



**SheSignals**

**Empowering Early Detection of Autism in Girls**

## Welcome to SheSignals

At SheSignals, we are dedicated to helping parents, guardians, educators, and clinicians recognize early signs of autism in girls, a population often overlooked due to subtle or masked presentations. Through precise screening tools and a deeper understanding of gender-specific behaviors, SheSignals strives to enable early support, intervention, and empowerment.

### Our Mission:

To close the diagnostic gap and foster early, accurate identification of autism in girls, allowing them to thrive with timely support.

## Did you know?

1. On average, women experience a 10-year delay in receiving an autism diagnosis from their first presentation to mental health services? This delay is particularly evident in women who exhibit more nuanced autistic traits and do not have intellectual disabilities.
2. A questionnaire conducted by the Autistic Girls Network found that 43% of autistic girls waited up to two years for a diagnosis, while 24% waited more than three years.
3. Autism Spectrum Disorder (ASD) is diagnosed more frequently in males than females, with traditional estimates suggesting a 4:1 male-to-female ratio. However, recent research indicates that this disparity may be due to under-diagnosis in females. Studies have found that nearly 80% of autistic females remain undiagnosed by age 18.
4. In the United States, approximately 1 in 36 child is diagnosed with autism. Boys are nearly four times more likely to be diagnosed than girls, with about 4 in 100 boys and 1 in 100 girls identified as having autism.
5. A 2022 study published in *Autism Research* found that autistic girls are more likely to first be misdiagnosed with anxiety, depression, borderline personality disorder, or eating disorders before receiving an autism diagnosis.
6. Almost 50% of autistic females surveyed reported receiving a mental health diagnosis *before* their autism was identified.
7. A 2021 meta-analysis found that late-diagnosed autistic women were three times more likely to experience major depressive disorder, self-harm, or suicidality compared to early-diagnosed individuals.
8. Boys are diagnosed with autism at much higher rates than girls. According to research, about 1 in 42 boys (around 2.4%) are diagnosed with autism, whereas 1 in 189 girls (around 0.5%) are diagnosed. This means boys are about four times more likely to be diagnosed early compared to girls.

## Why Early Detection Matters

Early detection of autism in girls is critical because autistic traits in females often present differently, more subtly, or are intentionally masked compared to males. Without early identification, girls are at higher risk of experiencing chronic mental health challenges, and delayed access to crucial support systems. Moreover, girls with autism are frequently misdiagnosed or diagnosed later than boys.

Early recognition in girls can be life-changing. It dramatically improves developmental outcomes by enabling access to therapies, support systems, and educational accommodations when they are most impactful.

It is the key to unlocking strengths, navigating challenges, and building a future where autistic girls are fully seen and supported. Early diagnosis is not just about labeling—it is about opening doors to understanding, authentic support, and healthier futures for autistic girls.

## Our Screening Approach

SheSignals offers a comprehensive, girl-centered early detection framework:

- Neurodevelopmental history collection
- Sensory processing pattern analysis
- Social communication and emotional regulation screening
- Masking and camouflaging behavior identification
- Parent, caregiver, and educator collaboration

Our questions and explanations are tailored to uncover nuanced indicators often missed in standard screening models.

## Sample Screening Focus Areas

### 1. Developmental Milestones

Why Important: Age-specific expectations help differentiate transient delays from persistent neurodevelopmental patterns.

### 2. Social Reciprocity and Friendships

Why Important: Superficial social fluency can mask deep struggles with peer interactions.

### 3. Emotional and Sensory Regulation

Why Important: Subtle internalized distress can precede overt signs of anxiety and depression.

### 4. Masking and Camouflaging Behaviors

Why Important: Girls often work hard to mimic typical behaviors, leading to later or missed diagnoses.

### 5. Family and Medical History

Why Important: Genetic and perinatal factors provide critical diagnostic context.

*[Reference: See detailed question list and rationale document]*



# SheSignals

## Contact Us

Ms. Anushka Parekh  
Founder  
SheSignals, LLC

Website: <https://www.shesignals.com>  
Email: [anushka@shesignals.com](mailto:anushka@shesignals.com)

## QUESTIONNAIRE

## Age of the girl at present?

Why is this important?

