**Appendix A**

**Adapted Search From Cook et al. (2021)**

**MEDLINE: (OVID)**

*\*\*Adapted from “Camouflaging and Autism: a Systematic Review” (Cook et al., 2021).*

1. exp child development disorders, pervasive/ or autism spectrum disorder/ or asperger syndrome/ or autistic disorder/

2. autis\*.mp.

3. asperger\*.mp.

4. (pervasiv\* adj2 development\* adj2 disorder\*).mp. [mp=title, abstract, original title, name of substance word, subject heading word, floating subheading word, keyword heading word, organism supplementary concept word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier, synonyms]

5. ASD.mp.

6. PDD.mp.

7. 1 or 2 or 3 or 4 or 5 or 6

8. social conformity/

9. camouflag\*.mp. [mp=title, abstract, original title, name of substance word, subject heading word, floating sub-heading word, keyword heading word, organism supplementary concept word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier, synonyms]

10. (compensat\* adj20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)).mp. [mp=title, abstract, original title, name of substance word, subject heading word, floating sub-heading word, keyword heading word, organism supplementary concept word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier, synonyms]

11. (pass adj20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)).mp. [mp=title, abstract, original title, name of substance word, subject heading word, floating sub-heading word, keyword heading word, organism supplementary concept word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier, synonyms]

12. (passing adj20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)).mp. [mp=title, abstract, original title, name of substance word, subject heading word, floating sub-heading word, keyword heading word, organism supplementary concept word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier, synonyms]

13. (mask\* adj20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)).mp. [mp=title, abstract, original title, name of substance word, subject heading word, floating sub-heading word, keyword heading word, organism supplementary concept word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier, synonyms]

14. (disguis\* adj20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)).mp. [mp=title, abstract, original title, name of substance word, subject heading word, floating sub-heading word, keyword heading word, organism supplementary concept word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier, synonyms]

15. ((hide\* or hidden or hiding) adj20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)).mp. [mp=title, abstract, original title, name of substance word, subject heading word, floating sub-heading word, keyword heading word, organism supplementary concept word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier, synonyms]

16. 8 or 9 or 10 or 11 or 12 or 13 or 14 or 15

17. 7 and 16

**PsycInfo: (EBSCO)**

1. DE "autism spectrum disorder\*” OR DE "neurodevelopmental disorder\*” OR DE "autistic traits”

2. TI autis\* OR AB autis\* OR DE autis\* OR TC autis\* OR KW autis\* OR TM autis\* OR MA autis\*

3. TI asperger\* OR AB asperger\* OR DE asperger\* OR TC asperger\* OR KW asperger\* OR TM asperger\* OR MA asperger\*

4. TI (pervasiv\* N2 development\* OR pervasiv\* N2 disorder\*) OR AB (pervasiv\* N2 development\* OR pervasiv\* N2 disorder\*) OR DE (pervasiv\* N2 development\* OR pervasiv\* N2 disorder\*) OR TC (pervasiv\* N2 development\* OR pervasiv\* N2 disorder\*) OR KW (pervasiv\* N2 development\* OR pervasiv\* N2 disorder\*) OR TM (pervasiv\* N2 development\* OR pervasiv\* N2 disorder\*) OR MA (pervasiv\* N2 development\* OR pervasiv\* N2 disorder\*)

5. TI “ASD” OR AB “ASD" OR DE “ASD” OR TC “ASD" OR KW “ASD” OR TM “ASD" OR MA “ASD”

6. TI “PDD” OR AB “PDD" OR DE “PDD” OR TC “PDD" OR KW “PDD” OR TM “PDD" OR MA “PDD”

7. S1 OR S2 OR S3 OR S4 OR S5 OR S6

8. DE "Masking" OR DE "Compensation (Defense Mechanism)"

9. TI camouflag\* OR AB camouflag\* OR KW camouflag\* OR TM camouflag\* OR MA camouflag\*

10. TI (compensat\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR AB (compensat\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR KW (compensat\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR TM (compensat\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR MA (compensat\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*))

11. TI (pass\* N20 (autis\* or asperger\* or ASD or social or behav\* or or camouflag\* or strateg\*)) OR AB (pass\* N20 (autis\* or asperger\* or ASD or social or behav\* or or camouflag\* or strateg\*)) OR KW (pass\* N20 (autis\* or asperger\* or ASD or social or behav\* or or camouflag\* or strateg\*)) OR TM (pass\* N20 (autis\* or asperger\* or ASD or social or behav\* or or camouflag\* or strateg\*)) OR MA (pass\* N20 (autis\* or asperger\* or ASD or social or behav\* or or camouflag\* or strateg\*))

12. TI (mask\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR AB (mask\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR KW (mask\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR TM (mask\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR MA (mask\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*))

13. TI (disguis\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR AB (disguis\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR KW (disguis\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR TM (disguis\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR MA (disguis\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*))

14. S8 OR S9 OR S10 OR S11 OR S12 OR S13

15. S7 and S14

**ERIC: (EBSCO)**

1. DE autism

2. TI autis\* OR AB autis\* OR DE autis\* OR TC autis\* OR KW autis\* OR TM autis\* OR MA autis\*

3. TI asperger\* OR AB asperger\* OR DE asperger\* OR TC asperger\* OR KW asperger\* OR TM asperger\* OR MA asperger\*

4. TI (pervasiv\* N2 development\* OR pervasiv\* N2 disorder\*) OR AB (pervasiv\* N2 development\* OR pervasiv\* N2 disorder\*) OR DE (pervasiv\* N2 development\* OR pervasiv\* N2 disorder\*) OR TC (pervasiv\* N2 development\* OR pervasiv\* N2 disorder\*) OR KW (pervasiv\* N2 development\* OR pervasiv\* N2 disorder\*) OR TM (pervasiv\* N2 development\* OR pervasiv\* N2 disorder\*) OR MA (pervasiv\* N2 development\* OR pervasiv\* N2 disorder\*)

5. TI “ASD” OR AB “ASD" OR DE “ASD” OR TC “ASD" OR KW “ASD” OR TM “ASD" OR MA “ASD”

6. TI “PDD” OR AB “PDD" OR DE “PDD” OR TC “PDD" OR KW “PDD” OR TM “PDD" OR MA “PDD”

7. S1 OR S2 OR S3 OR S4 OR S5 OR S6

8. DE mask\* OR DE compensat\* OR DE conform\*

9. TI (compensat\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR AB (compensat\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR KW (compensat\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR TM (compensat\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR MA (compensat\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*))

10. TI (pass\* N20 (autis\* or asperger\* or ASD or social or behav\* or or camouflag\* or strateg\*)) OR AB (pass\* N20 (autis\* or asperger\* or ASD or social or behav\* or or camouflag\* or strateg\*)) OR KW (pass\* N20 (autis\* or asperger\* or ASD or social or behav\* or or camouflag\* or strateg\*)) OR TM (pass\* N20 (autis\* or asperger\* or ASD or social or behav\* or or camouflag\* or strateg\*)) OR MA (pass\* N20 (autis\* or asperger\* or ASD or social or behav\* or or camouflag\* or strateg\*))

11. TI (mask\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR AB (mask\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR KW (mask\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR TM (mask\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR MA (mask\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*))

12. TI (disguis\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR AB (disguis\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR KW (disguis\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR TM (disguis\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*)) OR MA (disguis\* N20 (autis\* or asperger\* or ASD or social or behav\* or camouflag\* or strateg\*))

13. TI camouflag\* OR AB camouflag\* OR DE camouflag\* OR TC camouflag\* OR KW camouflag\* OR TM camouflag\* OR MA camouflag\*

