

Genius

FINDER

For You | For Your Business

Genius Finder Psychometric Technical Manual

Version 4

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Contents

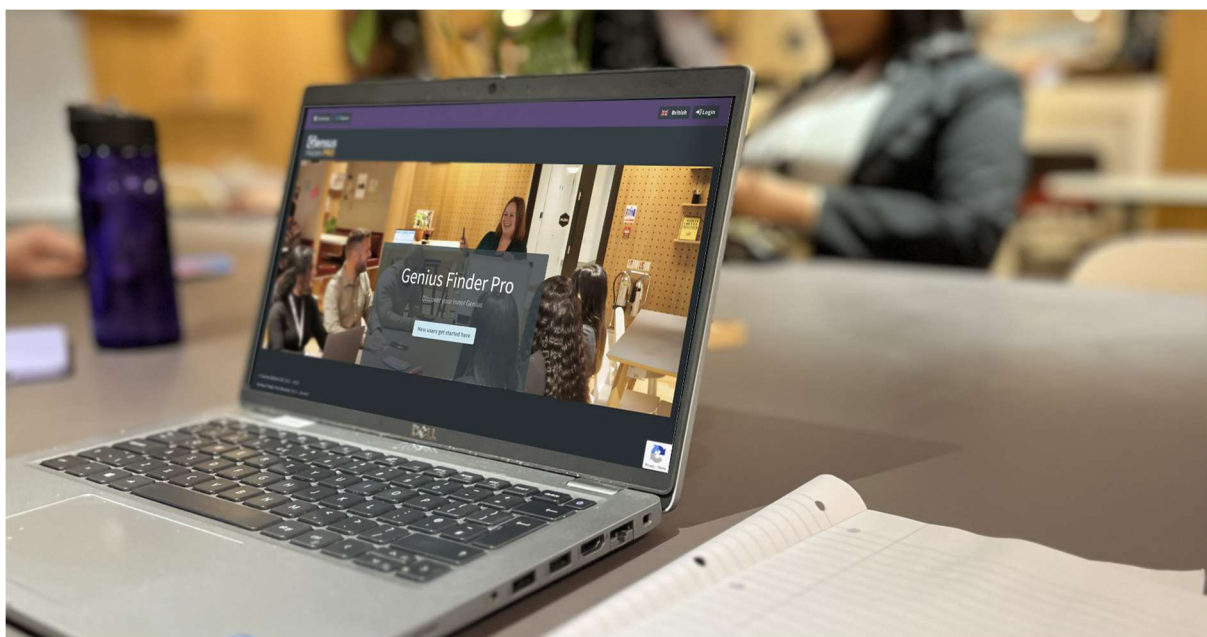
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The Genius Finder

The Genius Finder profiling assessment is based on 'neurodiversity' – broadly the idea that all humans vary in our neurocognitive ability and that this is helpful for a community. Humans are neurodiverse – some of us are generalists and some of us are specialists, with such specialisms varying.

In the Genius Finder, we aim to capture the range of work-related skills and abilities that vary and, from that, signpost strengths and strategies to compensate for difficulties. The Genius Finder is based on robust psychological theory and has been subject to psychometric scrutiny, which has found it to be a scientifically reliable and valid measure.

Since 2011, Genius Within has worked with over 20,000 neurodivergent people, supporting them to work at their best. Since 2016, we have anonymously mapped which behaviours and skills contribute to effectiveness at work: our clients' strengths and their struggles. Our findings expand the typical platform of psychometric assessment to include a wider range of experience, finding some of the more hidden aspects of workplace performance and putting those more usually measured together in a new style. This document outlines our conceptual framework, measures of statistical reliability and validity as well as a demographic analysis of any adverse impact.



Psychological theories and constructs

The cognition and brain sciences unit at Cambridge University have mapped the cognitive profiles of over 1500 children with a diagnosis of a neurodivergent condition (Astle et al., 2019; Jones et al., 2021; Siugzdaite et al., 2020). They have not been able to replicate the diagnostic categories that we use in the practice of diagnosis. Instead, they have found clusters of difficulty in the areas of language processing, cold executive functions and hot executive functions. These findings signal to us that categorising people as per the existing neurotypes (e.g. Autism, Dyspraxia) is unlikely to be a good indicator of what support they need, or indeed where their strengths lie. Instead, the Genius Finder focuses on behavioural markers.

This shift in focus achieves several objectives:

- 1.** Behavioural measures are less intrusive and easier to administer than cognitive testing. This makes the Genius Finder easier to distribute, without direct psychological supervision or need to capture health care data, which is subject to more stringent data protection and may be experienced as an overreach by employees using the profiler at work.
- 2.** Behavioural measures map more closely to performance strategies, reasonable adjustments and accommodations, as opposed to diagnosis, which doesn't directly map to work without additional assessment. We can use the Genius Finder to understand which direct, concrete and observable actions could improve an individual and a team's performance.
- 3.** Behaviour is self-referenced, and directly translatable to the workplace. This is opposed to cognitive ability which does not always translate into positive or negative activity at work, due to differences in scaffolding, emotional management, social interaction and sensory sensitivity, as well as disabilities in movement and sensory perception.
- 4.** By assessing behaviour in context, we also capture the effect of the environment on current performance, which maps more closely to a workplace needs assessment.

The behavioural categories that we use map onto the under constructs common to all humans, and incorporate a wide range of neurological functions. Firstly, we use the three domains discovered by the Cambridge team, which are encompass all neurodivergent thinkers and are relevant to all humans.

Language processing

This will involve both the production of spoken language and the listening to spoken language, which itself relates to the ability to acquire literacy, and may also affect social communication confidence and long term memory.

Cold executive functions

These relate to the practical cognitive skills associated with the executive functions such as working memory, attention switching, planning, prioritisation, time management, but also the planning of movement and idea creation.

Hot executive functions

These relate to the cognitive skills required for processing emotion and social interaction, such as risk perception, social filters, emotional resilience and displays.

These constructs do not necessarily cover the whole range of the Genius Finder. For example, sensory management and creativity are not mentioned directly by the authors, although they do have some overlaps.

Secondly, we added categories related to work performance which are learned, rather than innate.

Crystallized intelligence

Cognitive ability is thought to comprise of both intelligence that is innate, and that which is learned (Cattell, 1963). 'Crystallised intelligence' refers to ability that has been acquired upon a foundational aptitude, through study and education, both formal and informal. An example might be literacy, vocabulary or maths ability.

Finally, we considered areas in which our extensive client base require support, have achieved great compensatory strategies or have outstanding abilities to provide a full range of behavioural analysis based on both nature and nurture.

Visual-motor integration

Our ability to see how things should move or fit and then move them accordingly is known as visual-motor integration (Beery & Beery, 2010). Visual motor integration is essential for the delivery of many roles, and can cover tasks as basics as typing and handwriting, all the way to surgery and crane operation.

Emotional intelligence

Salovey and Mayer introduced the theory of emotional intelligence (EI) in the late twentieth century (Salovey & Mayer, 1990), as a way of explaining how some people are able to display social skills in a way that translates into job performance.

Emotional intelligence forms part of what we are measuring, but aims to divert away from the areas of EI that are related to socially and gender bound behaviour (e.g. all women are nurturers). Like crystallised intelligence, emotional intelligence can be learned and so neurological deficits do not necessarily predict performance here.

Sensory processing

Brown and Dunn (Brown & Dunn, 2002) defined the experience of heightened sensory processing within a scale, that allows us to categorise the full range of experience. It is important to note that sensory sensitivity can be both good and bad. If you are a chef or sommelier, enhanced taste is an advantage. If you are a regular employee who needs to eat at a cafeteria it can inhibit your inclusion.

Table 1: An overview of the theoretical constructs behind the Genius Finder

Factor	Theoretical construct
Sensory	Sensory processing
Literacy	Language, crystallised intelligence
Self-organising	Cold executive functions
Numeracy	Cold executive functions, crystallised intelligence
Creativity	Cold executive functions
Social communication	Language, cold executive functions, emotional intelligence
Movement	Cold executive functions, visual-motor integration
Memory	Cold executive functions
Reading for detail	Cold executive functions, crystallised intelligence
Dexterity	Visual-motor integration and cold executive functions
Typing	Visuo-motor integration, cold executive functions, crystallised intelligence
Emotions	Hot executive functions, emotional intelligence
Spatial Reasoning	Visual-motor integration and cold executive functions

Psychometric Principles

This section presents data on the psychometric properties of the Genius Finder. These data demonstrate that the Genius Finder meets the necessary technical requirements with regard to reliability and validity.

Before presenting the data on the psychometric properties of the Genius Finder, the concepts of standardization, reliability and validity will be briefly explained.



Standardisation

Normative data allows us to compare an individual's score on a standardised scale against the scores obtained from a clearly defined group of respondents (e.g., employees at different levels, different industries etc.). Because the Genius Finder is not standardised normative data, we have not compared with age norms, instead we have used demographics to ensure no adverse impact of race, gender, sexuality or disability. To enable any respondent's scores on the Genius Finder to be meaningfully interpreted, the responses should be interpreted as self-ratings of ability in context, i.e. compared to the norms of the role being conducted.



Reliability

The reliability of a test assesses the extent to which variation in the test's scores is due to true differences between people on the characteristics being measured – in this case a set of 13 behavioural measures – or to random measurement error. Reliability is generally assessed using one of two different methods; one assesses the stability of the test's scores over time, the other assesses the internal consistency, or homogeneity, of the test's items. The Genius Finder has been assessed for internal consistency.



Validity

The fact that a test is reliable only means that the test is consistently measuring a construct, it does not indicate what construct the test is consistently measuring. The

concept of validity addresses this issue. As Kline (2016) notes “a test is said to be valid if it measures what it claims to measure”. An important point is that a test’s reliability sets an upper limit for its validity. That is to say a test cannot be more valid than it is reliable, because if it is not consistently measuring a construct it cannot be consistently measuring the construct it was developed to assess.

Construct validity assesses whether the characteristic which a test is measuring is psychologically meaningful and consistent with how that construct is defined. The most common way to assess the construct validity of a test is by exploratory and confirmatory factor analyses. A factor analysis explores the relationships between items in a factor, to assess whether or not they group together better than any other combination. This allows us to explore whether some of the items in the verbal skills category are actually dependent on the social interaction and vice versa. If there are numerically clean breaks between the items it helps us identify that the categories are distinct factors.