*Knowing a child's current age is essential for interpreting developmental milestones, social behaviors, and communication patterns relative to expected age norms. Autism characteristics can manifest differently across developmental stages, and girls often demonstrate age-dependent masking behaviors that increase with maturity. Early detection requires accurate contextualization of behaviors against typical developmental expectations. Understanding a girl's present age helps clinicians distinguish between transient developmental variations and persistent patterns indicative of autism, ensuring timely and age-appropriate evaluation, support, and intervention.*

Her age at present: \_\_\_\_\_

Notes:

## Is there a family history of autism or related neurodevelopmental conditions?

Why is this important?

*A positive family history of autism or related neurodevelopmental conditions (such as ADHD, language disorders, or learning disabilities) significantly increases the likelihood of an autism diagnosis, due to the strong heritable component of autism spectrum disorders. In girls, who are often under-diagnosed due to more subtle or masked symptom presentations, awareness of familial neurodevelopmental traits can provide critical diagnostic context. Recognizing genetic predispositions early enables clinicians to maintain a higher index of suspicion, pursue more nuanced evaluations, and intervene sooner, thereby improving developmental outcomes and reducing the risk of secondary mental health challenges.*

- No
- Not sure
- Yes

Notes:

## Did you experience any complications during pregnancy or childbirth?

Why is this important?

*Research increasingly shows that certain prenatal and perinatal complications—such as maternal infections, preterm birth, low birth weight, hypoxia, or exposure to environmental toxins—are associated with an elevated risk of autism spectrum disorders. Understanding the presence of such complications provides important etiological context, particularly for girls, whose autism may present more subtly and be overlooked without biological risk markers. Recognizing perinatal risk factors early supports a more vigilant developmental monitoring approach, enabling timely diagnosis, individualized early intervention, and improved long-term outcomes for autistic girls.*

- No complications
- Yes, some complications

Notes:

## At what age did she first start to walk?

Why is this important?

*Delays in achieving gross motor milestones, such as independent walking, may serve as early indicators of broader neurodevelopmental differences, including autism spectrum disorders. In girls, where core social communication symptoms may be more easily masked or under-recognized, motor delays can provide an important objective developmental signal warranting closer evaluation. Early identification of motor delays allows clinicians to initiate comprehensive developmental assessments sooner, facilitating earlier autism diagnosis and intervention strategies tailored to support both motor and social-communication development trajectories.*

Her age at which she started to walk: \_\_\_\_\_

Notes:

## At what age did she first start to speak in full words or phrases?

Why is this important?

*Language development milestones, particularly the age at which a child begins to use full words and phrases, are critical indicators of social-communication development. While many autistic girls develop vocabulary within expected timeframes, delays in the use of functional, spontaneous, and socially directed language can be early signs of autism that may otherwise be overlooked due to compensatory behaviors or advanced rote memorization. Early identification of delays or atypical language patterns facilitates prompt assessment and intervention, reducing the risk of cumulative social-communication difficulties and associated academic challenges as the child grows.*

Her age at which she started to speak: \_\_\_\_\_

Notes:

**Are there any known medical, neurological, or psychological conditions she is currently experiencing?**

Why is this important?

*The presence of co-occurring medical, neurological, or psychological conditions—such as epilepsy, anxiety disorders, ADHD, or gastrointestinal disturbances—is significantly higher among individuals with autism. In girls, where autism-specific traits may be subtler or masked, these comorbidities can serve as important diagnostic clues. Early identification of co-occurring conditions prompts a more holistic developmental evaluation, ensuring that autism is not overshadowed by secondary diagnoses and that integrated, individualized intervention plans are implemented to address the full range of a girl's needs.*

- None
- One or more

Notes:

## Does she appear comfortable in social settings? (e.g., classrooms, birthday parties)

Why is this important?

*Apparent comfort in social settings can be misleading in autistic girls, who often engage in masking or social camouflaging behaviors to conform to expected norms. While they may outwardly appear socially adept, closer observation often reveals significant internal stress, exhaustion, or superficial social participation without genuine reciprocal engagement. Early identification of this incongruence between external appearance and internal experience is critical to avoid missed or delayed autism diagnoses in girls, and enables interventions that prioritize authentic social connection and mental health preservation rather than reinforcing masking strategies.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she prefer spending time with one close friend over group activities?

Why is this important?

