking to someone, I have a hard time telling when it is my turn to talk or to listen.	3	2	1	0
61	I am considered a loner by those who know me best.	3	2	1	0
62	I usually speak in a normal tone.	0	1	2	3
63	I like things to be exactly the same day after day and even small changes in my routines upset me.	3	2	1	0
64	How to make friends and socialise is a mystery to me.	3	2	1	0
65	It calms me to spin around or to rock in a chair when I'm feeling stressed.	3	2	1	0
66	The phrase, 'He wears his heart on his sleeve,' does not make sense to me.	3	2	1	0
67	If I am in a place where there are many smells, textures to feel, noises or bright lights, I feel anxious or frightened.	3	2	1	0
68	I can tell when someone says one thing but means something else.	0	1	2	3
69	I like to be by myself as much as I can.	3	2	1	0
70	I keep my thoughts stacked in my memory like they are on filing cards, and I pick out the ones I need by looking through the stack and finding the right one (or another unique way).	3	2	1	0
71	The same sound sometimes seems very loud or very soft, even though I know it has not changed.	3	2	1	0
72	I enjoy spending time eating and talking with my family and friends.	0	1	2	3
73	I can't tolerate things I dislike (like smells, textures, sounds or colours).	3	2	1	0



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Client Responses (cont.)

		True now and when I was young	Only true now	True only when I was younger than 16	Never true
74	I don't like to be hugged or held.	3	2	1	0
75	When I go somewhere, I have to follow a familiar route or I can get very confused and upset.	3	2	1	0
76	It is difficult to figure out what other people expect of me.	3	2	1	0
77	I like to have close friends.	0	1	2	3
78	People tell me that I give too much detail.	3	2	1	0
79	I am often told that I ask embarrassing questions.	3	2	1	0
80	I tend to point out other people's mistakes.	3	2	1	0



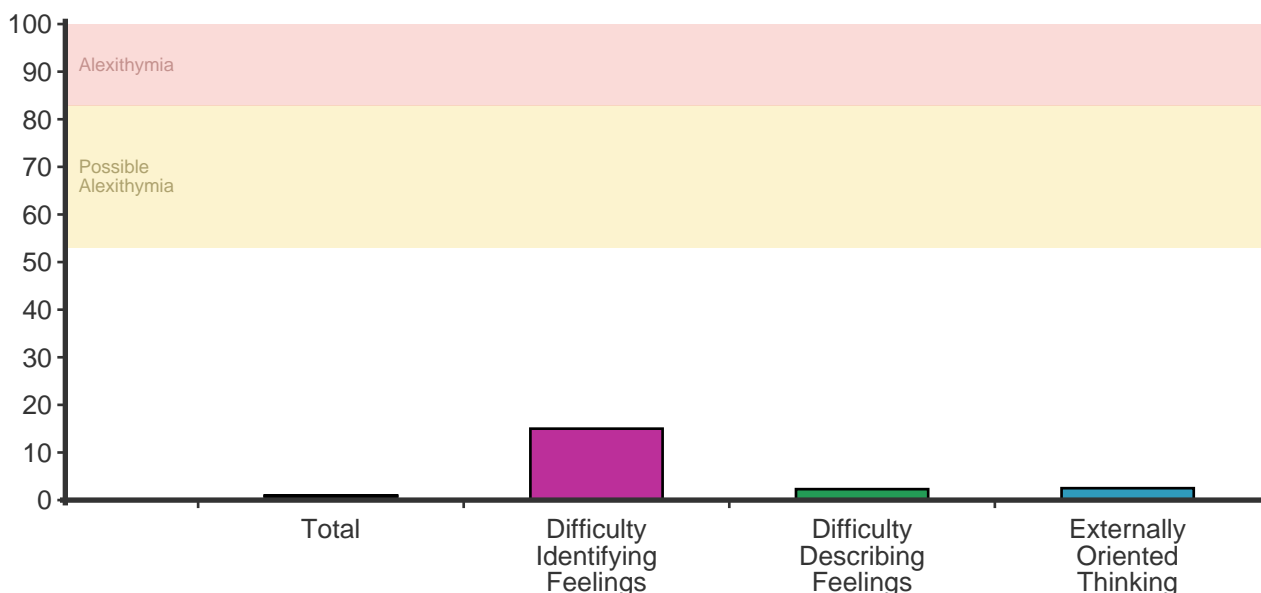
Toronto Alexithymia Scale (TAS)

<i>Client Name</i>	Rob McMaken	<i>Date administered</i>	3 Nov 2024
<i>Date of birth (age)</i>	2 Dec 1973 (50)	<i>Time taken</i>	4 min 35s
<i>Assessor</i>	Admin Lead		

Results

	Score	Percentile	Descriptor
Total (20-100)	27	1	-
Difficulty Identifying Feelings (7-35)	9	15	-
Difficulty Describing Feelings (5-25)	5	2.3	-
Externally Oriented Thinking (8-40)	13	2.5	-

Alexithymia Percentiles



Interpretation

The client's responses on the Toronto Alexithymia Scale (TAS) indicate that they are unlikely to be alexithymic. This suggests that they are proficient at identifying and articulating their emotional states, contributing positively to emotional wellbeing.