14. S8 OR S9 OR S10 OR S11 OR S12 OR S13

15. S7 and S14

**Appendix B**

**Participant Demographic Information**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Authors** | **N** | **N Gender** | **Age Range**  **(Mean)** | **Location** | **Diagnoses** | **Diagnostic criteria/approach** |
| Anderson et al. (2020) | 20 | F: 20  (10 Mothers, 10 Daughters) | Daughters: 12-18 (14.6)    Mothers:  37-56 (45.5) | United Kingdom | 10 daughters have an ASD diagnosis; co-occurring diagnosis not specified. | All daughters had a diagnosis through the National Health Service Board. Confirmation of diagnosis was not specified. |
| Baldwin and Costley (2016) | 282 | F: 82    M: 200 | F:  18-64 (32.7)    M:  18-70 (33.2) | Australia | The whole sample has an ASD diagnosis. Additionally, 51% self-reported they have a learning difficulty; 53% self-reported they have attention and concentration challenges; 38% self-reported they needed support to help with study skills. | Participants self-reported diagnosis. |
| Belcher et al. (2022) | 80 | Autistic Sample:    F: 20    M: 20    Non-autistic Sample:    F: 20    M: 20 | Autistic Sample:    F:  18–40 (25.5)    M:  18–40 (25.9)    Non-autistic Sample:    F:  18–40 (27.8)    M:  18–40 (27.8) | United Kingdom | 40 participants have an ASD diagnosis. Additionally, 50% with co-occurring diagnosis; co-occurring diagnosis not specified. | Initial diagnosis self-reported by participants. Autism Spectrum Quotient (AQ) was used as a screening measure during the study. |
| Bernardin et al. (2021) | 140 | Autistic Sample:    F: 23    M: 55    Non-autistic Sample:    F: 35    M: 27 | Autistic Sample:    13-18 (15.03)    Non-autistic Sample:    13-18 (15.31) | United States of America | 78 participants have an ASD diagnosis; co-occurring diagnosis not specified. | Recruited through the database of the Simons Foundation Powering Autism Research for Knowledge database. |
| Bernardin et al. (2021) | 132 | Autistic Sample:    F: 23    M:53    Non-autistic Sample:    F: 32    M: 24 | Autistic Sample:    13-18 (15.07)    Non-autistic Sample:    13-18 (15.36) | United States of America | 76 participants have an ASD diagnosis; co-occurring diagnosis not specified. | Recruited through the database of the Simons Foundation Powering Autism Research for Knowledge database. |
| Bowri et al. (2021) | 237 | F: 139    M: 83    O: 15 | 18-75  (41.92) | United Kingdom | The whole sample has an ASD diagnosis, over half of the sample  reported co-occurring anxiety and depression disorders (N = 134, 56.5% and N = 128, 54.0% respectively). | Participants self-reported diagnosis. Participants were asked to detail their diagnosis label. |
| Cage and Troxell-Whitman (2018) | 111 | F: 60    M: 27    T: 1    NB: 1    ND: 9 | 18-72  (36.4) | United Kingdom | The whole sample has an ASDdiagnosis; 84% of participants had self-reported co-occurring diagnosis; Depression: N= 57  Anxiety: N = 62, Social anxiety: N = 35,  ADHD: N = 18, OCD: N = 18, PTD: N = 9,  BD N= 7, and  Tourette’s Syndrome: N = 4 | Participants self-reported diagnosis. |
| Cage et al. (2019) | 262 | F: 135    M: 111    Other: 12    ND: 4 | 18-66  (33.62) | United Kingdom | The whole sample has an ASD diagnosis. Participants self-reported co-occurring diagnosis of:  Anxiety: 51.9%  ADHD: 14.5%  Bipolar: 3.1%  Depression: 50.8%  OCD: 7.6%  PTSD: 9.5%  Social Anxiety: 23.7%  Tourette’s: 1.9% | Participants self-reported diagnosis. The self-reported diagnoses were confirmed using the Ritvo Autism and Asperger Diagnostic Scale during the study. |
| Cassidy et al. (2018) | 333 | Autistic Sample:    F: 99    M: 65    Non-autistic Sample:    F: 115    M: 54 | Autistic Sample:    20-60 (40.2)    Non-autistic Sample:    20-60 (40.3) | United Kingdom | 164 participants have an ASD diagnosis; Autistic participants self-reported co-occurring diagnosis. | Participants self-reported their diagnosis, who made the diagnosis, and where the diagnosis was made. |
| Cook et al. (2022) | 17 | M: 6    F: 8    AG/GN: 3 | 24-63  (44.53) | United Kingdom | Whole sample has an ASD diagnosis; co-occurring diagnosis not specified. | Participants self-reported diagnosis and were confirmed from written confirmation from health care professional. |
| Cook et al. (2018) | 22 | Daughters: 11    Parents: 11 | Daughters:  11-17 (14.5)    Parents:  30-50+ | United Kingdom | 11 (daughters) with an ASD diagnosis.  Co-occurring diagnosis of Speech and language difficulties, Anxiety, global developmental delay, ADHD, dyslexia, global developmental delay, attention deficit hyperactivity disorder (ADHD), OCD, facial tic disorder, anxiety, depression, Epilepsy, moderate learning difficulties. | Participants self-reported diagnosis. |
| Cook et al. (2021) | 17 | M: 6    F: 8    GN: 3 | 20-59 (44.53) | United Kingdom | Whole sample has an ASD diagnosis; co-occurring diagnosis not specified. | Participants self-reported diagnosis. Additionally, they used the Autism Spectrum Quotient (AQ) to confirm diagnosis during the study. |
| Corbett et al. (2021) | 161 | F: 46    M: 115 | F:  10-16.11 (12.8)    M:  10-16.11  (12.9) | United States of America | Whole sample has an ASD diagnosis; co-occurring diagnosis not specified. | Participants self-reported diagnosis. Additionally, they used the ADOS-2 and social communication questionnaire to confirm diagnosis during the study. |
| Halsall et al. (2021) | 8 triads (Girl, mother, educator) | Girls: 8    Mothers: 8    Educators: 8 | Girls: 12-15 (13.7) | United Kingdom | All 8 girls had an ASD diagnosis. 75% reported co-occurring diagnosis (Sensory processing, Anxiety, ADD, ADHD, Dyslexia, Genetic condition). | Participants self-reported diagnosis. Additionally, they administered the social communication questionnaire (SCQ) and ADOS-2 to confirm diagnosis. |
| Hull et al. (2017) | 92 | F: 55    M: 30    O: 7 | F:  18-68 (40.7)    M:  22-79 (48.0)    O:  27-69 (40.7) | United Kingdom | Whole sample has an ASD diagnosis; co-occurring diagnosis not specified. | Participants self-reported their diagnosis and who made the diagnosis. |
| Hull et al. (2020) | 778 | Autistic Sample:    F: 182    M: 108    NB: 16    Non-autistic Sample:    F: 252    M: 193    NB: 27 | Autistic Sample:    F: (39.9)    M: (46.68)    NB: (33.5)    Non-autistic Sample:    F: (29.86)    M: (30.94)    NB: (26.52) | United Kingdom | 306 participants have an ASD diagnosis; co-occurring diagnosis not specified. | Participants self-reported their diagnosis and who made their diagnosis. |
| Hull et al. (2021) | 58 | M: 29    F: 29 | 13-18  (14.46) | United Kingdom | Whole sample has an ASD diagnosis; co-occurring diagnosis not specified. | Formal diagnosis was confirmed by checking medical records, educational statements, and through families providing details of diagnosis. |