*A preference for one-on-one interactions over group activities can be an early social marker of autism, particularly in girls. While forming close individual friendships may suggest social motivation, difficulties navigating the complexity of group dynamics, social hierarchies, and shifting conversational demands often remain hidden beneath this preference.*

*Early identification of this pattern allows clinicians to recognize underlying social communication challenges, which may otherwise be misinterpreted as shyness or introversion, and to provide targeted supports that foster broader, flexible social engagement over time.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she seem emotionally or physically exhausted after socializing?

Why is this important?

*Emotional or physical exhaustion following social interactions is a key but often overlooked indicator of underlying social communication difficulties in autistic girls. Because many girls engage in intensive masking to appear socially typical, socializing can require considerable cognitive and emotional effort, leading to post-socialization fatigue. Early recognition of this exhaustion pattern is critical for differentiating autism from generalized social anxiety or introversion, and for implementing supportive strategies that prioritize energy conservation, authentic social participation, and mental health resilience from a young age.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she initiate conversations confidently?

Why is this important?

*Difficulty initiating conversations is a core feature of autism, yet in girls, this may be less obvious due to compensatory strategies such as rehearsed scripts or mirroring others' behavior. Evaluating whether a child confidently and spontaneously initiates conversation, rather than relying on patterned or prompted exchanges, provides critical insights into authentic social communication abilities. Early identification of initiation difficulties is essential for diagnosing autism in girls, whose superficially appropriate verbal skills might otherwise obscure deeper social challenges and delay access to targeted interventions.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she struggle to read facial expressions, tone, or body language?

Why is this important?

*Difficulty interpreting nonverbal social cues—such as facial expressions, tone of voice, and body language—is a fundamental social-communication challenge in autism. In girls, these difficulties may be partially masked through observation and mimicry, leading to superficial social competence that does not reflect true understanding. Early recognition of challenges in decoding nonverbal communication is critical to identifying autism in girls, enabling interventions that support the development of genuine social comprehension skills and reducing the risk of later social fatigue, misunderstanding, and isolation.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she recognize familiar people when seeing them unexpectedly?

Why is this important?

*The ability to recognize and appropriately respond to familiar people encountered unexpectedly reflects underlying social orientation and memory integration—areas that can be atypical in autism. In autistic girls, deficits in spontaneous social recognition may be subtle and masked by rehearsed social scripts. Early identification of inconsistent or absent responses in such naturalistic social situations is crucial, as it highlights difficulties in social-emotional processing that may otherwise go unnoticed, facilitating earlier diagnosis and the development of targeted interventions to enhance genuine social connectedness.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she go along with general inaccuracies / guesstimations / approximations in day-to-day situations?

Why is this important?

*Not being able to put up with small inaccuracies or rough estimates can make everyday communication harder for some children. Daily conversations often include approximations such as "about 10 minutes" or "a few people."*

*Most children accept these estimates easily, but some prefer exact and precise information. This question helps us understand how comfortable your child is with approximate information in everyday situations.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she frequently feel misunderstood during conversations?

Why is this important?

*Frequent feelings of being misunderstood during conversations may reflect underlying difficulties with pragmatic language, perspective taking, or interpreting social nuances—hallmarks of autism spectrum disorders. In girls, such communication challenges are often subtle and masked by advanced vocabulary or memorized social phrases, leading to under-recognition. Early identification of this pattern is critical for diagnosing autism in girls, as it highlights persistent gaps in reciprocal communication skills that, if unaddressed, can contribute to social withdrawal, frustration, and later mental health vulnerabilities.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she become upset or frustrated when misunderstood?

Why is this important?

*Emotional distress following misunderstandings during communication is a significant marker of underlying social-pragmatic challenges associated with autism. In autistic girls, whose social communication difficulties may otherwise be masked by compensatory strategies, emotional reactions to being misunderstood provide critical diagnostic insight. Early recognition of this frustration response allows clinicians to differentiate autism from generalized emotional sensitivity, ensuring that interventions address the root communication barriers rather than focusing solely on emotional regulation.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she struggle to express emotions with words?

Why is this important?