Criterion validity of a test involves demonstrating that the test meaningfully predicts some real-world criterion. There are two types of criterion validity - predictive validity and concurrent validity. Predictive validity assesses whether a test is capable of predicting an agreed criterion which will be available at some future point in time - e.g., can a test of memory predict the future success of job applicants. Concurrent validity, on the other hand, assesses whether a test can be used to predict a criterion which is available at the same time as the test was completed.

The Genius Finder has been assessed with exploratory and confirmatory factor analysis. The demographic data of the which neurotypes experienced difficulties in which areas also provides a form of concurrent validity.

Exploratory Factor Analysis

The internal consistency of twelve original Genius Finder categories was measured using a sample of 534 adult employees, based mainly in the UK. Table two shows the demographics of the sample. This is included to transparently map the development of the tool, Genius Finder results are below.

Table 2: Demographics for the sample used to test Genius Finder

Demographic	Representation
Gender	<p>26% reported their birth gender as male with 71.7% female. 1.4% reported non-binary and 0.8% preferred not to say</p> <p>In terms of gender, 91.4% identified as cis-gender, with the remaining identifying as transgender (0.3%), non-binary (5.5%), other (0.9%), or preferred not to say (5.5%).</p>
Race/ethnicity	<p>There were 14 ethnic categories reported, not including those that chose the "other" (1%) or who did not wish to disclose (1.2%). The largest ethnic groups were "White British/ European" (52.8%), "Asian – South" (27.5%), "African" (2.5%), "White American" (2.3%), and "British Asian" (2.1%).</p> <p>To assess for ethnic group differences these were grouped into seven categories: "Black" (6%), "Asian" (29.6%), "Mixed" (1.7%), "White" (57.8%), "Other" (3.7%), and "Prefer not to say" (1.2%).</p> <p>This compares to 84.5% in the UK in general (Office of National Statistics, 2021)</p>
Sexuality	<p>75% heterosexual, 10% identify as gay, 9% as bisexual, 3% as lesbian and 3% as other.</p>

Disability representation	<ul style="list-style-type: none"> • 18 people hearing impairment or Deaf (3.5%) • 11 people visual impairment or were blind (2.1%) • 25 people had muscular skeletal difficulties (4.9%) • 34 people had mental health diagnoses (6.6%) • 13 people had acquired brain injury (2.5%) • 72 people had chronic long-term illness (14%)
Neurominority representation	<ul style="list-style-type: none"> • 152 ADHD (29.5%) • 87 Autistic (16.9%) • 32 Dyscalculic (6.2%) • 92 Dyslexic (17.9%) • 23 Dyspraxic (4.5%) • 34 Sensory processing disorder (6.6%) • 7 Tic Disorder (1.4%)
Socio economic status	<p>55% had parents who are graduates or higher</p> <p>31% had parents educated to high school</p> <p>5% had parents with no education</p> <p>The remainder ticked prefer not to say</p>

The sample is deemed to be sufficiently representative for preliminary analysis.

Construct validity

A series of exploratory factor analyses (EFA) were carried on the 75 items from the Genius Finder using Principal Axis Factoring (Promax rotation). In total, 13 items were excluded due to cross-loadings, not loading, or poor internal reliability scores. Three of these were grouped and expanded to form a new, 13th Factor of spatial reasoning, as this is a core work performance capacity in manual labour and was not represented otherwise, combining three deleted items with two new items.

The final EFA reported .908 for Kaiser-Meyer-Olkin Measure of Sampling Adequacy indicating very strong partial correlations, and therefore appropriateness to carry out an EFA. This is further supported by Bartlett's Test of Sphericity where

$\chi^2=17,472.91$, $df=1891$, $p<.001$, indicating that the correlation matrix is not an identity matrix.

In total 12 factors were extracted and are presented in Table 4, with a cumulative percent of 54.65%. Nine factors had an eigenvalue above 1.00. The inflection point in the scree plot is not clear, and could occur after the second, fourth, or eight factor. Considering this information collectively, it was decided to retain 12 factors given its congruence with the initial model.

Table 4: Eigenvalues and % variance of extracted factors

Factor Number	Eigenvalue	% of variance	Cumulative %
Factor 1	12.75	20.57	20.57
Factor 2	4.61	7.43	28.00
Factor 3	3.65	5.88	33.88
Factor 4	3.23	5.21	39.09
Factor 5	2.05	3.31	42.40
Factor 6	1.69	2.72	45.13
Factor 7	1.43	2.31	47.44
Factor 8	1.36	2.20	49.64
Factor 9	1.00	1.61	51.25
Factor 10	0.85	1.37	52.62
Factor 11	0.69	1.11	53.73
Factor 12	0.57	0.92	54.65

Table 5 presents each factor, the number of items in each factor, and the lowest factor loading. It also shows adequate internal reliability for the factors in each factor. The factor loading for each item on their factor is presented in Appendix II.

Table 5: Details of the 12 factors and their reliability

Factor Number	Name	Number of Items	Lowest Factor Loading	Cronbach's Alpha
Factor 1	Sensory	6	.423	.878
Factor 2	Literacy	8	.382	.827
Factor 3	Self-organising	7	.407	.863
Factor 4	Numeracy	6	.448	.899
Factor 5	Creativity	7	.375	.815
Factor 6	Social communication	6	.374	.839
Factor 7	Movement	3	.807	.895
Factor 8	Memory	5	.551	.797
Factor 9	Reading for detail	4	.536	.837
Factor 10	Dexterity	3	.383	.704
Factor 11	Typing	3	.339	.605
Factor 12	Emotions	4	.381	.770

Confirmatory Factor Analysis

The sample consisted of 1,232 individuals working in various companies and departments. Participants were self-selecting adults of working age who voluntarily completed the assessment as part of a desire to improve workplace performance, and were obtained through an opportunistic sampling method. Of the individuals who responded to the questions, 760 (62%) identified as CIS-gendered, 3 (<1%) as trans, 24 (2%) as non-binary, 7 (1%) as other, and 36 (3%) preferred not to say. When asked about their birth gender, 376 (31%) reported that they were born male, 736 (60%) were born female, 22 (2%) non-binary, and 10 (1%) preferred not to say. The majority ($n = 901$, 76%) identified as heterosexual, with participants also identifying as lesbian ($n = 23$, 3%), bisexual ($n = 65$, 5%), gay ($n = 31$, 3%), queer ($n = 19$, 2%), pansexual ($n = 22$, 2%), or asexual ($n = 15$, 1%). Seven individuals (1%) responded "other", and 35 (3%) preferred not to say. When asked about their socio-economic group, of the individuals who responded, 27 (2%) reported "No education", 393 (32%) reported "High school level", 661 (54%) reported "Graduate, college degree or higher", and 43 (3%) responded "Prefer not to say".

Demographics relating to disability and/or neurodivergence are reported below (Table 2) and ethnicity is reported in Table 3.

Table 6. Demographic information: Disability and neurodivergence

Demographic	Category	<i>n</i> (%)
Chronic Illness	Disability	139 (11%)
Chronic-Neurological-Conditions or Brain-Injury	Disability	27 (2%)
Hearing Impairment or Deaf	Disability	46 (4%)
Psychiatric Disorder	Disability	97 (8%)
Visual impairment or blind	Disability	29 (2%)
Muscular-Skeletal	Disability	64 (5%)
Other*	Disability	51 (4%)
"I do not wish to disclose"	Disability	30 (2%)
ADHD	Neurodivergence	351 (28%)
Autism	Neurodivergence	200 (16%)
Dyscalculia	Neurodivergence	53 (4%)
Dyslexia	Neurodivergence	186 (15%)
Dyspraxia	Neurodivergence	56 (5%)
Sensory-Processing Disorder	Neurodivergence	55 (4%)
Tic Disorder (Incl. Tourette's)	Neurodivergence	14 (1%)
Other**	Neurodivergence	51 (4%)
"I do not wish to disclose"	Neurodivergence	31 (3%)

Note. *Includes e.g., anxiety, asthma, coeliac disease, chronic fatigue, diabetes, epilepsy, depression, tinnitus, migraine. **includes e.g., auditory processing disorder, dysgraphia, obsessive compulsive disorder, anxiety and high sensitivity

Table 7. Demographic information: Ethnicity

Demographic	<i>n</i> (%)
African	53 (4%)
African American	0 (0%)
African Caribbean	11 (1%)
American Asian	0 (0%)
Asian - east	15 (1%)
Asian - south	172 (14%)
Black British/European	11 (1%)
British Asian	39 (3%)
Indigenous/First Nations	2 (<1%)
Hispanic	3 (<1%)
Jewish	8 (1%)
Middle Eastern	17 (1%)
Mixed Heritage	18 (1%)
Oceanian	0 (0%)
White American	23 (2%)
White British/European	683 (55%)
White other	35 (3%)
European other	8 (1%)
Other*	18 (1%)
"I do not wish to disclose"	14 (1%)
Missing responses	102 (8%)

Note. *Includes e.g., Arab, Asian-Caribbean, Black British, Indian, Malay, Mixed, Latin, New Zealand European

Data Analysis

Data was first screened to ensure its suitability for a CFA. Outliers were not tested for, due to data being measured using a Likert scale. In addition to this, there were no missing values in the data; as a result, no data was removed, and the final sample size remained the same ($N = 1,232$). Analysis revealed a Kaiser-Meyer-Olkin (KMO) of 0.939, classed as 'marvellous' and indicating that the sample size was sufficient for a CFA (Kaiser, 1974; Kaiser & Rice, 1974).

The data was found to violate the assumption of normality. Univariate normality was estimated using the Shapiro-Wilk test, which indicated a deviation from univariate normality ($p < .001$). Additionally, Mardia's test of multivariate normality revealed a departure from multivariate normality ($p < .001$), indicating skewness and kurtosis. These findings were also supported by a visual inspection of histograms. As a result, although the findings from the CFA are not impacted by this, they cannot be generalised to a wider population (Field, 2018).

An inspection of the correlation matrix revealed that there was no evidence of multicollinearity or singularity ($R < .9$ in all cases). Data was inspected for floor and ceiling effects, defined as the proportion of participants scoring the highest or lowest scores exceeding 15%, of which none were found. Finally, Bartlett's test of sphericity indicated common variance amongst the variables ($p < .001$), and as such confirmed the suitability of the Genius Finder for factor analysis.

A CFA using the DWLS method with listwise deletion was conducted to estimate model parameters of the Genius Finder, testing the 13-factor model developed as a result of a previous EFA. Goodness-of-fit was assessed using the chi-square test along with RMSEA (Root Mean Square Error of Approximation) to assess absolute fit, and CFI (Comparative Fit Index) and TLI (Tucker-Lewis Index) to assess approximate incremental fit.