| Hull et al. (2021) | 305 | F: 181    M: 104    NB: 18 | 18-75  (41.90) | United Kingdom | Whole sample has an ASD diagnosis; participants self-reported co-occurring diagnosis; 56.7% had a diagnosis of generalized anxiety disorder, 54.4% had a diagnosis of depression, and 2.3% had a diagnosis of social anxiety. For other psychiatric conditions, 25% had 1 additional diagnosis, 14% had 2 additional diagnoses, and 9% had 3 or more additional diagnoses. | Participants self-reported their diagnosis (when they received it, at what age, and from which type of healthcare professional). |
| Jedrzejewska and Dewey (2022) | 200 | Autistic Sample:    F: 13    M: 26    O: 3    Non-autistic Sample:    F: 41    M: 110    O: 7 | 13-19  (14.1) | United Kingdom | 42 participants have an ASD diagnosis.  Co-occurring diagnosis not specified. | Participants self-reported diagnosis. Diagnosis was confirmed using registration and pediatric diagnosis accessed by the child’s special education coordinator. |
| Jorgenson et al. (2020) | 140 | Autistic Sample:    F: 23    M: 55    Non-autistic Sample:    F: 35    M: 27 | Autistic Sample:    13-18 (15.0)    Non-autistic Sample:    13-18 (15.3) | United States of America (online recruitment) | 78 participants have an ASD diagnosis; co-occurring diagnosis not reported. | Participants and/or parent self-reported diagnosis. |
| Lai et al. (2019) | 119 | Autistic Sample:    F: 28    M: 29    Non-autistic Sample:    F: 29    M: 33 | Autistic Sample:    F: 18-45(28.2)    M: 18-41 (26.6)    Non-autistic Sample:    M: 18-42 (27.9)    F: 18-45 (27.6) | United Kingdom | 57 participants have an ASD diagnosis; co-occurring diagnosis were not specified. | Participants self-reported diagnosis and who made the diagnosis. Diagnosis was confirmed using information from ADI-R. |
| Lai et al. (2017) | 60 | M: 30    F: 30 | F: 18-49 (27.8)    M: 18-49 (27.2) | United Kingdom | 60 participants have an ASD diagnosis; co-occurring diagnosis not specified. | Participants self-reported diagnosis and who made the diagnosis. Diagnosis was confirmed using information from ADI-R. |
| Livingston et al. (2019) | 136 | M: 112  F: 24 | 10-15 (13.28) | United Kingdom; Secondary data | 136 participants have an ASD diagnosis; 35 participants met criteria for BAP, co-occurring diagnosis not specified. | Diagnosis confirmed using the ADIR and the ADOS during the study. |
| Livingston et al. (2019) | 136 | Autistic Sample:    F: 37    M: 13    O: 8    Self-identified sample:    F: 9    M:8    O: 2    Non-autistic Sample:    F: 51    M: 8 | Autistic Sample:    18-70 (35.8)    Self-identified sample:    25-64 (40.2)      Non-autistic Sample:    18-77 (33.9) | United Kingdom | 58 with ASD diagnosis; of diagnosed sample 16% had developmental disorder, 36% anxiety disorder; 7% obsessive compulsive disorder; 22% depressive disorder; 2% bipolar disorder; 2% eating disorder; 2% personality disorder; 3% trauma or stress disorder; 5% other. | Participants self-reported diagnosis and who gave them the diagnosis. |
| McQuaid, 2022 | 502 | F: 276  M: 226 | 18-45  (32.97) | United States of America | Whole sample has an ASD diagnosis: Co-occurring diagnosis not specified. | Participants self-reported diagnosis. |
| Milner, 2022 | 435 | Autistic Sample:    F: 43    M: 35      High Autistic Trait Sample    F: 88    M: 89      Non-autistic Sample:    F: 131    M: 49 | Autistic Sample:  M: 20.8-24.8 (22.52)    F: 18.4-25.8 (22.58)    High Autistic Trait Sample:    F: 20.5-26 (22.42)    M: 20.6-25 (22.49)    Non-autistic Sample:    F: 19.7-28.1 (22.34)    M: 20.1-25.7 (22.14) | United Kingdom | 78 participants have an ASD diagnosis; co-occurring diagnosis not specified. | Participants self-reported diagnosis at three points during the study. |
| Moyse and Porter (2015) | 3  Plus, mothers, teachers, and school SENCO | F: 3 | 7-11 (8.67) | United Kingdom | 3 participants had an ASD diagnosis; 66.7% had sensory processing disorder. | Not specified how they collected diagnostic information. |
| Perry et al. (2021) | 223 | F: 130    M: 53    NB/O: 39    ND: 1 | 18-65  (34.19) | United Kingdom | Whole sample has an ASD diagnosis. Co-occurring diagnosis not specified. | Participants self-reported diagnosis. Diagnosis was confirmed using the Ritvo Autism and Asperger Diagnostic Scale. |
| Raymaker et al. (2020) | 19 | Not listed. | 21.65 (37.1) | United States of America | Whole sample has an ASD diagnosis. Co-occurring diagnosis not specified. | Participants self-reported diagnosis. |
| Robinson et al., (2020) | 592 | F: 404    M: 172 | Range not reported (36.8) | United Kingdom | 278 participants have an ASD diagnosis. Co-occurring diagnosis not specified. | Participants self-reported diagnosis, the age at which they were diagnosed, and who diagnosed them. |
| Schneid and Raz (2020) | 22 | M: 9    F: 12    O:1 | 16-55  (31) | Israel | 22 participants have an ASD diagnosis. Co-occurring diagnosis not specified. | Participants self-reported diagnosis. |
| Schuck et al. (2019) | 62 | Autistic Sample    F: 11    M: 17      Non-autistic Sample:    F: 15    M: 19 | Autistic Sample:    F: 18-55  (33)    M: 18-55 (23) | United States of America | 28 participants have an ASD diagnosis. Co-occurring diagnosis not specified. | Participants self-reported diagnosis. Additionally, they confirmed diagnosis through the ADOS-2 and, if possible, parents of individuals completed the ADI-R. |
| Simcoe et al. (2022) | 323 | Parents of Autistic Sample    111      Parents of non-autistic Sample:    212 | Children:    Autistic Sample    F: 5-12 (8.8)    M: 5-12 (8.9)      Non-autistic Sample:    F: 5-12 (7.7)    M: 5-12 (7.5) | Australia | 111 of the children have an ASD diagnosis. Co-occurring diagnosis not specified. | Parents reported the diagnosis. Additionally, they confirmed diagnosis using the Autism Spectrum Screening Questionnaire. |
| Sullivan et al. (2021) | 5 | Male and Female, number not reported. | Not reported | United Kingdom | Not reported. | Participants self-reported diagnosis. |
| Tierney et al. (2016) | 10 | F: 10 | 13-16 (14.4) | United Kingdom | Whole sample has an ASD diagnosis. Additionally, 10% reported having ADHD, and 10% reported having anxiety. | Researchers gathered written documentation of diagnosis |
| Tint and Weiss (2018) | 20 | F: 20 | 19-69 (35.45) | Canada | Whole sample has an ASD diagnosis. Co-occurring lot listed not specified. | Participants self-reported diagnosis. |
| Walsh et al., 2022 | 85 | Autistic Sample:    F: 24    M: 21    Non-Autistic Sample    F: 21    M: 19 | 18-70 (49.41) | United States of America | 43 participants have an ASD diagnosis. Co-occurring diagnosis not specified. | Diagnosis confirmed with ADOS module 4, a brief case history, and the DSM-V checklist combined with clinical judgment |