*Difficulty verbalizing emotions is a common but often under-recognized feature of autism, particularly in girls, who may mask their emotional struggles through socially acceptable behaviors. Challenges in emotional expression can lead to misinterpretation as mood disorders, shyness, or immaturity. Early identification of expressive emotional difficulties provides critical insight into underlying neurodevelopmental differences, allowing for more accurate diagnosis and the development of targeted interventions that support emotional literacy, self-advocacy, and mental health resilience in autistic girls.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she find it difficult to calm down after becoming upset or stressed?

Why is this important?

*Some children can return to a calm state fairly quickly after becoming upset, frustrated, or overwhelmed. Others may take much longer to settle and may continue to feel distressed even after the situation has passed. This can happen when a child finds it harder to regulate strong emotions or manage stress. Signs may include prolonged crying, anger, shutting down, or needing significant time or support to recover. In some autistic children, differences in emotional regulation and sensory sensitivity can make it harder to calm down once they become overwhelmed. Understanding how easily a child can settle again helps us learn about their coping and self-regulation in everyday situations.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

**Does she demonstrate ritualized patterns of verbal or nonverbal behavior with extreme distress at small changes (Prefers routines in daily life)?**

Why is this important?

*Many children enjoy routines, but most can adjust when small changes happen in their day. Some children strongly rely on specific routines or repeated behaviors to feel comfortable and secure. They may prefer things to happen in a particular order, say the same phrases, or follow the same daily patterns. Small changes—such as a different route, schedule change, or altered plan—may cause noticeable distress or anxiety. This distress may appear as frustration, shutdown, repeated questioning, or difficulty continuing the activity. In autism, a strong preference for sameness and predictable routines is common. These routines can help the child manage uncertainty and feel more in control of their environment.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she rehearse or plan conversations in advance? (e.g., greetings, specific phrases)

Why is this important?

*Pre-planning conversations is a common compensatory strategy used by autistic individuals, particularly girls, to navigate the unpredictable nature of social interactions. While rehearsed speech may mask underlying social communication challenges, it often lacks the fluidity and spontaneity characteristic of typical peer exchanges. Early identification of reliance on scripted interactions is crucial for diagnosing autism in girls, as it reveals the cognitive demands required to manage social settings and enables interventions focused on fostering authentic, adaptive communication skills rather than reinforcing masking behaviors.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she monitor others' reactions to check if they are acting appropriately?

Why is this important?

*Frequent monitoring of others' reactions to gauge appropriate behavior suggests uncertainty with intuitive social norms—a characteristic feature of autism. In autistic girls, this behavior often reflects learned compensatory strategies aimed at masking underlying difficulties with social intuition and reciprocity. Early identification of reliance on external social cues, rather than internalized understanding, is essential for diagnosing autism in girls, as it highlights the cognitive effort behind seemingly typical interactions and prevents misinterpretation of surface-level social conformity as genuine social fluency.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

**Does she engage in “stimming” i.e. certain repetitive movements or actions: Twirling, rocking, waving hands, wiggling legs, humming, etc.**

Why is this important?

*Many children occasionally repeat movements or sounds, especially when they are excited, focused, or trying to relax. However, some children engage in these behaviors more frequently or in a very consistent way. These actions are often called “stimming,” which refers to self-stimulating behaviors. They can include movements such as rocking, hand-flapping, twirling, pacing, or making repeated sounds. For some children, these behaviors help regulate emotions, manage stress, or cope with overwhelming sensory input. Stimming can also occur when a child feels very excited, anxious, or deeply focused on something. In autistic children, repetitive movements or sounds are a common way of self-regulating and processing sensory experiences. These behaviors are not necessarily negative, but understanding their frequency and context can provide helpful insight. This question helps identify patterns that may be linked to sensory processing and self-regulation differences.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she appear confused by social expectations or 'unwritten rules'?

Why is this important?

*Difficulty intuitively understanding social expectations and "unwritten rules" is a core feature of autism, particularly in the domain of social cognition. In girls, who are often adept at mimicking or masking social behaviors, confusion about implicit social norms may be less overt but can manifest as anxiety, rigid adherence to literal interpretations, or reliance on observation rather than intuition. Early recognition of struggles with unwritten social conventions is critical for diagnosing autism in girls, allowing interventions to focus on explicit social coaching rather than expecting intuitive learning, and preventing cumulative social stress and exclusion.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she mimic others' behavior to fit in?

Why is this important?