Analysis revealed an RMSEA of 0.07, indicating adequate fit of the overall theoretical model (Brown, 2015). The CFI and TLI fit indices indicated good fit of the model,

with values of 0.97 and 0.96 respectively (Brown, 2015). The chi-square test indicated a misfit of the model, with the null hypothesis being rejected, suggesting that the 13-factor model is unable to reproduce the covariance structure perfectly within the population.

Table 8. Overview of model fit

χ^2	<i>df</i>	CFI	TLI	RMSEA (90% CI)
12691.78	1874*	0.965	0.962	0.069 (0.068 – 0.070)

* $p < .001$

The analysis revealed that each item made a reasonable contribution towards the model, with all z -values > 0 ($M = 45.55$). Therefore, there is no reason to remove any of the items from the model. Factor loadings were high for all variables ($> .40$), except for Q144, Q152, and Q133. Residual variance was also high for these items ($> .85$; see Appendix 3), suggesting that a lot of the variance in each of these items is not captured by their respective factors.

Internal Consistency & Convergent Validity

Internal consistency of the Genius Finder was assessed by calculating Cronbach's alpha (α) and Omega Total (ω), and convergent validity was assessed through Average Variance Extracted (AVE). Cronbach's alpha indicated good internal reliability overall, with an average α of 0.787, as did Omega Total ($\omega = 0.935$). Hair et al (2010) suggests that values of 0.70 or above are adequate for both omega and alpha values. Kline (1999) suggests that alpha values of 0.6 or over are acceptable for psychological constructs. For the majority of the factors, α ranged between 0.666 - 0.910. Two factors fell below this cutoff: Typing ($\alpha = 0.587$) and Spatial Reasoning ($\alpha = 0.471$). Deletion of items did not improve reliability for either factor. AVE for the entire sample was $M = 0.548$, indicating convergent validity of the Genius Finder (Fornell & Larcker, 1981).

Table 9. Model reliability & convergent validity

	Cronbach's α	AVE
Sensory Needs	0.888	0.652
Literacy	0.825	0.443
Self-Organising	0.877	0.581
Numeracy	0.910	0.710
Creativity	0.809	0.489
Social Communication	0.835	0.539
Movement	0.896	0.816
Memory	0.812	0.519
Reading for Detail	0.856	0.657
Manual Dexterity	0.690	0.540
Typing	0.587	0.420
Emotions	0.774	0.524
Spatial Reasoning	0.471	0.237

Discussion

The CFA showed good to satisfactory levels of goodness-of-fit for the 13-factor model of the Genius Finder on three out of four different fit indices. Although the chi-square index of global fit indicated poor fit, it is important to note that this test is very sensitive to large sample sizes (Babyak & Green, 2010), and as such it is recommended to assess model fit in combination with other measures (Alavi et al., 2020; Brown, 2015). With a sample of 1,232, it is therefore probable that the chi-square test was impacted by sample size, and so the Genius Finder 13-factor model has also been assessed in combination with other measurements in order to determine its' fit. In particular, previous studies have indicated that measures such as RMSEA and TLI are not impacted by sample size sensitivity and so are good measures to use alongside the chi-square test (Fan et al., 1999; Hu & Bentler, 1998, 1999; Jackson, 2007). Therefore, although the chi-square index of global fit indicated poor fit, the RMSEA measure of absolute fit, and the TLI and CFI measures of approximate incremental fit, indicated acceptable fit of the 13 factor model. Based on this, it can be determined that the Genius Finder indicates good construct validity overall.

To further improve the fit of the model, and to increase convergent validity of the Genius Finder, two items will be removed and one item will be modified due to their impact on AVE. These items belonged to Creativity (Q144), Typing (Q152), and Spatial Reasoning (Q133). The items belonging to Creativity and Spatial Reasoning have been removed, and modifications have been made to the item belonging to Typing (see Appendix 4). In addition to this, and to improve internal consistency of the tool, modifications have been made to one item belonging to Manual Dexterity (Q137; please see Appendix 4).

Concurrent validity

The factors of the Genius Finder have compared across seven neurodivergent conditions for concurrent validity. The differences observed are outlined below and presented in more detail in the appendix. All significant differences match the expectations associated with the specific diagnoses (Doyle et al., 2022).

Participants who reported ADHD scored the sensory ($t(339.65)=8.475$, $p=0.001$), literacy ($t(513)=2.075$, $p=0.039$), self-organising ($t(343.51)=11.678$, $p=0.001$), numeracy ($t(513)=2.108$, $p=0.036$), movement ($t(513)=3.349$, $p=0.001$), memory ($t(513)=4.055$, $p<0.001$), reading ($t(513)=3.859$, $p<0.001$), dexterity ($t(513)=3.145$, $p=0.002$), and emotions ($t(513)=5.935$, $p<0.001$) factors than those who did not report ADHD. Higher creativity was observed for those with ADHD than those without ($t(513)=-4.766$, $p=0.001$).

For Autism, participants who reported this scored higher on creativity than those who did not ($t(513)=-2.679$, $p=.008$). Participants reporting autism scored lower than those who did not report autism on sensory ($t(160.97)=10.432$, $p<0.001$), self-organising ($t(513)=4.588$, $p<0.001$), spoken language ($t(513)=4.187$, $p<0.001$), movement ($t(513)=4.136$, $p<0.001$), dexterity ($t(513)=4.047$, $p<0.001$), and emotions ($t(513)=5.487$, $p<0.001$).

Only two out of the twelve factors reported differences for Dyscalculia, where those who reported this scored lower on numeracy ($t(513)=6.606$, $p<0.001$) and reading ($t(513)=2.060$, $p=0.040$) than those who did not.

Participants reporting Dyslexia had lower scores on literacy ($t(513)=10.867$, $p<.001$), memory ($t(513)=2.349$, $p=0.019$), reading ($t(513)=6.637$, $p>0.001$), dexterity ($t(513)=2.724$, $p=0.007$), and dexterity2 ($t(513)=5.076$, $p<0.001$) than those without dyslexia. Higher levels of creativity was observed for those reporting Dyslexia than those without ($t(513)=-2.2302$, $p=0.022$).

In terms of Dyspraxia-DCD, only two factors observed differences whereby those reporting Dyspraxia-DCD had lower scores on movement ($t(513)=4.246$, $p<0.001$) and dexterity ($t(513)=2.177$, $p=0.030$) than those who did not report Dyspraxia-DCD.

Participants reporting a Sensory Processing Disorder scored lower on seven factors compared to those who did not report such a condition: sensory ($t(513)=5.911$, $p<0.001$), self-organising ($t(513)=3.455$, $p<0.001$), spoken language ($t(513)=3.467$, $p<0.001$), movement ($t(513)=2.497$, $p=0.013$), reading ($t(513)=2.897$, $p=.004$), dexterity ($t(513)=4.341$, $p<0.001$), and emotions

($t(513)=3.530$, $p<0.001$). Higher levels of creativity was reported in those with a sensory processing disorder ($t(513)=-2.332$, $p=0.020$) than those without.

For Tic-Disorders (including Tourette's), the only two out of the twelve factors reporting a difference was where those reporting a disorder scored lower on spoken language ($t(513)=2.541$, $p=.011$) and dexterity 2 ($t(513)=2.489$, $p=.013$) than those without.

Adverse Impact

The factors of the Genius Finder have compared according to Socio-Economic Status, Gender (Birth), Gender, Sexuality, and Ethnicity (Appendix III).

For Socio-Economic Status, the only differences are where "Graduates" score higher than those whose highest qualification was "High School" on factors relating to literacy ($F(3, 470) = 2.630$, $p=.050$) and creativity ($F(3, 470) = 3.828$, $p=.010$). No differences were observed on any of the ten other factors.

For Gender (Birth), Males scored higher than Females on factors relating to numeracy ($F(3, 484) = 10.291$, $p< 0.001$), movement ($F(3, 484) = 14.651$, $p< 0.001$), dexterity ($F(3, 484) = 10.883$, $p< 0.001$), and emotions ($F(3, 484) = 1.698$, $p=0.003$). Non-binary participants had higher levels of creativity than males ($F(3, 484) = 2.883$, $p=0.035$). No differences were observed on any of the seven other factors. These results sadly converge with existing evidence on the gender-bound experiences of educational and occupational testing (Liell et al., 2022)..

For Gender Identity, transgender and non-binary participants had higher levels of creativity than cisgender participants ($F(2,345) = 3.542$, $p=.030$). No differences were observed on any of the 11 other factors. This is likely related to the higher than expected prevalence of Autism within this cohort (Warrier et al., 2020).

For Sexuality, heterosexual participants scored higher than not-heterosexual participants on factors relating to sensory ($F(2, 475) = 7.426$, $p<.001$), self-organising ($F(2, 475) = 3.277$, $p=.039$), movement ($F(2, 475) = 4.260$, $p=.015$), and emotions ($F(2, 475) = 4.042$, $p<.001$). Not-heterosexual participants scored higher than heterosexual participants on creativity ($F(2, 475) = 8.430$, $p>.001$). No differences were observed on any of the six other factors.

For ethnicity, no differences were reported on any of the 12 factors.

Disability factors were also considered and differences were broadly as expected.

For Chronic Illness, participants reported having a chronic illness scored lower on movement ($t(513)=5.014, p<.001$), self-organising ($t(513)=2.141, p=.033$), and dexterity ($t(513)=2.787, p=.006$) than those who did not report a chronic illness. No differences were reported on any of the other nine factors.

Participants who reported a Chronic Neurological Condition or Brain Injury scored lower on sensory ($t(13.74)=4.072, p=.001$), movement ($t(513)=3.365, p<.001$), memory ($t(513)=2.448, p=.015$), and emotions ($t(13.71)=2.245, p=.042$) than those who did not. No differences were reported on any of the other eight factors.

In terms of Hearing Impairment or Deafness, those who reported this scored lower on dexterity ($t(513)=2.132, p=0.033$) than those who did not. There were no differences on any of the remaining 11 factors.

For Muscular Skeletal Disability, participants who reported this scored lower on sensory ($t(26.79)=3.189, p=.004$), movement ($t(513)=4.381, p=0.001$), and dexterity ($t(513)=2.233, p=.026$) than those who did not. No differences were found on the other nine factors.

Participants who reported a psychiatric disorder scored lower on sensory ($t(513)=3.213, p<.001$), self-organising ($t(513)=3.717, p<.001$), movement ($t(513)=2.982, p=0.003$), and emotions ($t(513)=3.530, p<.001$) than those who did not. There were no differences on the other eight factors.