Legend: ASD = Autism Spectrum Disorder

BAP = Broader Autism Phenotype

Genders:

F = Female

M = Male

NB = Non-binary

O = Other

ND = Not Disclosed

GN = Gender Neutral

AG = Agender

T: Transgender

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Total Autistic Sample | | | | | | | | | | |
| FA | FY | MA | MY | NBA | NBY | TA | TY | ND | Educators | Parents |
| 2079 | 215 | 1453 | 445 | 142 | 3 | 3 | 0 | 19 | 8 | 140 |
|  |  | Total Sample Size Including Parents/Educators | | |  | 4507 |  |  |  |  |
|  |  | Total Autistic Sample Size Excluding Parents/Educators | | |  | 4359 |  |  |  |  |

FA = Female Adult

FY = Female Youth

MA = Male Adult

MY = Male Youth

NBA = Non-Binary Adults

NBY = Non-Binary Youth

TA = Trans Adults

TY = Trans Youth

NDA = Non-Disclosed Adults

NDY = Non-Disclosed Youth

**Appendix C**

**Quality Assessment - Adults**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Quality Criteria** | **Number of Studies Not Meeting Criteria** | **Quality Problems Recorded** |  |
| **Quantitative** | Is the sample representative of the target population? | 23 | Non-binary genders under-represented or not included | 23 |
|  |  |  | Male sample under-represented | 10 |
|  |  |  | Comorbidities not specified | 9 |
|  |  |  | ID excluded | 3 |
|  |  |  | Group breakdown did not match total participants | 3 |
|  |  |  | Female sample under-represented | 2 |
|  |  |  | G-power under powered | 2 |
|  |  |  | Head injury/neurological disorders excluded | 1 |
|  |  |  | Only UK citizens | 1 |
|  |  |  | Poor physical/mental health excluded | 1 |
|  | Are the measurements appropriate? | 11 | Some or all measures not standardized for autism | 9 |
|  |  |  | Some measures administered online | 8 |
|  |  |  | Unstandardized measure created for the purposes of the study | 2 |
|  |  |  | IQ assessed using a subscale | 1 |
|  |  |  | Measure adapted for autism within study but not standardized | 1 |
|  |  |  | Measure not standardized for appropriate age-group | 1 |
|  | Is the risk of non-response bias low? | 7 | Large quantity of participants excluded for missing data | 3 |
|  |  |  | Large quantity of participants excluded for being self-identified as autistic | 1 |
|  |  |  | Large quantity of participants excluded for not reporting gender | 1 |
|  |  |  | No gender breakdown | 1 |
|  |  |  | Small sample size | 1 |
| **Qualitative** | Is the interpretation of the results sufficiently substantiated by data? | 10 | Comorbidity not specified | 7 |
|  |  |  | ID excluded | 3 |
|  |  |  | Conclusions drawn not shown in data | 1 |
|  |  |  | Gender breakdown not reported | 1 |
|  |  |  | Male sample under-represented | 1 |
|  |  |  | Other included genders under-represented | 3 |
| **Mixed-Methods** | Do the different components of the study adhere to the quality criteria of each tradition of the methods involved? | 2 | Male sample under-represented | 2 |
|  |  |  | Other included genders under-represented | 2 |
|  |  |  | Participants excluded due to missing data | 1 |

**Quality Assessment - Youth**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Quality Problems Recorded** | **Number of Studies Not Meeting Criteria** | **Quality Problems Recorded** |  |
| **Quantitative** | Is the sampling strategy relevant to address the research question? | 1 | Unaffected co-twins may not be a representative TD group | 1 |
|  | Is the sample representative of the target population? | 15 | Non-binary genders under-represented or not included | 15 |
|  |  |  | Comorbidities not specified | 5 |
|  |  |  | Female sample under-represented | 4 |
|  |  |  | Male sample under-represented | 3 |
|  |  |  | Descriptive statistics under-reported | 2 |
|  |  |  | Head injury/neurological disorders excluded | 1 |
|  |  |  | ID excluded | 1 |
|  |  |  | Only fluent Polish speakers Included | 1 |
|  |  |  | Poor physical/mental health excluded | 1 |
|  | Are the measurements appropriate? | 5 | Some or all measures administered online | 2 |
|  |  |  | Measure adapted for autism within study but not standardized | 1 |
|  |  |  | Measure not standardized for the appropriate age-group | 1 |
|  |  |  | Measure not standardized for the higher-needs autistic children | 1 |
|  |  |  | No IQ Screening | 1 |
|  |  |  | Some or all measures not standardized for autism | 1 |
|  |  |  | Unknown measure used | 1 |
|  | Is the risk of non-response bias low? | 3 | Large quantity of participants was excluded for missing data | 3 |
|  |  |  | Large quantity of participants excluded for not reporting gender | 1 |
| **Qualitative** | Are the qualitative data collection methods adequate to address the research question? | 2 | Descriptive statistics not provided as sample from larger study | 2 |
|  | Are the findings adequately derived from the data? | 1 | No clear qualitative method specified for compiling and reporting data | 1 |
|  |  |  | Mother and daughter responses reported with no clear distinction | 1 |
|  | Is the interpretation of the results sufficiently substantiated by data? | 3 | ID excluded | 2 |
|  |  |  | Comorbidity not specified | 1 |
|  |  |  | Female sample under-represented | 1 |
|  |  |  | Other included genders under-represented |  |
|  |  |  | Majority of participants had comorbid disorders | 1 |
| **Mixed-Methods** | Do the different components of the study adhere to the quality criteria of each tradition of the methods involved? | 1 | Other included genders under-represented | 1 |