*Mimicking others' behavior to navigate social situations is a common coping mechanism among autistic girls and a hallmark of social camouflaging. While imitation may create a superficial appearance of social competence, it often masks underlying difficulties with intuitive social understanding and authentic reciprocal interaction. Early identification of reliance on mimicry is critical for diagnosing autism in girls, as it prevents misinterpretation of masking behaviors as true social fluency and enables interventions that support authentic self-expression, reduce social exhaustion, and promote long-term emotional well-being.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she avoid or struggle to maintain eye contact?

Why is this important?

*Difficulty maintaining eye contact is a well-documented early marker of autism spectrum disorders. In autistic girls, however, challenges with eye contact may be more nuanced, with some girls forcing eye contact as part of social masking efforts while still experiencing discomfort or inconsistency. Early recognition of atypical eye contact patterns—whether through avoidance, fleeting gaze, or discomfort—is critical for diagnosing autism in girls, as it highlights underlying social communication differences that might otherwise be overlooked or misattributed to shyness, anxiety, or cultural factors.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she struggle to follow multiple conversations happening at once (e.g., in a group setting)?

Why is this important?

*Difficulty tracking multiple conversations in group settings reflects challenges with social communication, auditory processing, and rapid contextual shifting—all hallmark features of autism spectrum disorders. In girls, such struggles may be hidden by passive listening, mimicry, or surface-level participation, leading to missed or delayed diagnosis. Early identification of difficulties in managing the dynamic flow of group interactions is critical for recognizing autism in girls, enabling targeted support to improve real-time social comprehension and reducing the risk of social withdrawal, misunderstanding, and secondary anxiety.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she feel overwhelmed by the need to communicate in a social situation?

Why is this important?

*Experiencing overwhelm from the demands of social communication is a significant marker of autism, particularly in girls, who may invest considerable cognitive and emotional energy to meet social expectations. While their efforts may result in superficially typical interactions, the underlying stress and exhaustion are often hidden. Early identification of feelings of overwhelm in social contexts is critical for diagnosing autism in girls, allowing for interventions that prioritize energy conservation, authentic engagement, and the development of sustainable social communication strategies rather than reinforcing masking behaviors.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

**Does she feel overwhelmed / stressed when something changes on them at the last minute or gets upset when others do not follow through on plans/promises made?**

Why is this important?

*Emotional distress when plans change or promises are broken can reflect a strong need for predictability, fairness, and reliability. This is a common characteristic in autistic individuals. In girls, this sensitivity may be misinterpreted as perfectionism, emotional over-reactivity, or interpersonal naivety. Early recognition of rigid expectations around plans and trustworthiness provides important diagnostic clues for autism in girls, enabling interventions that foster emotional flexibility, coping strategies for unpredictability, and resilience in navigating complex social dynamics.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she appear anxious or withdrawn in unfamiliar social settings?

Why is this important?

*Anxiety or withdrawal in unfamiliar social environments can reflect underlying difficulties with social communication, sensory processing, and adaptability—core features of autism. In autistic girls, these responses are often misinterpreted as typical social anxiety or extreme shyness, delaying accurate identification. Early recognition of disproportionate anxiety or withdrawal in new social contexts is crucial for diagnosing autism in girls, allowing for differentiation from generalized anxiety disorders and facilitating early interventions that build genuine social competence rather than reinforcing masking or avoidance behaviors.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she find it difficult to manage emotions during stressful interactions?

Why is this important?

*Difficulty managing emotions during stressful social interactions is a hallmark feature of autism, often reflecting challenges with emotional regulation, perspective-taking, and flexible social thinking. In girls, such struggles may be internalized or masked, leading to under-recognition or misattribution to anxiety or sensitivity. Early identification of emotional dysregulation during stressful interactions is critical for diagnosing autism in girls, allowing for timely interventions that build coping strategies, emotional literacy, and resilience while reducing the risk of secondary mental health complications.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she internalize anxiety or stress without showing it?

Why is this important?

*Internalization of anxiety and stress is a frequent but often overlooked presentation of autism in girls. Unlike more externally visible behaviors, internalized distress can lead to missed diagnoses, as girls may appear calm or compliant while experiencing significant internal struggles. Early recognition of this hidden emotional burden is critical for accurately diagnosing autism in girls, preventing misdiagnosis as solely anxiety or mood disorders, and facilitating early interventions that address both underlying neurodevelopmental differences and emotional well-being.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Is she sensitive to loud noises and/or bright lights or visual clutter?