For Visual Impairment or Blindness, those who reported such a disability scored lower than those who did not on sensory ($t(513)=2.041, p=.042$) and movement ($t(513)=3.597, p=0.001$) factors than those who did not. They also scored higher on creativity ($t(513)=-2.515, p=.012$) than those who did not. There were no differences on the remaining nine factors.

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Appendix

Factor Loadings from CFA

Factor	Indicator	Estimate	Std. Error	z-value	95% Confidence Interval	
					Lower	Upper
Sensory Needs	Q 128	0.856	0.011	77.583	0.834	0.878
	Q 130	0.857	0.01	82.703	0.837	0.878
	Q 127	0.860	0.011	78.668	0.838	0.881
	Q 153	0.672	0.019	-34.762	-0.710	-0.634
	Q 129	0.893	0.011	80.089	0.871	0.915
Literacy	Q 119	0.676	0.021	32.917	0.636	0.717
	Q 87	0.653	0.021	31.074	0.612	0.695
	Q 100	0.734	0.019	39.126	0.697	0.771
	Q 99	0.863	0.014	59.928	0.835	0.892
	Q 86	0.527	0.026	19.958	0.475	0.579
	Q 88	0.467	0.026	17.878	0.416	0.518
	Q 85	0.672	0.021	32.146	0.631	0.713
	Q 95	0.537	0.025	21.518	0.488	0.586
	Q 89	0.771	0.022	35.225	0.728	0.813
	Q 104	0.836	0.012	72.015	0.813	0.858
Self-Organising	Q 103	0.838	0.011	74.714	0.816	0.860
	Q 108	0.689	0.018	39.245	0.655	0.724
	Q 102	0.607	0.022	27.858	0.564	0.650
	Q 106	0.726	0.019	39.118	0.690	0.762
	Q 123	0.768	0.016	47.359	0.736	0.799
	Q 105	0.841	0.016	52.672	0.809	0.872
Numeracy	Q 93	0.861	0.009	97.143	0.844	0.878
	Q 92	0.925	0.008	112.135	0.909	0.941
	Q 94	0.876	0.01	86.999	0.857	0.896
	Q 90	0.846	0.011	80.087	0.825	0.867
	Q 91	0.829	0.012	68.523	0.805	0.853
Creativity	Q 142	0.700	0.022	32.107	0.657	0.743
	Q 145	0.824	0.013	65.031	0.799	0.849
	Q 147	0.879	0.01	86.567	0.859	0.899
	Q 154	0.747	0.016	45.898	0.715	0.779
	Q 148	0.740	0.016	45.982	0.709	0.772
	Q 150	0.629	0.021	29.259	0.587	0.671
	Q 149	0.630	0.021	30.193	0.589	0.671
Social Communication	Q 144	0.269	0.029	9.42	0.213	0.325
	Q 118	0.739	0.017	44.616	0.707	0.772
	Q 82	0.682	0.019	35.705	0.645	0.720
	Q 77	0.806	0.014	56.648	0.778	0.834
	Q 116	0.735	0.02	36.033	0.695	0.775
	Q 76	0.598	0.025	24.246	0.549	0.646

Movement	Q 81	0.823	0.021	39.993	0.783	0.864
	Q 135	0.912	0.011	83.419	0.890	0.933
	Q 131	0.875	0.012	72.349	0.852	0.899
Memory	Q 132	0.922	0.011	87.079	0.901	0.943
	Q 111	0.836	0.017	48.584	0.802	0.869
	Q 110	0.770	0.017	44.575	0.737	0.804
	Q 112	0.695	0.021	33.268	0.654	0.736
	Q 113	0.482	0.026	18.529	0.431	0.533
Reading for Detail	Q 114	0.767	0.02	37.506	0.727	0.807
	Q 97	0.731	0.017	43.602	0.698	0.764
	Q 96	0.891	0.012	76.787	0.868	0.913
	Q 98	0.730	0.017	43.522	0.697	0.763
Manual Dexterity	Q 101	0.877	0.012	71.737	0.853	0.901
	Q 138	0.772	0.02	38.243	0.733	0.812
	Q 141	0.640	0.024	27.036	0.594	0.687
Typing	Q 137	0.783	0.025	31.25	0.734	0.832
	Q 136	0.519	0.033	15.822	0.455	0.583
	Q 152	0.385	0.036	10.716	0.314	0.455
Emotions	Q 151	0.917	0.042	22.093	0.836	0.999
	Q 122	0.729	0.018	41.527	0.695	0.764
	Q 121	0.698	0.019	36.834	0.661	0.735
	Q 115	0.786	0.016	50.377	0.755	0.816
Spatial Reasoning	Q 125	0.679	0.021	32.576	0.638	0.720
	Q 133*	0.086	0.036	2.418	0.016	0.156
	Q 134	0.636	0.032	19.616	0.572	0.700
	Q 140	0.546	0.031	17.493	0.485	0.608

Note. The table presents standardised factor loadings. *P* values were < .001 for all values except those marked with an asterisk, where *p* < .016.

Factor covariances

						95% Confidence Interval	
			Estimate	Std. Error	z- value	Lower	Upper
Sensory Needs	↔	Literacy	0.37	0.008	46.328	0.355	0.386
Sensory Needs	↔	Self-organising	0.638	0.007	93.056	0.625	0.652
Sensory Needs	↔	Numeracy	0.229	0.007	30.935	0.214	0.243
Sensory Needs	↔	Creativity	-0.133	0.008	-16.575	-0.148	-0.117
Sensory Needs	↔	Social Communication	0.521	0.008	64.005	0.505	0.537
Sensory Needs	↔	Movement	0.464	0.009	51.193	0.446	0.482
Sensory Needs	↔	Memory	0.441	0.009	49.12	0.423	0.459
Sensory Needs	↔	Reading for detail	0.525	0.009	60.178	0.508	0.542
Sensory Needs	↔	Manual Dexterity	0.495	0.012	40.541	0.471	0.519
Sensory Needs	↔	Typing	0.332	0.015	22.414	0.303	0.361
Sensory Needs	↔	Emotions	0.776	0.011	72.728	0.755	0.797
Sensory Needs	↔	Spatial Reasoning	0.456	0.025	18.319	0.407	0.505
Literacy	↔	Self-organising	0.453	0.008	56.924	0.437	0.468
Literacy	↔	Numeracy	0.278	0.008	36.022	0.263	0.293
Literacy	↔	Creativity	0.146	0.009	16.942	0.129	0.163
Literacy	↔	Social Communication	0.423	0.009	47.79	0.406	0.441
Literacy	↔	Movement	0.3	0.01	29.727	0.281	0.32
Literacy	↔	Memory	0.422	0.01	42.932	0.403	0.442
Literacy	↔	Reading for detail	0.814	0.01	84.601	0.795	0.833

Literacy	↔	Manual Dexterity	0.404	0.013	31.52	0.379	0.429
Literacy	↔	Typing	0.519	0.018	29.097	0.484	0.554
Literacy	↔	Emotions	0.439	0.011	38.92	0.417	0.461
Literacy	↔	Spatial Reasoning	0.331	0.023	14.619	0.287	0.375
Self-organising	↔	Numeracy	0.298	0.007	41.516	0.284	0.312
Self-organising	↔	Creativity*	-0.004	0.008	-0.546	-0.02	0.011
Self-organising	↔	Social Communication	0.469	0.008	57.198	0.453	0.485
Self-organising	↔	Movement	0.481	0.009	53.341	0.463	0.499
Self-organising	↔	Memory	0.6	0.009	66.732	0.582	0.618
Self-organising	↔	Reading for detail	0.582	0.009	67.282	0.565	0.599
Self-organising	↔	Manual Dexterity	0.437	0.012	36.615	0.413	0.46
Self-organising	↔	Typing	0.391	0.015	25.394	0.361	0.421
Self-organising	↔	Emotions	0.748	0.011	69.367	0.726	0.769
Self-organising	↔	Spatial Reasoning	0.515	0.026	19.496	0.463	0.567
Numeracy	↔	Creativity	0.185	0.008	23.916	0.169	0.2
Numeracy	↔	Social Communication	0.247	0.008	30.773	0.231	0.262
Numeracy	↔	Movement	0.223	0.009	24.191	0.205	0.241
Numeracy	↔	Memory	0.333	0.009	38.12	0.316	0.35
Numeracy	↔	Reading for detail	0.333	0.009	38.028	0.316	0.35

Numeracy	↔	Manual Dexterity	0.433	0.012	37.128	0.41	0.456
Numeracy	↔	Typing	0.282	0.014	19.879	0.254	0.31
Numeracy	↔	Emotions	0.243	0.01	23.651	0.223	0.263
Numeracy	↔	Spatial Reasoning	0.453	0.024	18.678	0.406	0.501
Creativity	↔	Social Communication	0.371	0.009	41.49	0.354	0.389
Creativity	↔	Movement**	-0.031	0.011	-2.915	-0.052	-0.01
Creativity	↔	Memory	0.253	0.01	26.284	0.234	0.272
Creativity	↔	Reading for detail	0.112	0.01	11.414	0.093	0.131
Creativity	↔	Manual Dexterity	0.19	0.013	15.188	0.166	0.215
Creativity	↔	Typing	0.126	0.015	8.62	0.098	0.155
Creativity	↔	Emotions***	0.004	0.011	0.309	-0.019	0.026
Creativity	↔	Spatial Reasoning	0.364	0.024	15.344	0.318	0.411
Social Communication	↔	Movement	0.341	0.01	33.001	0.321	0.361
Social Communication	↔	Memory	0.444	0.01	43.952	0.424	0.463
Social Communication	↔	Reading for detail	0.525	0.01	52.986	0.506	0.545
Social Communication	↔	Manual Dexterity	0.364	0.013	27.494	0.338	0.39
Social Communication	↔	Typing	0.307	0.016	19.343	0.276	0.338
Social Communication	↔	Emotions	0.615	0.012	52.072	0.592	0.638
Social Communication	↔	Spatial Reasoning	0.442	0.026	16.954	0.391	0.493
Movement	↔	Memory	0.308	0.011	27.156	0.286	0.33

Movement	↔	Reading for detail	0.284	0.012	24.167	0.261	0.307
Movement	↔	Manual Dexterity	0.427	0.015	28.252	0.397	0.456
Movement	↔	Typing	0.397	0.018	21.974	0.361	0.432
Movement	↔	Emotions	0.522	0.013	40.652	0.497	0.548
Movement	↔	Spatial Reasoning	0.531	0.03	17.611	0.472	0.59
Memory	↔	Reading for detail	0.537	0.011	50.284	0.517	0.558
Memory	↔	Manual Dexterity	0.369	0.014	25.866	0.341	0.397
Memory	↔	Typing	0.302	0.017	17.469	0.268	0.336
Memory	↔	Emotions	0.466	0.013	36.908	0.441	0.49
Memory	↔	Spatial Reasoning	0.54	0.03	18.144	0.482	0.598
Reading for detail	↔	Manual Dexterity	0.41	0.015	28.293	0.382	0.439
Reading for detail	↔	Typing	0.418	0.018	23.123	0.382	0.453
Reading for detail	↔	Emotions	0.534	0.012	42.973	0.51	0.558
Reading for detail	↔	Spatial Reasoning	0.378	0.026	14.594	0.327	0.428
Manual Dexterity	↔	Typing	0.573	0.023	24.541	0.527	0.619
Manual Dexterity	↔	Emotions	0.468	0.016	28.462	0.436	0.501
Manual Dexterity	↔	Spatial Reasoning	0.672	0.037	18.021	0.599	0.745
Typing	↔	Emotions	0.347	0.02	17.652	0.309	0.386
Typing	↔	Spatial Reasoning	0.352	0.034	10.316	0.285	0.419
Emotions	↔	Spatial Reasoning	0.494	0.031	15.899	0.433	0.554

Note. p values were $< .001$ for all values except those marked with an asterisk, where $*p < .585$, $**p < .004$, $***p < .757$.