Scoring and Interpretation Information

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

A total score from 20 to 100 is calculated by summing all 20 responses. Higher scores indicate a greater difficulty with identifying, describing and processing emotions.

Ranges for clinical significance (Bagby & Taylor, 1997) are as follows.



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Scoring and Interpretation Information (cont.)

No Alexithymia: 20-51 (Percentiles: Male, 0-52.9; Female, 0-59.9; Combined, 0-56.9)

- Individuals scoring in this range are unlikely to experience significant difficulties identifying, describing and differentiating between emotions.

Possible Alexithymia: 52-60 (Percentiles: Male, 53-82.9; Female, 60-84.9; Combined, 57-83.9)

- Individuals scoring in this range may benefit from further clinical assessment to determine how their level of reflective capacity affects their functioning. These individuals may encounter difficulties with emotion awareness and differentiating between emotions, as well as expressing and regulating emotions.

Alexithymia: 61-100 (Percentiles: Male, 83-100; Female, 85-100; Combined, 84-100)

- Individuals scoring in this range may experience difficulties identifying and describing their feelings. They may experience emotions particularly in terms of their physical sensations and have difficulties with their regulation and communication. This individual may tend to focus their attention on external events rather than on internal experiences. The impact of this level of alexithymia may be observable in the individual's level of functioning and quality of relationships. In therapy, this individual may benefit from mindfulness-based interventions that help increase attunement to internal experiences, emotion-focussed interventions enabling the client to practise recognising and labelling emotions, and learning skills to regulate their emotions.

When interpreting TAS total scores in the context of case conceptualisation, clinicians may wish to consider that the TAS does not distinguish between the different ways of classifying and understanding alexithymia evident in the literature. Alexithymia can be thought of as primary (developmental) or secondary (the result of psychological stress, illness or disease arising after childhood) in nature (Messina et al., 2014). This classification system shares similarities to the conceptualisation of alexithymia as a trait (relatively stable personality characteristic) or state (temporary or situational) phenomena (de Bruin et al., 2019). This classification concept can have treatment implications within some therapeutic frameworks as, for example, secondary or state alexithymia may be formulated as a defence mechanism protecting against emotional introspection. The development of a consensus remains the subject of ongoing research.

Difficulty Identifying Feelings: Items 1, 3, 6, 7, 9, 13, and 14

- The ability to recognise and identify internal emotions and distinguish between different feelings and bodily sensations. In therapy, trouble noticing emotions can hinder formulation, articulation of issues and goal setting.

Difficulty Describing Feelings: Items 2, 4, 11, 12, and 17

- The comfort and accuracy with which individuals can express their emotions to others. Includes the ability to find words for emotions and share those feelings effectively. Barriers to communication can hinder mutual understanding which may become an issue that leads to a lack of engagement in therapy.

Externally Oriented Thinking: Items 5, 8, 10, 15, 16, 18, 19, and 20

- The extent to which individuals tend to focus their attention on external events rather than internal experiences. High scorers may have a fixation on external stimuli as opposed to internal emotions. In addition, high scores may indicate low empathy.



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Client Responses

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I am often confused about what emotion I am feeling.	1	2	3	4	5
2	It is difficult for me to find the right words for my feelings.	1	2	3	4	5
3	I have physical sensations that even doctors don't understand.	1	2	3	4	5
4	I am able to describe my feelings easily.	5	4	3	2	1
5	I prefer to analyze problems rather than just describe them.	5	4	3	2	1
6	When I am upset, I don't know if I am sad, frightened, or angry.	1	2	3	4	5
7	I am often puzzled by sensations in my body.	1	2	3	4	5
8	I prefer to just let things happen rather than to understand why they turned out that way.	1	2	3	4	5
9	I have feelings that I can't quite identify.	1	2	3	4	5
10	Being in touch with emotions is essential.	5	4	3	2	1
11	I find it hard to describe how I feel about people.	1	2	3	4	5
12	People tell me to describe my feelings more.	1	2	3	4	5
13	I don't know what's going on inside me.	1	2	3	4	5
14	I often don't know why I am angry.	1	2	3	4	5
15	I prefer talking to people about their daily activities rather than their feelings.	1	2	3	4	5
16	I prefer to watch "light" entertainment shows rather than psychological dramas.	1	2	3	4	5
17	It is difficult for me to reveal my innermost feelings, even to close friends.	1	2	3	4	5
18	I can feel close to someone, even in moments of silence.	5	4	3	2	1
19	I find examination of my feelings useful in solving personal problems.	5	4	3	2	1



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Client Responses (cont.)

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
20	Looking for hidden meanings in movies or plays distracts from my enjoyment.	1	2	3	4	5