**Appendix D**

**Results - Adult Quantitative**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Domain** | **# of Studies** | **Results** | **References** |
| Cognitive | Signal Detection Sensitivity | 1 | 1 study found greater camouflaging in females was associated with better signal-detection sensitivity. | Lai et al. (2017) |
|  | Grey Matter Volume | 1 | 1 study found a significant association between grey matter volume and camouflaging in females (negative). | Lai et al. 2017 |
|  | Brain Connectivity Patterns | 1 | 1 study found an association between higher levels of social camouflaging and “female-typical” brain connectivity patterns (positive). | Walsh et al. (2022) |
|  |  |  | 1 study found that the precuneus and hypothalamus brain regions show gender a-typical connectivity associated with social camouflaging in women. | Walsh et al. (2022) |
|  |  |  | 1 study found that males with autism showed the inverse result with “female-typical” functional connectivity in the precuneus and hypothalamus. | Walsh et al. (2022) |
|  |  |  | 1 study found that positive functional connectivity relationship with social camouflaging was also generally linked to improved executive functioning for females. | Walsh et al. (2022) |
|  |  |  | 1 study for autistic males, positive functional connectivity linked with increased camouflaging was associated with poorer executive functioning ability. | Walsh et al. (2022) |
|  | Cognitive Terms | 1 | 1 study found brain regions that significantly correlated with camouflaging in women through utilizing Neurosynth Image Decoder. | Lai et al. (2017) |
|  | Brain Regions? | 1 | 1 study found that among autistic females, those who displayed higher levels of camouflaging behaviors showed higher levels of brain activity in the region of the brain responsible for self-representation when thinking about themselves. | Lai et al. (2019) |
| Cognitive Non-significant Results | Executive Function | 1 | 1 study found no significant correlation between executive function and CAT-Q scores. | Belcher et al. (2022) |
|  | Grey Matter | 1 | 1 study found that there were no regions that showed a significant correlation between camouflaging and grey matter in males. | Lai et al. (2017) |
|  | Theory of Mind | 1 | 1 study found no significant correlation between theory of mind and CAT-Q scores. | Belcher et al. (2022) |
|  | Intelligence Quotient | 1 | 1 study found no significant correlation between verbal, performance, and full-scale intelligence quotient (IQ) and the camouflaging measure. | Lai et al. (2017) |
|  | Working Memory | 1 | 1 study found no significant correlation between working memory and CAT-Q scores. | Schuck et al. (2019) |
|  | Response Strategy | 1 | 1 study found no relationship between response strategy and camouflaging. | Lai et al. (2017) |
| Motivation | Autism | 3 | 1 of 3 studies found that autistic participants displayed greater levels of camouflaging than non-autistic participants. | Belcher et al. (2022) |
|  |  |  | 1 of 3 studies found that autistic females showed greater camouflaging behaviors than non-autistic females (when controlling for autistic traits). | Hull et al. (2020) |
|  |  |  | 1 of 3 studies found a significant relationship in autistic females between camouflaging and levels of autistic traits (positive) | Milner et al. (2022) |
|  | Gender | 8 | 6 of 8 studies found that autistic females reported camouflaging significantly more than other genders. | Bowri et al., 2021; McQuaid et al., 2022; Milner et al. (2022); Hull et al. (2020); Lai et al. (2017); Perry et al. (2021); Schuck et al. (2019) |
|  |  |  | 1 of 8 studies found that of the participants who indicated they participated in social camouflaging, women indicated higher frequencies of camouflaging overall compared to men. | Cassidy et al. (2018) |
|  |  |  | 1 of 8 studies found that non-binary autistic people camouflaged more than autistic females when controlling for age. This result was not upheld when controlling for autistic traits. | Hull et al. (2020) |
|  |  |  | 1 of 8 studies found that autistic females scored higher across the assimilation and masking sub-scales of the Cat-Q than other genders. | Hull et al. (2020) |
|  |  |  | 1 of 8 studies found that autistic adults who identified as gender diverse reported more compensation behaviors on the CAT-Q compared to autistic adults who identified as cisgender. | McQuaid et al. (2022) |
|  | Age | 2 | 1 of 2 studies found that autistic adults who were diagnosed during adulthood show significantly more camouflaging behaviors than autistic adults who were diagnosed during their childhood. | McQuaid et al. (2022) |
|  |  |  | 1 of 2 studies found that less camouflaging was associated with being at an older age. | Perry et al. (2022) |
|  | Acceptance | 1 | 1 study found a correlation between camouflaging and acceptance (negative) | Cage et al. (2018) |
|  | Stigma | 1 | 1 study found that increased stigma was associated with greater camouflaging (positive). | Perry et al. (2022) |
|  |  |  |  |  |
|  | Personality | 1 | 1 study found that camouflaging was associated with openness to experience and neuroticism (positively). Extraversion was correlated with the “Assimilation” category of the CAT-Q (positively). | Robinson et al. (2020) |
|  | Emotional Expressivity | 1 | 1 study found that camouflaging correlated with emotional expressivity in females (negatively) and positive expressivity in females (negatively). | Schuck et al. (2019) |
|  | Strategy Use | 1 | 1 study found that higher camouflaging was correlated with individualistic and collective strategy use (positive). | Perry et al. (2022) |
|  | Personal Reasons | 1 | 1 study found participants reported they camouflaged to get by in relationships. | Cage and Troxell-Whitman (2019) |
|  |  |  | 1 study found participants reported they camouflaged to get by in formal settings. | Cage and Troxell-Whitman (2019) |
|  |  |  | 1 study found that both men and women showed a tendency to endorse conventional motivations for camouflaging, with women displaying a higher endorsement compared to men. | Cage and Troxell-Whitman (2019) |
|  |  |  | 1 study found that individuals diagnosed in adulthood expressed more conventional reasons for camouflaging. | Cage and Troxell-Whitman (2019) |
|  |  |  | 1 study found that people diagnosed in childhood did not differ between reasons to camouflage. | Cage and Troxell-Whitman (2019) |
| Motivation Non-Significant | Social Phobia | 1 | 1 study found that camouflaging was not associated with social phobia. | Schuck et al. (2019) |
|  | First Impressions | 1 | 1 study found that camouflaging intent did not predict first impressions. | Belcher et al. (2021) |
|  | Age | 1 | 1 study found that there was no significant association between camouflaging and age. | Lai et al. (2017) |
|  | Gender | 7 | 5 of 7 studies found that there was no significant difference of camouflaging between genders. | Belcher et al. (2022); Cage et al. (2018); Cage and Troxell-Whitman (2019); Hull et al. (2021); Perry et al. (2022) |
|  |  |  | 1 of 7 studies found that there was no significant difference between men and women regarding the likelihood of answering “yes” to the question “Have you ever tried to camouflage or mask your characteristics of ASC to cope with social situations?” | Cassidy et al. (2018) |
|  |  |  | 1 of 7 studies found that there were no differences between non-binary autistic individuals across Cat-Q subscales. | Hull et al. (2020) |
|  |  |  | 1 of 7 studies found that there were no differences between genders across the compensation subscale of the Cat-Q. | Hull et al. (2020) |
|  | Personality | 1 | 1 study found no relationship between overall camouflaging and extraversion across the masking and compensation categories of the CAT-Q, and no relationship between conscientiousness and agreeableness across CAT-Q subscales. | Robinson et al. (2020) |
|  | Emotional Expressivity | 1 | 1 study found that in females camouflaging did not correlate with negative expressivity or impulse strength. | Schuck et al. (2019) |
|  |  |  | 1 study found that camouflaging did not correlate with emotional expressivity in males. | Schuck et al. (2019) |
|  |  |  | 1 study found that in males camouflaging did not correlate with positive expressivity, negative expressivity, or impulse strength. | Schuck et al. (2019) |
|  | Autism | 1 | 1 of study found autistic males did not show greater camouflaging behaviors than non-autistic males (when controlling for autistic traits). | Hull et al. (2020) |
| Context | Environments | 1 | 1 study identified two common contexts of camouflaging; interpersonal and formal. | Cage and Troxell-Whitman (2019) |
| Consequences | Suicidality | 1 | 1 study found that camouflaging was correlated with suicidality (positive). | Cassidy et al. (2018) |
|  | Loneliness | 1 | 1 study found that loneliness was identified as significantly correlated to camouflaging. | Milner et al. (2022) |
|  | Anxiety | 4 | 2 of 4 studies found that greater camouflaging was associated with generalized anxiety and social anxiety. (positive) | Hull et al. (2021); Bowri et al. (2021) |
|  |  |  | 1 of 4 studies found that spontaneous reports of camouflaging were correlated with the overall DASS scale. | Cage et al., 2018 |
|  |  |  | 1 of 4 studies found there was a significant association between anxiety and camouflaging (positive). | Cage & Troxell-Whitman (2019) |
|  |  |  | 1 of 4 studies found that those who infrequently camouflage showed significantly less anxiety than high camouflagers. | Cage & Troxell-Whitman (2019) |
|  |  |  | 1 of 4 studies found high and moderate camouflagers showed similar levels of anxiety. | Cage & Troxell-Whitman (2019) |
|  | Depression | 4 | 1 of 2 studies found that increased camouflaging in men was associated with greater symptoms of depression. | Lai et al. (2017) |
|  |  |  | 3 of 4 studies found there was a significant association between depression and camouflaging (positive). | Cage & Troxell-Whitman (2019); Hull et al. (2021); Bowri et al. (2021) |
|  | Quality of Life | 1 | 1 study found that camouflaging predicted a lower psychological quality of life. | Milner et al. (2022) |
|  |  | 2 | 1 of 2 studies found that spontaneous reports of camouflaging were correlated with the overall DASS scale. | Cage et al., (2018) |
|  | Stress |  | 1 of 2 studies found there was a significant association between stress and camouflaging (positive). | Cage & Troxell-Whitman (2019) |
|  |  |  | 1 of 2 studies found that those who infrequently camouflaged showed less stress than those who camouflaged both highly and moderately. | Cage & Troxell-Whitman (2019) |
|  | Age of Diagnosis | 2 | 1 of 2 studies found an association between age of diagnosis and camouflaging (positive). | Perry et al. (2022) |
|  |  |  | 1 of 2 studies found that on the assimilation and compensation subscale, autistic individuals diagnosed in adulthood demonstrated elevated camouflaging | McQuaid et al. (2022) |
| Consequences Non-significant | Anxiety | 3 | 1 of 3 studies found there was no significant association between anxiety and social camouflaging. | Lai et al. (2017) |
|  |  |  | 1 of 3 studies found no significant association with anxiety on the DASS when isolated on the anxiety scale. | Cage et al., 2018 |
|  |  |  | 1 of 3 found there was only a significant difference between those who were consistently low and those who were consistently high, with the low camouflages showing less anxiety. | Cage & Troxell-Whitman (2019) |
|  | Alcohol Consumption | 1 | 1 study there was no association between social camouflaging and alcohol misuse, and social camouflaging did not heighten the chances of alcohol consumption. | Bowri et al. (2021) |
|  | Age of Diagnosis | 2 | 2 of 2 studies found that the intent to camouflage did not predict age of autism diagnosis. | Belcher et al. (2021); Cassidy et al. (2018) |
|  | Depression | 2 | 1 of 2 studies found that there was no significant difference of depression across camouflaging groups. | Cage and Troxell-Whitman (2019) |
|  |  |  | 1 of 2 studies found that depression in females was not associated with camouflaging. | Lai et al. (2017) |
|  | Stress | 1 | 1 study found no significant association with anxiety on the DASS when isolated on the anxiety scale. | Cage et al., 2018 |
|  | Stigma | 1 | 1 study found a relationship between stigma and participants wellbeing, but did not find that it was mediated by camouflaging. | Perry et al. (2022) |

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| **Camouflaging Measure** | **# of Studies** | **Results** | **References** |
| Camouflaging Autistic Traits Questionnaire (Cat-Q) | 10 | 9 of 10 studies used the CAT-Q to quantify camouflaging. | Belcher et al. (2021); Bowri et al. (2021); Hull et al. (2021); Hull et al. (2020);McQuaid et al. (2022); Perry et al. (2021); Robinson et al. (2020); Walsh et al. (2022); Cage et al. (2019) |
|  |  | 1 of 9 studies used 32-item CAT-Q prior to its 25-item development. | Milner et al. (2022) |
| Discrepancy Method | 3 | 3 of 3 studies used the discrepancy approach to quantify camouflaging. | Lai et al. (2019); Lai et al. (2017); Schuck et al. (2019) |
| Other | 2 | 1 of 2 studies created 4 questions to quantify camouflaging. | Cassidy et al. (2018) |
|  |  | 1 of 2 studies quantified camouflaging through semi-structured interview questions. | Cage and Troxell-Whitman (2018) |