Appendix 3. Residual variances

Factor	Item	Estimate
Sensory Needs	Q 128	0.267
	Q 130	0.265
	Q 127	0.261
	Q153	0.548
	Q 129	0.203
	Q 119	0.542
Literacy	Q 87	0.573
	Q 100	0.461
	Q 99	0.255
	Q 86	0.722
	Q 88	0.782
	Q 85	0.549
	Q 95	0.711
	Q 89	0.406
Self-organising	Q 104	0.302
	Q 103	0.298
	Q 108	0.525
	Q 102	0.631
	Q 106	0.473
	Q 123	0.411
	Q 105	0.293
Numeracy	Q 93	0.259
	Q 92	0.144
	Q 94	0.232
	Q 90	0.284
	Q 91	0.313
	Q 142	0.510
Creativity	Q 145	0.321
	Q 147	0.228
	Q 154	0.442
	Q 148	0.452
	Q 150	0.605
	Q 149	0.603
	Q 144	0.928
Social Communication	Q 118	0.453
	Q 82	0.534
	Q 77	0.351
	Q 116	0.460
	Q 76	0.643
	Q 81	0.322
Movement	Q 135	0.169
	Q 131	0.234
	Q 132	0.150
Memory	Q 111	0.302
	Q 110	0.407

	Q 112	0.517
	Q 113	0.768
	Q 114	0.411
	Q 97	0.466
Reading for Detail	Q 96	0.207
	Q 98	0.467
	Q 101	0.231
Manual Dexterity	Q 138	0.404
	Q 141	0.590
	Q 137	0.387
	Q 136	0.731
Typing	Q 152	0.852
	Q 151	0.159
Emotions	Q 122	0.468
	Q 121	0.512
	Q 115	0.382
	Q 125	0.539
Spatial Reasoning	Q 133	0.993
	Q 134	0.595
	Q 140	0.701

Differences on Factors based on Disabilities - Chronic-Illness

Chronic-Illness		N	Mean	SD	Significance Testing
Sensory	No	443	2.49	0.89	No difference
	Yes	72	2.32	0.93	t(513)=1.521, p>.05
Literacy	No	443	3.52	0.75	No difference
	Yes	72	3.56	0.76	t(513)=-0.452, p>.05
Self-Organizing	No	443	2.74	0.80	No illness scored higher
	Yes	72	2.52	0.80	t(513)=2.141, p=.033
Numeracy	No	443	3.36	0.99	No difference
	Yes	72	3.21	1.03	t(513)=1.137, p>.05
Creativity	No	443	3.64	0.67	No difference
	Yes	72	3.73	0.69	t(513)=-1.034, p>.05
Social communication	No	443	3.15	0.80	No difference
	Yes	72	3.19	0.77	t(513)=-0.444, p>.05
Movement	No	443	3.56	1.11	No illness scored higher
	Yes	72	2.86	1.03	t(513)=5.014, p<.001
Memory	No	443	3.24	0.74	No difference
	Yes	72	3.06	0.70	t(513)=1.950, p>.05
Reading	No	443	2.88	0.93	No difference
	Yes	72	3.03	0.85	t(513)=-1.299, p>.05
Dexterity	No	443	3.33	0.83	No illness scored higher
	Yes	72	3.03	0.94	t(513)=2.787, p=.006
Typing	No	443	3.60	0.89	No difference
	Yes	72	3.50	0.84	t(513)=0.927, p>.05
Emotions	No	443	2.67	0.89	No difference
	Yes	72	2.53	0.78	t(513)=1.177, p>.05

Differences on Factors based on Disabilities - Chronic-Neurological-Conditions-Or-Brain-Injury

Chronic-Neurological-Conditions-Or-Brain-Injury		N	Mean	SD	Significance Testing
Sensory	No	502	2.48	0.90	No disability scored higher $t(13.74)=4.072, p=.001$
	Yes	13	1.85	0.55	
Literacy	No	502	3.52	0.75	No difference $t(513)=-1.068, p>.05$
	Yes	13	3.74	0.62	
Self-Organizing	No	502	2.72	0.81	No difference $t(513)=1.366, p>.05$
	Yes	13	2.42	0.51	
Numeracy	No	502	3.34	1.00	No difference $t(513)=0.622, p>.05$
	Yes	13	3.17	1.01	
Creativity	No	502	3.65	0.68	No difference $t(513)=0.494, p>.05$
	Yes	13	3.56	0.59	
Social communication	No	502	3.17	0.79	No difference $t(513)=1.669, p>.05$
	Yes	13	2.79	0.64	
Movement	No	502	3.49	1.10	No disability scored higher $t(513)=3.365, p<.001$
	Yes	13	2.36	1.37	
Memory	No	502	3.23	0.73	No disability scored higher $t(513)=2.448, p=.015$
	Yes	13	2.72	0.78	
Reading	No	502	2.91	0.92	No difference $t(513)=0.830, p>.05$
	Yes	13	2.69	0.69	
Dexterity	No	502	3.30	0.86	No difference $t(513)=1.574, p>.05$
	Yes	13	2.92	0.76	
Typing	No	502	3.58	0.89	No difference $t(513)=-0.125, p>.05$
	Yes	13	3.62	0.90	
Emotions	No	502	2.66	0.88	No disability scored higher $t(13.71)=2.245, p=.042$
	Yes	13	2.31	0.54	

Differences on Factors based on Disabilities - Hearing-Impairment-Or-Deaf

Hearing-Impairment-Or-Deaf		N	Mean	SD	Significance Testing
Sensory	No	497	2.48	0.90	No difference
	Yes	18	2.11	0.76	t(513)=1.724, p>.05
Literacy	No	497	3.52	0.75	No difference
	Yes	18	3.67	0.74	t(513)=-0.876, p>.05
Self-Organizing	No	497	2.72	0.80	No difference
	Yes	18	2.53	0.73	t(513)=0.965, p>.05
Numeracy	No	497	3.34	1.00	No difference
	Yes	18	3.15	1.04	t(513)=0.816, p>.05
Creativity	No	497	3.65	0.68	No difference
	Yes	18	3.72	0.56	t(513)=-0.450, p>.05
Social communication	No	497	3.15	0.80	No difference
	Yes	18	3.25	0.68	t(513)=-0.513, p>.05
Movement	No	497	3.47	1.12	No difference
	Yes	18	3.31	1.12	t(513)=0.565, p>.05
Memory	No	497	3.22	0.74	No difference
	Yes	18	3.12	0.63	t(513)=0.544, p>.05
Reading	No	497	2.91	0.92	No difference
	Yes	18	2.69	0.96	t(513)=0.971, p>.05
Dexterity	No	497	3.31	0.85	No disability scored higher
	Yes	18	2.87	0.83	t(513)=2.132, p=0.033
	No	497	3.60	0.88	No difference

Typing	Yes	18	3.30	0.96	$t(513)=1.410, p>.05$
Emotions	No	497	2.65	0.87	No difference
	Yes	18	2.51	0.98	$t(513)=0.657, p>.05$

Differences on Factors based on Disabilities - Muscular-Skeletal-Disability

Muscular-Skeletal-Disability		N	Mean	SD	Significant
Sensory	No	490	2.50	0.89	No disability scored higher
	Yes	25	1.94	0.85	t(26.79)=3.189, p=.004
Literacy	No	490	3.51	0.75	No difference
	Yes	25	3.67	0.60	t(513)=-1.015, p>.05
Self-Organizing	No	490	2.73	0.81	No difference
	Yes	25	2.41	0.67	t(513)=1.955, p>.05
Numeracy	No	490	3.36	0.98	No difference
	Yes	25	2.98	1.28	t(25.47)=1.449, p>.05
Creativity	No	490	3.65	0.68	No difference
	Yes	25	3.73	0.59	t(513)=-0.560, p>.05
Social communication	No	490	3.16	0.79	No difference
	Yes	25	3.00	0.76	t(513)=1.010, p>.05
Movement	No	490	3.51	1.10	No disability scored higher
	Yes	25	2.52	1.09	t(513)=4.381, p=0.001
Memory	No	490	3.22	0.73	No difference
	Yes	25	3.12	0.80	t(513)=0.661, p>.05
Reading	No	490	2.90	0.92	No difference
	Yes	25	2.88	0.86	t(513)=0.117, p>.05
Dexterity	No	490	3.31	0.85	No disability scored higher
	Yes	25	2.92	0.87	t(513)=2.233, p=.026

Typing	No	490	3.58	0.90	No difference
	Yes	25	3.69	0.60	$t(29.77)=-0.898, p>.05$
Emotions	No	490	2.66	0.88	No difference
	Yes	25	2.36	0.78	$t(513)=1.682, p>.05$