Why is this important?

*Heightened sensitivity to auditory stimuli, such as loud noises, is a common sensory processing difference among individuals with autism. In girls, sensory sensitivities may be internalized or expressed subtly, leading to under-recognition. Early identification of auditory hypersensitivity is critical for diagnosing autism in girls, as it provides insight into sensory regulation challenges that affect emotional well being, social participation, and daily functioning. Addressing sensory sensitivities early supports the creation of accommodating environments and reduces the risk of secondary anxiety and sensory-related distress.*

*Sensory overload in response to visual stimuli, such as bright lights or visually cluttered environments, is a frequent but often overlooked feature of autism. In girls, sensory sensitivities may be masked or misinterpreted as general anxiety or fussiness. Early recognition of visual overwhelm is critical for diagnosing autism in girls, as it provides important evidence of atypical sensory processing. Timely identification allows for supportive accommodations that reduce sensory stress, improve daily functioning, and foster environments that promote learning and social engagement without sensory overload.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she avoid certain fabrics or textures due to discomfort?

Why is this important?

*Tactile sensitivities, such as strong aversions to specific fabrics or textures, are common sensory processing differences in individuals with autism. In autistic girls, these sensitivities may be minimized, masked, or misattributed to typical fussiness, leading to delayed recognition. Early identification of tactile avoidance behaviors is critical for diagnosing autism in girls, as it highlights underlying sensory regulation challenges that impact comfort, attention, and emotional well being. Recognizing these patterns early enables appropriate environmental adjustments and supports that reduce distress and enhance day-to-day functioning.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Do strong smells that others seem to tolerate affect her?

Why is this important?

*Heightened sensitivity to olfactory stimuli, such as strong smells, is a common but sometimes overlooked sensory processing difference in autism. In girls, sensory aversions are often internalized or rationalized socially, leading to under-diagnosis. Early recognition of disproportionate reactions to smells provides critical diagnostic clues for autism in girls, highlighting underlying sensory regulation challenges that can impact daily activities, emotional regulation, and participation in social or academic environments. Timely identification allows for sensory-informed accommodations and supports that promote comfort, engagement, and quality of life.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she appear overwhelmed in crowded or noisy environments?

Why is this important?

*Overwhelm in crowded or noisy environments often reflects difficulties with sensory processing, information filtering, and social navigation—all core characteristics of autism spectrum disorders. In autistic girls, these reactions may be masked by compliance or internalized distress, resulting in under-recognition. Early identification of sensory and social overwhelm is crucial for diagnosing autism in girls, as it enables the implementation of sensory accommodations, emotional regulation supports, and social coaching strategies that prevent long-term anxiety, withdrawal, and functional impairments.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

## Does she use the same phrases or greetings in different situations?

Why is this important?

*Reliance on repetitive or scripted language across different contexts reflects challenges with flexible, spontaneous social communication—hallmarks of autism spectrum disorders. In autistic girls, scripted language may be overlooked due to otherwise fluent speech or mistaken for politeness or formality. Early identification of formulaic or contextually rigid language use is critical for diagnosing autism in girls, as it highlights deeper pragmatic language difficulties and enables interventions that foster genuine conversational adaptability and social understanding.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:

**Does she show strong emotional reactions in intense situations? (e.g., anger, crying, withdrawal)**

Why is this important?

*Heightened emotional reactions to intense situations are often early indicators of underlying difficulties with emotional regulation, sensory processing, or social understanding—all core features of autism. In girls, such responses may be misinterpreted as emotional immaturity, mood disorders, or typical developmental sensitivity. Early identification of disproportionate emotional responses provides critical diagnostic insight into autism in girls, enabling timely interventions that focus on building emotional resilience, self-regulation strategies, and reducing secondary risks of anxiety, depression, and social isolation.*

- Never
- Rarely
- Sometimes
- Often
- Always

Notes:



# SheSignals

## Contact Us

Ms. Anushka Parekh  
Founder  
SheSignals, LLC

Website: <https://www.shesignals.com>  
Email: [anushka@shesignals.com](mailto:anushka@shesignals.com)