**Results - Youth Quantitative**

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| --- | --- | --- | --- | --- |
| **Subject** | **Domain** | **# of Studies** | **Results** | **References** |
| Cognitive | Intelligence Quotient (IQ) | 1 | 1 study found that when compared to low compensators, high compensators were associated with higher IQ. | Livingston et al. (2019) |
|  | Executive Function (EF) | 2 | 1 of 2 studies found that when compared to low compensators, high compensators were associated with higher EF. | Livingston et al. (2019) |
|  |  |  | 1 of 2 studies found that a predictor of camouflaging was better executive function across total CAT-Q scores and the compensation subscale. | Hull et al. (2021) |
| Cognitive Non-Significant | Intelligence Quotient (IQ) | 3 | 1 of 3 studies found that IQ was not associated with camouflaging. | Hull et al. (2021) |
|  |  |  | 1 of 3 studies found that when compared to deep compensators, unknown compensators were not associated with higher IQ. | Livingston et al. (2019) |
|  |  |  | 1 of 3 studies found no differences between high compensation and low compensation groups across IQ. | Corbett et al. (2021) |
|  |  |  | 1 of 3 studies found there was no differences between high compensation and low compensation groups across verbal or performance IQ. | Corbett et al. (2021) |
|  | Theory of Mind | 1 | 1 study found theory of mind was not associated with camouflaging. | Hull et al. (2021) |
|  | Executive Function (EF) | 2 | 1 of 2 studies found that EF had a negative predictive relationship with camouflaging scores across the masking and assimilation subscales of the Cat-Q. | Hull et al. (2021) |
|  |  |  | 1 of 2 studies found that when compared to deep compensators, unknown compensators were not associated with higher EF. | Livingston et al. (2019 |
| Motivation | Gender | 3 | 1 of 3 studies found that autistic females had greater self-reported camouflaging than autistic males when accounting for age. | Jorgenson et al. (2020) |
|  |  |  | 1 of 3 studies found that autistic females reported more camouflaging online than autistic males. | Jedrzejewska et al. (2022) |
|  |  |  | 1 of 3 studies found that autistic females had greater social masking scores than autistic males. | Simcoe et al. (2022) |
|  | Age | 2 | 1 of 2 studies found that autistic females reported greater levels of camouflaging at both 13-15 and 16-18 years old. | Jorgenson et al. (2022) |
|  |  |  | 1 of 2 studies found that autistic males reported greater camouflaging at 13-15 years old than at 16-18. | Jorgenson et al. (2022) |
|  |  |  | 1 of 2 studies found that age was not associated with camouflaging. | Hull et al. (2021) |
|  | Autism | 2 | 1 of 2 studies found that autistic participants scored higher than neurotypical participants across the assimilation subscales of the Cat-Q | Jorgenson et al. (2022) |
|  |  |  | 1 of 2 studies found that neurotypical participants scored higher than autistic participants across the masking subscales of the Cat-Q. | Jorgenson et al. (2022) |
|  |  |  | 1 of 3 studies found that autistic participants reported more offline camouflaging than non-autistic participants. | Jedrzejewska and Dewey (2022) |
| Motivation Non-significant | Gender/Sex | 2 | 1 of 2 studies found there was no difference between genders and camouflaging in an offline context. | Jedrzejewska and Dewey (2022) |
|  |  |  | 1 of 2 studies found there were no sex differences across the Cat-Q subscales. | Jorgenson et al. (2022) |
|  | Age | 1 | 1 study found there was no significant association between age and self-reported camouflaging. | Hull et al. (2021) |
|  | Autism | 2 | 1 study found no significant difference between neurotypical and autistic participants scores across the compensation subscale of the Cat-Q | Jorgenson et al. (2022) |
|  | Anxiety | 1 | 1 study found that when compared to deep compensators, unknown compensators were not associated with anxiety. | Livingston et al. (2019) |
| Context | Offline versus Online Environments | 1 | 1 study found autistic participants camouflaged more in an offline compared to online | Jedrzejewska and Dewey (2022) |
|  |  |  | 1 study found that autistic males reported more offline camouflaging behaviours. | Jedrzejewska and Dewey (2022) |
|  |  |  | 1 study found that autistic females reported more camouflaging behaviours online. | Jedrzejewska and Dewey (2022) |
| Consequences | Anxiety | 3 | 1 of 3 studies found that camouflaging was associated with anxiety (positive). | Benardin et al. (2021) |
|  |  |  | 1 of 3 studies found that when comparing high compensators versus low compensators, low compensators had greater social anxiety. | Corbett et al. (2021) |
|  |  |  | 1 of 3 studies found when comparing high compensators versus unknown compensators, unknown compensators had greater social anxiety. | Corbett et al. (2021) |
|  |  |  | 1 of 3 studies found when comparing high compensators versus unknown compensators, unknown compensators had high state anxiety. | Corbett et al. (2021) |
|  |  |  | 1 of 3 studies found that when compared to low compensators, high compensators were associated with higher anxiety. | Livingston et al. (2019) |
|  | Depression | 1 | 1 study found camouflaging was associated with depression. | Benardin et al. (2021) |
|  | Stress | 1 | 1 study found that camouflaging was a predictor of stress in females. | Benardin et al. (2021) |
|  | Communication, Expression, and Rapport | 1 | 1 study found that when comparing deep versus unknown compensators, that deep compensators had better vocal expression and overall rapport. | Corbett et al. (2021) |
|  |  |  | 1 study found when comparing high versus low compensators, that high compensators had better social communication and overall rapport. | Corbett et al. (2021) |
|  |  |  | 1 study found that when comparing high comp versus deep compensators, high compensators had better use of gestures and asking questions. | Corbett et al. (2021) |
| Consequences Non-significant | Stress | 1 | 1 study found that camouflaging was not a predictor of stress in males. | Benardin et al. (2021) |
|  | Anxiety | 1 | 1 study found there were no high versus low compensation-based group differences across state or trait anxiety differences. | Corbett et al. (2021) |
|  | Affect | 1 | 1 study found when comparing deep versus unknown compensators, that there was no difference between positive affect, gesture, and overall involvement. | Corbett et al. (2021) |

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| **Camouflaging Measure** | **# of Studies** | **Results** | **References** |
| Camouflaging Autistic Traits Questionnaire (Cat-Q) | 4 | 3 of 4 studies used the Cat-Q to quantify camouflaging. | Bernardin et al. (2021); Hull et al. (2021); Jorgenson et al. (2020) |
|  |  | 1 of 5 used an adapted version of the Cat-Q which reflected a social media environment. | Jedrzejewska and Dewey (2022) |
| Discrepancy Method | 2 | 2 of 2 studies used the discrepancy approach to quantify camouflaging. | Corbett et al. (2021); Livingston et al. (2019) |
| Other | 1 | 1 study used the Modified Questionnaire for Autism Spectrum Conditions - Social Masking subscale. | Simcoe et al. (2022) |