Differences on Factors based on Disabilities - Psychiatric-Disorders

Psychiatric-Disorders		N	Mean	SD	Significance Testing
Sensory	No	481	2.50	0.89	No disability scored higher
	Yes	34	2.00	0.88	t(513)=3.213, p<.001
Literacy	No	481	3.51	0.75	No difference
	Yes	34	3.73	0.72	t(513)=-1.666, p>.05
Self-Organizing	No	481	2.75	0.80	No disability scored higher
	Yes	34	2.22	0.74	t(513)=3.717, p<.001
Numeracy	No	481	3.34	1.00	No difference
	Yes	34	3.30	1.07	t(513)=0.201, p>.05
Creativity	No	481	3.65	0.68	No difference
	Yes	34	3.70	0.64	t(513)=-0.445, p>.05
Social communication	No	481	3.17	0.79	No difference
	Yes	34	2.96	0.78	t(513)=1.527, p>.05
Movement	No	481	3.50	1.11	No disability scored higher
	Yes	34	2.91	1.10	t(513)=2.982, p=0.003
Memory	No	481	3.21	0.74	No difference
	Yes	34	3.35	0.70	t(513)=-1.079, p>.05
Reading	No	481	2.89	0.91	No difference
	Yes	34	3.03	0.97	t(513)=-0.844, p>.05
Dexterity	No	481	3.29	0.86	No difference
	Yes	34	3.28	0.80	t(513)=-0.049, p>.05

Typing	No	481	3.59	0.88	No difference
	Yes	34	3.52	0.99	$t(513)=0.446, p>.05$
Emotions	No	481	2.68	0.87	No disability scored higher
	Yes	34	2.14	0.81	$t(513)=3.530, p<.001$

Differences on Factors based on Disabilities - Visual-Impairment-Or-Blind

Visual-Impairment-Or-Blind		N	Mean	SD	Significance Testing
Sensory	No	504	2.48	0.89	No disability scored higher
	Yes	11	1.92	0.92	t(513)=2.041, p=.042
Literacy	No	504	3.53	0.75	No difference
	Yes	11	3.38	0.76	t(513)=0.660, p>.05
Self-Organizing	No	504	2.72	0.80	No difference
	Yes	11	2.52	0.73	t(513)=0.800, p>.05
Numeracy	No	504	3.34	1.01	No difference
	Yes	11	3.18	0.76	t(513)=0.520, p>.05
Creativity	No	504	3.64	0.67	No disability scored lower
	Yes	11	4.16	0.61	t(513)=-2.515, p=.012
Social communication	No	504	3.16	0.79	No difference
	Yes	11	3.18	0.88	t(513)=-0.109, p>.05
Movement	No	504	3.49	1.11	No disability scored higher
	Yes	11	2.27	1.10	t(513)=3.597, p=0.001
Memory	No	504	3.21	0.74	No difference
	Yes	11	3.64	0.73	t(513)=-1.920, p>.05
Reading	No	504	2.89	0.91	No difference
	Yes	11	3.23	1.16	t(513)=-1.192, p>.05
Dexterity	No	504	3.30	0.85	No difference
	Yes	11	2.97	0.98	t(513)=1.261, p>.05

Typing	No	504	3.59	0.88	No difference
	Yes	11	3.33	0.94	t(513)=0.953, p>.05
Emotions	No	504	2.65	0.88	No difference
	Yes	11	2.41	0.59	t(513)=0.911, p>.05

Differences on Factors based on Neurodivergence - ADHD

ADHD		N	Mean	SD	Significant
Sensory	No	363	2.66	0.89	No neurodivergence scored higher
	Yes	152	2.02	0.74	t(339.65)=8.475, p=0.001
Literacy	No	363	3.57	0.73	No neurodivergence scored higher
	Yes	152	3.42	0.77	t(513)=2.075, p=0.039
Self-Organizing	No	363	2.93	0.76	No neurodivergence scored higher
	Yes	152	2.18	0.62	t(343.51)=11.678, p=0.001
Numeracy	No	363	3.40	0.97	No neurodivergence scored higher
	Yes	152	3.19	1.05	t(513)=2.108, p=0.036
Creativity	No	363	3.56	0.65	Neurodivergence scored higher
	Yes	152	3.87	0.69	t(513)=-4.766, p=0.001
Social communication	No	363	3.19	0.79	No difference
	Yes	152	3.06	0.78	t(513)=1.717, p>.05
Movement	No	363	3.57	1.12	No neurodivergence scored higher
	Yes	152	3.21	1.09	t(513)=3.349, p=0.001
Memory	No	363	3.30	0.73	No neurodivergence scored higher
	Yes	152	3.01	0.72	t(513)=4.055, p<0.001
Reading	No	363	3.00	0.93	No neurodivergence scored higher
	Yes	152	2.66	0.84	t(513)=3.859, p<0.001

Dexterity	No	363	3.37	0.87	No neurodivergence scored higher
	Yes	152	3.11	0.81	t(513)=3.145, p=0.002
Typing	No	363	3.61	0.89	No difference
	Yes	152	3.53	0.87	t(513)=0.866, p>.05
Emotions	No	363	2.78	0.89	No neurodivergence scored higher
	Yes	152	2.32	0.77	t(513)=5.935, p<0.001

Differences on Factors based on Neurodivergence – Autism

Autism		N	Mean	SD	Significant
Sensory	No	428	2.61	0.88	No neurodivergence scored higher
	Yes	87	1.77	0.63	t(160.97)=10.432, p<0.001
Literacy	No	428	3.51	0.74	No difference
	Yes	87	3.56	0.79	t(513)=-0.563, p>.05
Self-Organizing	No	428	2.78	0.81	No neurodivergence scored higher
	Yes	87	2.36	0.67	t(513)=4.588, p<0.001
Numeracy	No	428	3.35	0.98	No difference
	Yes	87	3.30	1.10	t(513)=0.431, p>.05
Creativity	No	428	3.62	0.67	No neurodivergence scored lower
	Yes	87	3.83	0.68	t(513)=-2.679, p=.008
Social communication	No	428	3.22	0.80	No neurodivergence scored higher
	Yes	87	2.84	0.68	t(513)=4.187, p<0.001
Movement	No	428	3.55	1.11	No neurodivergence scored higher
	Yes	87	3.02	1.07	t(513)=4.136, p<0.001
Memory	No	428	3.22	0.73	No difference
	Yes	87	3.19	0.78	t(513)=0.306, p>.05
Reading	No	428	2.92	0.92	No difference
	Yes	87	2.82	0.92	t(513)=0.914, p>.05
Dexterity	No	428	3.36	0.84	No neurodivergence scored higher
	Yes	87	2.96	0.85	t(513)=4.047, p<0.001
Typing	No	428	3.60	0.88	No difference
	Yes	87	3.51	0.93	t(513)=0.828, p>.05
	No	428	2.74	0.88	No neurodivergence scored higher

Emotions	Yes	87	2.19	0.72	$t(513)=5.487, p<0.001$
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Differences on Factors based on Neurodivergence – Dyscalculia

Dyscalculia		N	Mean	SD	Significance Testing
Sensory	No	483	2.48	0.90	No difference
	Yes	32	2.23	0.86	t(513)=1.526, p>.05
Literacy	No	483	3.54	0.75	No difference
	Yes	32	3.32	0.70	t(513)=1.581, p>.05
Self-Organizing	No	483	2.72	0.80	No difference
	Yes	32	2.53	0.83	t(513)=1.309, p>.05
Numeracy	No	483	3.41	0.96	No neurodivergence scored higher
	Yes	32	2.25	1.05	t(513)=6.606, p<0.001
Creativity	No	483	3.64	0.68	No difference
	Yes	32	3.80	0.62	t(513)=-1.274, p>.05
Social communication	No	483	3.16	0.79	No difference
	Yes	32	3.08	0.77	t(513)=0.574, p>.05
Movement	No	483	3.47	1.13	No difference
	Yes	32	3.41	1.04	t(513)=0.288, p>.05
Memory	No	483	3.23	0.74	No difference
	Yes	32	3.06	0.68	t(513)=1.209, p>.05
Reading	No	483	2.92	0.92	No neurodivergence scored higher
	Yes	32	2.58	0.84	t(513)=2.060, p=0.040
Dexterity	No	483	3.31	0.85	No difference
	Yes	32	3.02	0.95	t(513)=1.851, p>.05
	No	483	3.60	0.88	No difference

Typing	Yes	32	3.31	0.96	$t(513)=1.802, p>.05$
Emotions	No	483	2.65	0.88	No difference
	Yes	32	2.61	0.84	$t(513)=0.254, p>.05$

Differences on Factors based on Neurodivergence – Dyslexia

Dyslexia		N	Mean	SD	Significance Testing
Sensory	No	423	2.49	0.91	No difference
	Yes	92	2.35	0.82	t(513)=1.380, p>.05
Literacy	No	423	3.67	0.67	No neurodivergence scored higher
	Yes	92	2.83	0.68	t(513)=10.867, p<.001
Self-Organizing	No	423	2.74	0.80	No difference
	Yes	92	2.58	0.80	t(513)=1.762, p>.05
Numeracy	No	423	3.38	0.98	No difference
	Yes	92	3.16	1.07	t(513)=1.924, p>.05
Creativity	No	423	3.62	0.66	No neurodivergence scored lower
	Yes	92	3.80	0.71	t(513)=-2.2302, p=0.022
Social communication	No	423	3.17	0.80	No difference
	Yes	92	3.09	0.77	t(513)=0.923, p>.05
Movement	No	423	3.48	1.12	No difference
	Yes	92	3.38	1.13	t(513)=0.731, p>.05
Memory	No	423	3.25	0.73	No neurodivergence scored higher
	Yes	92	3.05	0.74	t(513)=2.349, p=0.019
Reading	No	423	3.02	0.89	No neurodivergence scored higher
	Yes	92	2.35	0.83	t(513)=6.637, p>0.001
Dexterity	No	423	3.34	0.84	No neurodivergence scored higher
	Yes	92	3.07	0.88	t(513)=2.724, p=0.007

Typing	No	423	3.68	0.85	No neurodivergence scored higher
	Yes	92	3.17	0.94	$t(513)=5.076, p<0.001$
Emotions	No	423	2.68	0.89	No difference
	Yes	92	2.49	0.78	$t(513)=1.849, p>.05$

Differences on Factors based on Neurodivergence - Dyspraxia-DCD

Dyspraxia-DCD		N	Mean	SD	Significant
Sensory	No	492	2.48	0.90	No difference
	Yes	23	2.15	0.77	t(513)=1.733, p>.05
Literacy	No	492	3.53	0.74	No difference
	Yes	23	3.35	0.80	t(513)=1.145, p>.05
Self-Organizing	No	492	2.72	0.80	No difference
	Yes	23	2.42	0.78	t(513)=1.769, p>.05
Numeracy	No	492	3.35	0.99	No difference
	Yes	23	3.03	1.09	t(513)=1.514, p>.05
Creativity	No	492	3.64	0.68	No difference
	Yes	23	3.83	0.61	t(513)=-1.312, p>.05
Social communication	No	492	3.15	0.80	No difference
	Yes	23	3.21	0.68	t(513)=-0.335, p>.05
Movement	No	492	3.51	1.11	No neurodivergence scored higher
	Yes	23	2.51	0.96	t(513)=4.246, p<0.001
Memory	No	492	3.22	0.74	No difference
	Yes	23	3.15	0.63	t(513)=0.448, p>.05
Reading	No	492	2.91	0.91	No difference
	Yes	23	2.78	1.05	t(513)=0.632, p>.05
Dexterity	No	492	3.31	0.86	No neurodivergence scored higher
	Yes	23	2.91	0.68	t(513)=2.177, p=0.030
	No	492	3.60	0.88	No difference

