

M-Q-ASC

MODIFIED - QUESTIONNAIRE FOR AUTISM SPECTRUM CONDITIONS

Ages 5-12

NAME: _____ AGE: _____ (years)

DOB: ____/____/____ GENDER: _____ Date of completion: ____/____/____

The following screening questionnaire is designed to identify behaviors and abilities in young people aged 5 to 19 years that could be associated with the characteristics of Autism Spectrum Conditions (ASC, frequently defined as ASD – Autism Spectrum Disorders). Below is a list of questions and statements. Please read each question and statement very carefully and rate how strongly you agree or disagree with it by circling your answer.

SECTION A Gendered Behaviour	<i>If the question describes your child's behavior when s/he was younger, please answer retrospectively.</i>			
Is s/he interested in looking feminine?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does or did s/he prefer to play with boys' toys?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Is s/he interested in looking masculine?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does or did s/he prefer to play with girls' toys?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does s/he like to carry an object (e.g. a favourite toy, a piece of cloth) which s/he touches or rubs to calm themselves?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree

SECTION B Sensory Sensitivity				
Is s/he bothered by bright lights or certain kind of lights (e.g. fluorescent light)?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does s/he have poor endurance and tire easily?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Is s/he distressed by certain smells or avoidant of certain tastes that are a part of a typical diet?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does s/he express distress during grooming (e.g. fights or cries during fingernail cutting, haircutting, combing) or when s/he is touched (e.g. someone touches his/her feet)?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Is s/he easily distracted and cannot focus his or her attention if there is a lot of noise around?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does s/he seek certain sensations (e.g. jumps, swings, spins, cannot sit still, fidgets, masturbates, leaves clothing twisted on body)?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree

SECTION C Compliant Behaviour				
Does s/he avoid complying with requests from an adult?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Is s/he well-behaved at home?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does s/he apologise when s/he makes a social error?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Is s/he well-behaved at school?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Is s/he emotional and his/her reactions out of proportion?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree

SECTION D

Friendships & Play

Does s/he enjoy playing with others?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does s/he enjoy playing or talking with the opposite gender?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does or did s/he have a special interest in friendship?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does s/he enjoy talking with others?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does s/he have many friends?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree

SECTION E

Social Masking

Do some social situations make him or her mute?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Is s/he shy in social situations?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does s/he have a facial 'mask' that hides his/her social confusion?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does his/her facial expression sometimes not match his/her mood, or the situation?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does or did s/he dominate when playing or talking with others?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree

SECTION F Imagination				
Did or does s/he enjoy fantasy worlds?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Is s/he interested in fiction?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Was or is his/her play as imaginative as other children's?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does or did s/he have imaginary friends or imaginary animals?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does or did s/he create his/her own complex 'setups' with toys?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree

SECTION G Imitation				
Does s/he copy or clone him/herself on others?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does s/he adopt a different persona in different situations?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does s/he avidly observe others playing or socialising?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Is s/he interested in looking gender neutral?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree
Does or did s/he role-play the teacher or other adults in his/her solitary games?	Definitely disagree	Slightly disagree	Slightly agree	Definitely agree

SECTION H

Medical history

Has s/he ever presented symptoms typical for <u>depression</u> (e.g. feeling sad, hopeless, trouble sleeping, changes in appetite – either loss or gain in weight, suicidal thoughts and attempts etc.)?	Yes	No
Has s/he ever presented symptoms typical for <u>anxiety</u> (e.g. dizziness, feeling lightheaded, frequent urination, feeling cold or blushing, body aches etc.)?	Yes	No
Has s/he ever presented symptoms typical for <u>panic attacks</u> (e.g. sense of terror, or impending doom or death, feeling dizzy, sweaty or having chills, chest pains, breathing difficulties etc.)?	Yes	No
Has s/he ever been diagnosed with <u>eating disorder</u> (i.e. anorexia or bulimia) or presented symptoms typical for eating disorders (e.g. an intense fear of gaining weight, excessive exercise and dieting, preoccupation with food and/or calories, provoking vomiting, excessive laxative use etc.)	Yes	No

SCORING for Modified Questionnaire for Autism Spectrum Conditions (M-Q-ASC)

Simcoe, Gilmour, Garnett, Attwood, Donovan & Kelly (In Press, March 2023; JADD)

Description:

The M-Q-ASC is a 36-item questionnaire designed to assess parent/caregiver perceptions of behaviour and abilities associated with autism in children aged 5-12 years, including those pertaining to the female presentation of ASD Level 1 and 2.

Scoring Information:

To score the questionnaire add up the numbers endorsed for each scale. Higher numbers indicate greater autism consistent behaviours.

To determine whether the child has more autism consistent behaviours, compare the child's scores to the norms as presented in the Table of Norms overleaf.

To Understand the Norms Further:

323 children aged 5-12 years participated in this study. including 111 parents of autistic children and 212 parents of neurotypical children.

Autistic females were differentiated from neurotypical females on 5 subscales:

- Gender Identity
- Sensory Sensitivity
- Compliant Behaviours
- Imagination
- Imitation

Autistic males were differentiated from neurotypical males on 2 subscales:

- Sensory Sensitivity
- Compliant Behaviours

NB: Whilst Sections D & E did not discriminate between autistic girls and neurotypical girls, the individual questions in each section are relevant to a diagnostic assessment and so we have left these sections in the questionnaire. Look at each question individually instead of as a whole construct.

That three Sections (subscales) discriminated between autistic girls and neurotypical girls, but not boys, supports the supposition that autistic females present differently from their male counterpart

Table 3. *Descriptive variables and Q-ASC Subscales for females (N = 132) and males (N = 191)*

		<i>Age</i>	<i>Gendered Behaviour</i>	<i>Sensory Sensitivity</i>	<i>Compliant Behaviour</i>	<i>Friendship and Play</i>	<i>Social Masking</i>	<i>Imagination</i>	<i>Imitation</i>
<i>FEMALES</i>									
<i>Autism group</i>									
	<i>Mean</i>	8.79	11.19	18.83	12.30	14.00	14.11	15.04	13.15
	<i>SD</i>	2.07	3.46	4.06	3.02	2.69	3.13	3.57	2.57
<i>Neurotypical group</i>									
	<i>Mean</i>	7.72	8.45	9.78	15.60	16.97	10.15	15.56	11.06
	<i>SD</i>	2.16	2.16	3.30	2.69	2.04	2.89	2.81	2.45
<i>MALES</i>									
<i>Autism group</i>									
	<i>Mean</i>	8.86	8.42	17.20	11.92	14.17	12.11	13.80	9.88
	<i>SD</i>	2.20	2.47	4.31	3.41	3.24	3.21	3.46	3.34
<i>Neurotypical group</i>									
	<i>Mean</i>	7.51	7.91	10.09	15.38	16.57	10.24	14.51	9.47
	<i>SD</i>	2.31	2.01	3.85	2.95	2.34	2.73	2.93	2.57