**Results - Adult Qualitative**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Categories** | **General Themes** | **Total Articles Within General Themes** | **Specific Themes** | **Total Articles Within Specific Themes** | **% of articles in category that were F only** | **Articles Included** |
| Motivation | Connection | 7 | Maintaining the comfort of others | 5 | 0% | Baldwin & Costley, 2016  Cage & Troxell-Whitman, 2019  Hull et al., 2017  Livingston et al., 2019  Sullivan, 2021 |
|  |  |  | Being liked/accepted | 4 | 0% | Cage et al., 2018  Cook et al., 2021  Hull et al., 2017  Livingston et al., 2019 |
|  |  |  | Friendship | 2 | 0% | Hull et al., 2017  Livingston et al., 2019 |
|  | Self-Protection | 7 | Avoid Bullying | 4 | 0% | Cage & Troxell-Whitman, 2019  Hull et al., 2017  Livingston et al., 2019  Sullivan, 2021 |
|  |  |  | Avoiding previous social rejection | 4 | 0% | Cook et al., 2021  Hull et al., 2017  Livingston et al., 2019  Sullivan, 2021 |
|  |  |  | Protecting themselves from harm | 4 | 0% | Cage & Troxell-Whitman, 2019  Hull et al., 2017  Livingston et al., 2019  Sullivan, 2021 |
|  |  |  | Avoiding negative perception | 3 | 33% | Cook et al., 2021  Schneid & Raz, 2020  Tint & Weiss, 2018 |
|  |  |  | Avoiding attention | 2 | 0% | Hull et al., 2017  Livingston et al., 2019 |
|  | Gender | 4 | Reported impression that female gender more likely to camouflage | 3 | 0% | Baldwin & Costley, 2016;  Hull et al., 2017  Livingston et al., 2019 |
|  |  |  | Gender is not a predictor | 1 |  | Cage, 2018 |
|  | Assimilating to External Expectations | 3 | Meeting social expectations | 3 | 0% | Cage & Troxell-Whitman, 2019  Hull et al., 2017  Livingston et al., 2019 |
|  |  |  | Response to Stigma | 3 | 0% | Cage & Troxell-Whitman, 2019  Hull et al., 2017  Schneid & Raz, 2020 |
|  |  |  | Camouflaging is a habit | 1 | 0% | Cage & Troxell-Whitman, 2019 |
|  |  |  | Conditioned from childhood | 1 | 0% | Cage & Troxell-Whitman, 2019 |
|  | Meeting Professional Goals | 3 | Advancing career | 3 | 0% | Hull et al., 2017  Livingston et al., 2019  Sullivan, 2021 |
| Contexts | People | 3 | Camouflaging more with strangers | 1 | 0% | Cook et al., 2021 |
|  |  |  | Less need to camouflage with trusted individuals | 1 | 0% | Hull et al., 2017 |
|  |  |  | Difficulty interacting with extraverts | 1 | 0% | Livingston et al., 2019 |
|  |  |  | Less pressure to camouflage with other autistic people | 1 | 0% | Livingston et al., 2019 |
|  |  |  | Less pressure to camouflage with people who are less judgemental of autism | 1 | 0% | Cook et al., 2021 |
|  | Environments | 1 | Less pressure to camouflage where autistic traits were a cultural norm | 1 | 0% | Livingston et al., 2019 |
| Behaviour | Masking | 8 | Hiding behavioral presentation of autism traits (e.g., stimming) | 4 | 0% | Cage et al., 2018  Cook et al., 2022  Cook et al., 2021  Hull et al., 2017  Sullivan, 2021 |
|  |  |  | Eye contact | 4 | 25% | Cook et al., 2022  Cook et al., 2021  Hull et al., 2017  Tint & Weiss, 2018 |
|  |  |  | Monitoring social interactions | 3 | 0% | Cook et al., 2021  Hull et al., 2017  Livingston et al., 2019 |
|  |  |  | Hiding personal interests or extensive knowledge about a topic | 3 | 0% | Cook et al., 2022  Cook et al., 2021  Hull et al., 2017 |
|  |  |  | Adapting voice tone | 2 | 0% | Cook et al., 2022  Cook et al., 2021 |
|  |  |  | Concealing the need for extra supports | 2 | 0% | Schneid & Raz, 2020  Sullivan, 2021 |
|  |  |  | Faking interest/focusing on others' interests | 2 | 0% | Cook et al., 2022  Hull et al., 2017 |
|  |  |  | Faking positive affect | 2 | 0% | Cook et al., 2022  Baldwin & Costley, 2016; |
|  |  |  | Hiding personal information/prioritizing factual non-personal information | 2 | 0% | Cook et al., 2022  Hull et al., 2017 |
|  |  |  | Not disclosing autistic status | 2 | 0% | Cook et al., 2022  Schneid & Raz, 2020 |
|  |  |  | Altering outward appearance to present more typically | 1 | 0% | Cook et al., 2022 |
|  |  |  | Hiding emotion | 1 | 0% | Schneid & Raz, 2020 |
|  |  |  | Not disclosing detailed factual or honest information | 1 | 0% | Cook et al., 2022 |
|  | Compensation | 5 | Script responses | 4 | 0% | Baldwin & Costley, 2016;  Cook et al., 2022  Cook et al., 2021  Hull et al., 2017 |
|  |  |  | Asking personal questions/Keeping up conversation | 1 | 0% | Cook et al., 2022  Hull et al., 2017 |
|  |  |  | Imitating non-verbal communicative behaviors | 2 | 0% | Cook et al., 2022  Hull et al., 2017 |
|  |  |  | Imitating verbal behaviors | 2 | 0% | Cook et al., 2022  Hull et al., 2017 |
|  |  |  | Allowing other person to guide conversation | 1 | 0% | Cook et al., 2022 |
|  |  |  | Creating social rules | 1 | 0% | Hull et al., 2017 |
|  |  |  | Intentionally disclosing personal information | 1 | 0% | Cook et al., 2022 |
|  |  |  | Even balance between talking and listening | 1 | 0% | Cook et al., 2022 |
|  |  |  | Forced laughter during conversation | 1 | 0% | Cook et al., 2022 |
|  |  |  | Imitating without adapting across contexts | 1 | 0% | Livingston et al., 2019 |
|  |  |  | Intentionally expressing personal vulnerability/weaknesses/insecurities | 1 | 0% | Cook et al., 2022 |
|  |  |  | Making jokes or telling humorous stories actively | 1 | 0% | Cook et al., 2022 |
|  |  |  | Prioritizing small talk | 1 | 0% | Cook et al., 2022 |
|  |  |  | Talking about topics that are connected | 1 | 0% | Schneid & Raz, 2020 |
|  |  |  | Using internal algorithms to adapt imitation across contexts | 1 | 0% | Livingston et al., 2019 |
|  | Assimilation | 4 | Over-emphasizing expression/body language | 2 | 0% | Cook et al., 2021  Hull et al., 2017 |
|  |  |  | Playing a social role | 2 | 0% | Hull et al., 2017  Schneid & Raz, 2020 |
|  |  |  | Apologizing for social errors | 1 | 0% | Cook et al., 2022 |
|  |  |  | Trying to achieve external validation | 1 | 0% | Cook et al., 2022 |
|  |  |  | Avoiding confrontation or being agreeable, avoiding rudeness | 1 | 0% | Cook et al., 2022 |
| Consequences | Fatigue | 6 | Inability to maintain camouflaging over time | 5 |  | Baldwin & Costley, 2016;  Hull et al., 2017  Livingston et al., 2019  Sullivan, 2021  Tint & Weiss, 2018 |
|  |  |  | Exhaustion after camouflaging | 5 | 25% | Cook et al., 2021  Cage et al., 2018  Hull et al., 2017  Sullivan, 2021  Tint & Weiss, 2018 |
|  |  |  | Burnout | 3 |  | Livingston et al., 2019  Raymaker;  Tint & Weiss, 2018 |
|  |  |  | Time alone needed after camouflaging to recover | 2 | 0% | Hull et al., 2017  Livingston et al., 2019 |
|  | Support needs unmet | 5 | Support needs are overlooked | 4 | 50% | Baldwin & Costley, 2016;  Hull et al., 2017  Livingston et al., 2019  Tint & Weiss, 2018 |
|  |  |  | Late diagnosis | 3 | 0% | Baldwin & Costley, 2016;  Hull et al., 2017  Livingston et al., 2019 |
|  |  |  | Reluctant to ask for support needs | 2 |  | Baldwin & Costley, 2016;  Sullivan, 2021  Tint & Weiss, 2018 |
|  | Failure to make connections | 4 | Superficial Connections | 3 | 0% | Cook et al., 2021  Hull et al., 2017  Livingston et al., 2019 |
|  |  |  | Masking makes social interaction more difficult | 1 | 0% | Cook et al., 2021 |
|  | Mental Health | 4 | Anxiety | 4 |  | Cook et al., 2021  Hull et al., 2017  Livingston et al., 2019  Sullivan, 2021 |
|  |  |  | Distress around camouflaging success | 2 | 0% | Hull et al., 2017 |
|  |  |  | Negative self-esteem/self-concept | 2 | 0% | Hull et al., 2017  Livingston et al., 2019 |
|  |  |  | Decreased camouflaging associated with less mental health issues | 1 | 0% | Cook et al., 2021 |
|  |  |  | Isolation | 1 | 0% | Livingston et al., 2019 |
|  |  |  | Suicidality | 1 | 0% | Livingston et al., 2019 |
|  | Perception and presentation of true personal identity skewed | 4 | Inauthenticity | 5 | 0% | Cook et al., 2021  Hull et al., 2017  Livingston et al., 2019  Schneid & Raz, 2020  Sullivan, 2021 |
|  |  |  | Identity confusion | 2 | 0% | Hull et al., 2017  Sullivan, 2021 |
|  |  |  | Lying to oneself about identity | 1 | 0% | Schneid & Raz, 2020 |
|  | Cognition/Learning | 2 | Camouflaging is cognitively taxing | 2 | 0% | Cook et al., 2021  Livingston et al., 2019 |
|  |  |  | Camouflaging leads to cognitive processing difficulties | 1 | 0% | Cook et al., 2021 |
|  | Interpersonal goals met | 2 | Making friends | 2 | 0% | Cook et al., 2021  Hull et al., 2017 |
|  |  |  | Relief at successful camouflaging | 1 | 0% | Hull et al., 2017 |
|  | Professional goals met | 3 | Professional success | 2 |  | Hull et al., 2017  Livingston et al., 2019  Sullivan, 2021 |