Typing	Yes	23	3.26	1.02	t(513)=1.801, p>.05
Emotions	No	492	2.66	0.88	No difference
	Yes	23	2.47	0.79	t(513)=1.007, p>.05

Differences on Factors based on Neurodivergence - Sensory-Processing-Disorder

Sensory-Processing-Disorder		N	Mean	SD	Significance Testing
Sensory	No	481	2.53	0.88	No neurodivergence scored higher
	Yes	34	1.62	0.70	t(513)=5.911, p<0.001
Literacy	No	481	3.52	0.75	No difference
	Yes	34	3.49	0.68	t(513)=0.297, p>.05
Self-Organizing	No	481	2.74	0.80	No neurodivergence scored higher
	Yes	34	2.26	0.70	t(513)=3.455, p<0.001
Numeracy	No	481	3.36	0.98	No difference
	Yes	34	2.95	1.19	t(36.22)=1.974, p>.05
Creativity	No	481	3.63	0.68	No neurodivergence scored lower
	Yes	34	3.91	0.55	t(513)=-2.332, p=0.020
Social communication	No	481	3.19	0.79	No neurodivergence scored higher
	Yes	34	2.71	0.69	t(513)=3.467, p<0.001
Movement	No	481	3.49	1.12	No neurodivergence scored higher
	Yes	34	3.00	1.12	t(513)=2.497, p=0.013
Memory	No	481	3.23	0.74	No difference
	Yes	34	3.06	0.73	t(513)=1.280, p>.05
Reading	No	481	2.93	0.91	No neurodivergence scored higher

	Yes	34	2.46	0.92	t(513)=2.897, p=.004
Dexterity	No	481	3.33	0.84	No neurodivergence scored higher
	Yes	34	2.69	0.91	t(513)=4.341, p<0.001
Typing	No	481	3.60	0.89	No difference
	Yes	34	3.37	0.85	t(513)=1.450, p>.05
Emotions	No	481	2.68	0.87	No neurodivergence scored higher
	Yes	34	2.14	0.87	t(513)=3.530, p<0.001

Differences on Factors based on Neurodivergence - Tic-Disorder inc. Tourette's

Tic-Disorder Inc. Tourette's		N	Mean	SD	Significance Testing
Sensory	No	508	2.48	0.89	No difference
	Yes	7	1.88	0.95	t(513)=1.749, p>.05
Literacy	No	508	3.53	0.74	No difference
	Yes	7	3.09	0.88	t(513)=1.546, p>.05
Self-Organizing	No	508	2.72	0.80	No difference
	Yes	7	2.27	0.55	t(513)=1.481, p>.05
Numeracy	No	508	3.33	1.00	No difference
	Yes	7	3.62	1.34	t(513)=-0.750, p>.05
Creativity	No	508	3.65	0.68	No difference
	Yes	7	3.76	0.74	t(513)=-0.407, p>.05
Social communication	No	508	3.17	0.79	No neurodivergence scored higher
	Yes	7	2.40	0.51	t(513)=2.541, p=.011
Movement	No	508	3.47	1.12	No difference
	Yes	7	2.81	1.17	t(513)=1.552, p>.05
Memory	No	508	3.22	0.74	No difference
	Yes	7	3.06	0.62	t(513)=0.570, p>.05
Reading	No	508	2.91	0.92	No difference
	Yes	7	2.46	0.76	t(513)=1.268, p>.05
Dexterity	No	508	3.30	0.85	No difference
	Yes	7	2.71	0.85	t(513)=1.801, p>.05

Typing	No	508	3.60	0.88	No neurodivergence scored higher
	Yes	7	2.76	1.20	$t(513)=2.489, p=.013$
Emotions	No	508	2.65	0.88	No difference
	Yes	7	2.25	0.83	$t(513)=0.513, p>.05$

Differences on Factors based on Socio-Economic Status

Factor	Significance Testing	Grouping	N	Mean	SD
Sensory	No difference $F(3, 470) = 1.562, p > .05$	No Education	9	1.93	0.76
		High School	205	2.53	0.89
		Graduate	246	2.43	0.92
		Prefer not to say	14	2.50	0.65
		Total	474	2.47	0.90
Literacy	"Graduate" score higher than "High School" $F(3, 470) = 2.630, p = .050$	No Education	9	3.57	0.54
		High School	205	3.45	0.75
		Graduate	246	3.64	0.73
		Prefer not to say	14	3.41	0.69
		Total	474	3.55	0.74
Self-Organizing	No difference $F(3, 470) = 1.303, p > .05$	No Education	9	2.63	0.69
		High School	205	2.76	0.78
		Graduate	246	2.70	0.83
		Prefer not to say	14	2.35	0.79
		Total	474	2.71	0.80
Numeracy	No difference $F(3, 470) = 1.536, p > .05$	No Education	9	2.96	1.18
		High School	205	3.33	1.03
		Graduate	246	3.39	0.99
		Prefer not to say	14	2.89	0.90
		Total	474	3.34	1.01

Creativity	"Graduate" score higher than "High School"	No Education	9	3.86	0.61
		High School	205	3.55	0.69
		Graduate	246	3.75	0.66
		Prefer not to say	14	3.73	0.59
		Total	474	3.66	0.67
Social communication	No difference F(3, 470) = 0.686, p> .05	No Education	9	3.22	0.74
		High School	205	3.11	0.81
		Graduate	246	3.22	0.78
		Prefer not to say	14	3.26	0.68
		Total	474	3.17	0.79
Movement	No difference F(3, 470) = 0.049, p> .05	No Education	9	3.37	1.14
		High School	205	3.49	1.13
		Graduate	246	3.49	1.09
		Prefer not to say	14	3.55	1.13
		Total	474	3.49	1.11
Memory	No difference F(3, 470) = 2.469, p> .05	No Education	9	2.62	0.60
		High School	205	3.17	0.78
		Graduate	246	3.26	0.71
		Prefer not to say	14	3.24	0.82
		Total	474	3.21	0.75
Reading	No difference F(3, 470) = 1.173, p> .05	No Education	9	2.64	0.96
		High School	205	2.87	0.89
		Graduate	246	3.00	0.91

		Prefer not to say	14	3.04	1.02
		Total	474	2.94	0.90

Dexterity	No difference $F(3, 470) = 1.414, p > .05$	No Education	9	2.89	0.96
		High School	205	3.33	0.85
		Graduate	246	3.29	0.86
		Prefer not to say	14	2.98	0.97
		Total	474	3.29	0.86

Typing	No difference $F(3, 470) = 1.293, p > .05$	No Education	9	3.04	0.81
		High School	205	3.61	0.83
		Graduate	246	3.62	0.91
		Prefer not to say	14	3.55	0.97
		Total	474	3.60	0.88

Emotions	No difference $F(3, 470) = 1.284, p > .05$	No Education	9	2.47	0.91
		High School	205	2.70	0.84
		Graduate	246	2.67	0.91
		Prefer not to say	14	2.25	0.73
		Total	474	2.67	0.87

Differences on Factors based on Differences on Factors based on Gender (Birth)

Factor	Significance Testing	Grouping	N	Mean	SD
Sensory	No difference $F(3, 484) = 0.982, p > .05$	Male	127	2.58	0.80
		Female	350	2.44	0.93
		Non-Binary	7	2.26	1.07
		Prefer Not to Say	4	2.29	0.67
		Total	488	2.47	0.90
Literacy	No difference $F(3, 484) = 0.446, p > .05$	Male	127	3.50	0.77
		Female	350	3.54	0.74
		Non-Binary	7	3.66	0.72
		Prefer Not to Say	4	3.88	0.31
		Total	488	3.53	0.75
Self Organizing	No difference $F(3, 484) = 0.270, p > .05$	Male	127	2.66	0.77
		Female	350	2.73	0.82
		Non-Binary	7	2.67	0.66
		Prefer Not to Say	4	2.71	0.49
		Total	488	2.71	0.80
Numeracy	"Male" scored higher than "Female" $F(3, 484) = 10.291, p < 0.001$	Male	127	3.72	0.98
		Female	350	3.19	0.99
		Non-Binary	7	4.05	0.84
		Prefer Not to Say	4	3.21	0.55
		Total	488	3.34	1.01
Creativity		Male	127	3.60	0.66
		Female	350	3.67	0.68

	"Non-binary" scored higher than "Male"	Non-Binary	7	4.33	0.23
		Prefer Not to Say	4	3.93	0.78
		Total	488	3.67	0.68
	F(3, 484) = 2.883, p=0.035				
Social communication	No difference	Male	127	3.17	0.80
	F(3, 484) = 0.570, p> .05	Female	350	3.16	0.79
		Non-Binary	7	3.26	0.71
		Prefer Not to Say	4	3.67	0.85
		Total	488	3.17	0.79
Movement	"Male" scored higher than "Female"	Male	127	3.99	0.93
		Female	350	3.28	1.12
		Non-Binary	7	3.38	1.21
		Prefer Not to Say	4	4.50	0.43
	F(3, 484) = 14.651, p< 0.001	Total	488	3.48	1.12
Memory	No difference	Male	127	3.15	0.76
	F(3, 484) = 0.506, p> .05	Female	350	3.24	0.74
		Non-Binary	7	3.23	0.41
		Prefer Not to Say	4	3.10	0.53
		Total	488	3.22	0.74
Reading	No difference	Male	127	2.83	0.89
	F(3, 484) = 1.252, p> .05	Female	350	2.93	0.93
		Non-Binary	7	3.29	0.76
		Prefer Not to Say	4	3.44	0.88
		Total	488	2.91	0.92
Dexterity		Male	127	3.64	0.80

	"Male" scored higher than "Female"	Female	350	3.16	0.84
		Non-Binary	7	3.24	0.53
		Prefer Not to Say	4	3.75	0.50
		Total	488	3.29	0.85
	F(3, 484) = 10.883, p< 0.001				
Typing	No difference	Male	127	3.50	0.93
		Female	350	3.64	0.86
		Non-Binary	7	4.00	0.69
		Prefer Not to Say	4	3.75	0.42
	F(3, 484) = 1.225, p> .05	Total	488	3.61	0.87
Emotions	"Male" scored higher than "Female"	Male	127	2.86	0.89
		Female	350	2.59	0.87
		Non-Binary	7	2.54	0.60
		Prefer Not to Say	4	3.63	0.43
	F(3, 484) = 1.698, p=0.003	Total	488	2.66	0.88

Differences on Factors based on Gender

Factor	Significance Testing	Grouping	N	Mean	SD
Sensory	No Difference F(2, 345) = 2.135 p>.05	Cisgender	318	2.45	0.89
		Not cisgender	11	1.98	0.94
		Prefer not to say	19	2.18	0.92
		Total	348	2.42	0.90
Literacy	No Difference F(2, 345) = 0.032 p>.05	Cisgender	318	3.57	0.73
		Not cisgender	11	3.57	0.73
		Prefer not to say	19	3.53	0.83
		Total	348	3.57	0.73
Self-Organizing	No Difference F(2, 345) = 0.510 p>.05	Cisgender	318	2.65	0.81
		Not cisgender	11	2.51	0.64
		Prefer not to say	19	2.48	0.75
		Total	348	2.63	0.80
Numeracy	No Difference F(2, 345) = 1.073 p>.05	Cisgender	318	3.34	0.99
		Not cisgender	11	3.77	1.07
		Prefer not to say	19	3.25	1.21
		Total	348	3.35	1.00
Creativity	"Not-cisgender" scored higher than "Cisgender"	Cisgender	318	3.68	0.66
		Not cisgender	11	4.19	0.35
		Prefer not to say	19	3.59	0.75
		Total	348	3.69	0.66

			$F(2,345) =$ 3.542 $p=.030$		
Social communication	No Difference	Cisgender	318	3.17	0.78
		Not cisgender	11	2.97	0.78
	$F(2, 345) =$ 0.390 $p>.05$	Prefer not to say	19	3.11	0.98
		Total	348	3.16	0.79
Movement	No Difference	Cisgender	318	3.43	1.12
		Not cisgender	11	3.36	1.13
	$F(2, 345) =$ 0.019 $p>.05$	Prefer not to say	19	3.44	1.27
		Total	348	3.43	1.12
Memory	No Difference	Cisgender	318	3.20	0.74
		Not cisgender	11	3.18	0.84
	$F(2, 345) =$ 0.314 $p>.05$	Prefer not to say	19	3.06	0.85
		Total	348	3.19	0.75
Reading	No Difference	Cisgender	318	2.94	0.91
		Not cisgender	11	3.00	1.04
	$F(2, 345) =$ 0.960 $p>.05$	Prefer not to say	19	2.64	1.08
		Total	348	2.93	0.92
Dexterity	No Difference	Cisgender	318	3.31	0.85
		Not cisgender	11	2.91	0.84
	$F(2, 345) =$ 1.200 $p>.05$	Prefer not to say	19	3.28	0.88
		Total	348	3.30	0.85
Typing	No Difference	Cisgender	318	3.64	0.89
		Not cisgender	11	3.94	1.07

Emotions	F(2, 345) = 0.613 p>.05	Prefer not to say	19	3.68	0.83
		Total	348	3.65	0.89
	No Difference	Cisgender	318	2.62	0.88
		Not cisgender	11	2.57	0.55
		Prefer not to say	19	2.58	0.95
		Total	348	2.61	0.88

Differences on Factors based on Sexuality

Factor	Significance Testing	Grouping	N	Mean	SD
Sensory	"Heterosexual" scored higher than "not-heterosexual"	Heterosexual	388	2.55	0.89
		Not-heterosexual	84	2.17	0.86
		Prefer not to say	6	1.89	0.74
		Total	478	2.47	0.90
	F(2, 475) = 7.426 p<.001				
Literacy	No Difference	Heterosexual	388	3.54	0.72
		Not-heterosexual	84	3.49	0.77
		Prefer not to say	6	3.56	0.64
		Total	478	3.53	0.73
	F(2, 475) = 0.175 p>.05				
Self-Organizing	"Heterosexual" scored higher than "not-heterosexual"	Heterosexual	388	2.75	0.80
		Not-heterosexual	84	2.51	0.82
		Prefer not to say	6	2.50	0.70
		Total	478	2.71	0.80
	F(2, 475) = 3.277 p=.039				
Numeracy	No Difference	Heterosexual	388	3.34	1.01
		Not-heterosexual	84	3.37	0.97
		Prefer not to say	6	2.92	1.10
		Total	478	3.34	1.00
	F(2, 475) = 0.573 P>.05				
Creativity		Heterosexual	388	3.60	0.68

	"Not-heterosexual" scored higher than "Heterosexual"	Not-heterosexual	84	3.90	0.61
		Prefer not to say	6	4.12	0.57
		Total	478	3.66	0.68
F(2, 475) = 8.430 p<.001					
Social communication	No Difference	Heterosexual	388	3.20	0.77
		Not-heterosexual	84	3.07	0.79
		Prefer not to say	6	2.69	0.58
		Total	478	3.17	0.78
F(2, 475) = 2.265 p>.05					
Movement	"Heterosexual" scored higher than "not-heterosexual"	Heterosexual	388	3.54	1.12
		Not-heterosexual	84	3.19	1.10
		Prefer not to say	6	2.89	1.05
		Total	478	3.47	1.12
F(2, 475) = 4.260 p=.015					
Memory	No Difference	Heterosexual	388	3.22	0.76
		Not-heterosexual	84	3.14	0.65
		Prefer not to say	6	3.13	0.97
		Total	478	3.21	0.74
F(2, 475) = 0.460 p>.05					
Reading	No Difference	Heterosexual	388	2.93	0.91
		Not-heterosexual	84	2.84	0.95
		Prefer not to say	6	3.08	0.93

	F(2, 475) = 0.447 p>.05	Total	478	2.91	0.92
Dexterity	No Difference	Heterosexual	388	3.31	0.86
		Not-heterosexual	84	3.18	0.83
	F(2, 475) = 1.026 p>.05	Prefer not to say	6	3.06	0.39
		Total	478	3.29	0.85
Typing	No Difference	Heterosexual	388	3.58	0.89
		Not-heterosexual	84	3.63	0.88
	F(2, 475) = 0.126 p>.05	Prefer not to say	6	3.67	0.63
		Total	478	3.59	0.88
Emotions	"Heterosexual" scored higher than "not- heterosexual"	Heterosexual	388	2.71	0.88
		Not-heterosexual	84	2.42	0.86
		Prefer not to say	6	2.54	0.29
		Total	478	2.66	0.88
	F(2, 475) = 4.042 p<.001				

Differences on Factors based on Ethnicity

Factor	Significance Testing	Grouping	N	Mean	SD
Sensory	No Difference F(5, 477) = 0.258 p>.05	Black	29	2.58	0.80
		Asian	143	2.44	0.91
		Mixed	8	2.27	0.78
		White	279	2.48	0.92
		Other	18	2.46	0.88
		Prefer not to say	6	2.67	0.99
		Total	483	2.47	0.90
Literacy	No Difference F(5, 477) = 1.817 p>.05	Black	29	3.39	0.69
		Asian	143	3.45	0.79
		Mixed	8	3.09	0.56
		White	279	3.61	0.72
		Other	18	3.51	0.68
		Prefer not to say	6	3.44	0.71
		Total	483	3.53	0.74
Self-Organizing	No Difference F(5, 477) = 0.274 p>.05	Black	29	2.59	0.77
		Asian	143	2.70	0.85
		Mixed	8	2.59	0.70
		White	279	2.74	0.80
		Other	18	2.74	0.69
		Prefer not to say	6	2.79	0.70
		Total	483	2.72	0.80
Numeracy	No Difference	Black	29	3.28	1.05
		Asian	143	3.29	1.04

	F(5, 477) = 0.678 p>.05	Mixed	8	3.08	1.14
		White	279	3.34	1.00
		Other	18	3.52	0.98
		Prefer not to say	6	3.92	0.79
		Total	483	3.34	1.01
Creativity	No Difference	Black	29	3.77	0.68
		Asian	143	3.65	0.74
	F(5, 477) = 0.385 p>.05	Mixed	8	3.52	0.51
		White	279	3.66	0.65
		Other	18	3.63	0.73
		Prefer not to say	6	3.90	0.62
		Total	483	3.66	0.68
Social communication	No Difference	Black	29	3.13	0.75
		Asian	143	3.14	0.86
	F(5, 477) = 0.374 p>.05	Mixed	8	3.13	0.70
		White	279	3.18	0.76
		Other	18	3.04	0.88
		Prefer not to say	6	3.50	0.46
		Total	483	3.17	0.79
Movement	No Difference	Black	29	3.83	1.03
		Asian	143	3.40	1.14
	F(5, 477) = 1.041 p>.05	Mixed	8	3.25	1.04
		White	279	3.49	1.09
		Other	18	3.59	1.49
		Prefer not to say	6	3.94	0.90
		Total	483	3.49	1.11
Memory	No Difference	Black	29	3.38	0.66

	F(5, 477) = 0.662 p>.05	Asian	143	3.16	0.76
		Mixed	8	3.23	0.52
		White	279	3.22	0.75
		Other	18	3.39	0.80
		Prefer not to say	6	3.23	0.54
		Total	483	3.21	0.74
Reading	No Difference F(5, 477) = 0.323 p>.05	Black	29	2.87	0.86
		Asian	143	2.88	0.96
		Mixed	8	2.66	0.50
		White	279	2.95	0.91
		Other	18	2.96	0.98
		Prefer not to say	6	2.71	0.89
		Total	483	2.92	0.92
Dexterity	No Difference F(5, 477) = 1.277 p>.05	Black	29	3.28	0.90
		Asian	143	3.33	0.85
		Mixed	8	2.58	0.83
		White	279	3.27	0.84
		Other	18	3.41	0.88
		Prefer not to say	6	3.17	1.24
		Total	483	3.28	0.86
Typing	No Difference F(5, 477) = 0.763 p>.05	Black	29	3.52	0.83
		Asian	143	3.55	0.94
		Mixed	8	3.33	1.01
		White	279	3.64	0.84
		Other	18	3.83	0.92
		Prefer not to say	6	3.33	1.19
		Total	483	3.60	0.88

Emotions	No Difference F(5, 477) = 0.257 p>.05	Black	29	2.65	0.87
		Asian	143	2.65	0.86
		Mixed	8	2.84	0.72
		White	279	2.69	0.89
		Other	18	2.51	1.07
		Prefer not to say	6	2.50	0.88
		Total	483	2.67	0.88