**Results - Youth Qualitative**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Categories** | **General Themes** | **Total Articles Within General Themes** | **Specific Themes** | **Total Articles Within Specific Themes** | **% of articles in category that were F only** | **Articles Included** |
| Motivation | Connection | 5 | Desire to make and keep friends | 2 | 100% | Cook et al., 2018  Tierney et al., 2016 |
|  |  |  | To make social partner more comfortable | 2 | 33.33% | Benardin et al., 2021  Jedrzejewska & Dewey, 2021 |
|  |  |  | Gender role expectations for girls | 1 | 100% | Anderson et al., 2020 |
|  |  |  | Sense of control about how others perceive them | 1 | 0% | Jedrzejewska & Dewey, 2021 |
|  |  |  | Taken seriously when Autism is hidden | 1 | 0% | Benardin et al., 2021 |
|  | Assimilating to External Expectations | 4 | Camouflaging strategies came naturally/were intuitive | 2 | 100% | Halsall et al., 2021  Tierney et al., 2016 |
|  |  |  | Masking taught to participant by parent, educators and peers | 2 | 50% | Halsall et al., 2021  Jedrzejewska & Dewey, 2021 |
|  |  |  | Response to Stigma | 2 | 0% | Benardin et al., 2021;  Jedrzejewska & Dewey, 2021 |
|  | Self-protection | 3 | Avoid Bullying | 2 | 50% | Benardin et al., 2021;  Halsall et al., 2021 |
|  |  |  | Avoid Negative Perception | 2 | 50% | Benardin et al., 2021  Cook et al., 2018 |
|  | Gender | 2 | Female gender more likely to camouflage | 2 | 50% | Anderson et al., 2020  Jedrzejewska & Dewey, 2021 |
|  | Motivation unknown | 1 | Motivation unknown | 1 | 0% | Benardin et al., 2021 |
| Contexts | Environments | 5 | Camouflaging more at school than home | 4 | 100% | Anderson et al., 2020  Cook et al., 2018  Halsall et al., 2021  Moyse & Porter, 2015 |
|  |  |  | Less camouflaging in resource base | 1 | 100% | Halsall et al., 2021 |
|  |  |  | Less camouflaging on social media | 1 | 0% | Jedrzejewska & Dewey, 2021 |
|  | People | 5 | Less need to camouflage with trusted individuals | 2 | 33% | Benardin et al., 2021;  Jedrzejewska & Dewey, 2021  Tierney et al., 2016 |
|  |  |  | Less pressure to camouflage with other higher-needs people | 2 | 100% | Cook et al., 2018  Halsall et al., 2021 |
| Behaviour | Compensation | 4 | Imitation | 3 | 100% | Anderson et al., 2020  Cook et al., 2018  Tierney et al., 2016 |
|  |  |  | Memorizing social patterns | 1 | 100% | Tierney et al., 2016 |
|  |  |  | Researching interests of others | 1 | 100% | Halsall et al., 2021 |
|  | Assimilation | 3 | Acting "likeable" | 2 | 0% | Jedrzejewska & Dewey, 2021  Benardin et al., 2021 |
|  |  |  | Change personality | 2 | 50% | Cook et al., 2018  Jedrzejewska & Dewey, 2021 |
|  |  |  | Changing language | 1 | 0% | Jedrzejewska & Dewey, 2021 |
|  | Masking | 3 | Fake understanding | 2 | 50% | Benardin et al., 2021;  Halsall et al., 2021 |
|  |  |  | Faking positive affect | 3 | 67% | Benardin et al., 2021;  Halsall et al., 2021  Tierney et al., 2016 |
|  |  |  | Hiding personal interests | 1 | 100% | Halsall et al., 2021 |
| Consequences | Mental Health Problems | 7 | Mental health difficulties also masked | 4 | 75% | Anderson et al., 2020;  Moyse & Porter, 2015  Jedrzejewska & Dewey, 2021  Tierney et al., 2016 |
|  |  |  | Anxiety | 3 |  | Cook et al., 2018  Halsall et al., 2021  Tierney et al., 2016 |
|  |  |  | Depressive symptoms | 3 |  | Cook et al., 2018  Halsall et al., 2021  Tierney et al., 2016 |
|  |  |  | Loneliness | 2 |  | Halsall et al., 2021  Tierney et al., 2016 |
|  |  |  | Negative self-esteem/self-concept | 2 | 50% | Halsall et al., 2021  Jedrzejewska & Dewey, 2021 |
|  |  |  | Distress around camouflaging success | 1 | 100% | Halsall et al., 2021 |
|  |  |  | Hearing voices | 1 | 100% | Tierney et al., 2016 |
|  |  |  | Self-harm | 1 | 0% | Benardin et al., 2021 |
|  |  |  | Suicidality | 1 | 100% | Tierney et al., 2016 |
|  | Fatigue/Burnout | 4 | Fatigue as a result of camouflaging | 4 | 75% | Anderson et al., 2020;  Benardin et al., 2021;  Halsall et al., 2021  Tierney et al., 2016 |
|  |  |  | Needing to be alone after camouflaging | 1 | 0% | Benardin et al., 2021 |
|  | Failure to make connection | 3 | Failure to make/keep friends even when camouflaging | 2 | 100% | Cook et al., 2018  Halsall et al., 2021 |
|  |  |  | Superficial Connections | 2 | 50% | Benardin et al., 2021  Halsall et al., 2021 |
|  | Perception and presentation of true personal identity skewed | 3 | Identity confusion | 2 | 100% | Tierney et al., 2016  Halsall et al., 2021 |
|  |  |  | Behaviour was inauthentic to self | 1 | 0% | Benardin et al., 2021 |
|  | Success with interpersonal goals | 3 | Avoiding Bullying | 2 | 50% | Benardin et al., 2021  Halsall et al., 2021 |
|  |  |  | Making friends/keeping | 2 | 50% | Benardin et al., 2021  Cook et al., 2018 |
|  | Support Needs Unmet | 3 | Late diagnosis | 3 | 100% | Anderson et al., 2020  Cook et al., 2018  Halsall et al., 2021 |
|  | No consequence | 1 | No consequence | 1 | 0% | Benardin et al., 2021 |
|  | Learning needs were unmet | 2 | Learning difficulties masked | 2 | 100% | Cook et al., 2018  Halsall et al., 2021 |
|  |  |  | Avoidance of learning certain topics that might expose autism traits | 1 | 100% | Halsall et al., 2021 |
|  | Learning was more difficult when camouflaging | 1 | Breakdowns/burnout affects ability to learn | 2 | 100% | Anderson et al., 2020  Halsall et al., 2021 |
|  |  | 1 | Class demands combined with social camouflaging affects performance at school | 1 | 100% | Halsall et al., 2021 |