

ASD STUDENT PROFILE

Name: _____

Date of Birth: _____

Teacher: _____

Interests

I enjoy _____

I love you to ask me about _____

I like to learn about _____

I like to work for _____ rewards.

Communication

I use the following to communicate:

- | | | |
|---------------------------------------------|-----------------------------------------|-----------------------------------------|
| <input type="checkbox"/> Vocal Sounds | <input type="checkbox"/> Single words | |
| <input type="checkbox"/> Short Phrases | <input type="checkbox"/> Full sentences | |
| <input type="checkbox"/> Pointing | <input type="checkbox"/> Gestures | |
| <input type="checkbox"/> Facial expressions | | |
| <input type="checkbox"/> Visuals | <input type="checkbox"/> PECS | <input type="checkbox"/> Signs (AUSLAN) |
| <input type="checkbox"/> Bringing objects | <input type="checkbox"/> Leading you | |
| <input type="checkbox"/> Other _____ | | |

Comprehension

I understand your instructions best if you:

- Say my name to get my attention first
- Give short simple instructions
- Write step-by-step instructions on board/
worksheet
- Use visuals to explain instructions
- Allow me extra processing time
- Other _____

Conversation Skills

In conversations I tend to:

- Rely on stock phrases
- Rely on you to keep the conversation going by
asking me questions
- Talk about my own interests
- Other _____

Conversation Skills (cont'd)

I sometimes have difficulty knowing how to:

- Start or join a conversation
- Interrupt a conversation appropriately
- Make "small talk"
- Ask about another's interests
- Follow someone else's topic
- Change topics appropriately
- End a conversation
- Other _____

Social

I tend to play/hang out:

- | | |
|----------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Alone | <input type="checkbox"/> Alongside others |
| <input type="checkbox"/> With one peer | <input type="checkbox"/> With a group of peers |

I have difficulty:

- Making friends
- Maintaining friendships

At lunchtime I tend to be:

- Wandering/running around
- In the computer room
- In the library
- The "playground policeman"
- Other _____

Team-Work Skills

Sometimes I have difficulty:

- Recognising that I am part of a group
- Waiting for my turn
- Sharing with others
- Following another's lead
- Coping with delegation of jobs
- Coping when others disagree with my ideas
- Other _____

ASD STUDENT PROFILE

Coping with Change

Sometimes I have difficulty coping with:

- Changes in my daily routine
- Substitute teachers
- Theme days Carnivals/Excursions
- Out of uniform days
- Holidays/Start of year transition
- Other _____

I am better able to cope with changes if you:

- Forewarn me of changes
- Use visuals to explain changes
- Allow me extra time to prepare/adjust
- Other _____

Repetitive Behaviours

Sometimes I will:

- Rock back & forth Sway side-to-side
- Spin, twist, sort or line up objects
- Flick or tap my fingers Flap my hands
- Bite or suck on my hand or clothes
- Bang my head Harm myself
- Make unusual noises
- Other _____

Behaviours To Be Aware Of:

Sometimes when I am very stressed, confused or angry, I have been known to:

If this happens, please stay calm and:

Things that help me calm down are:

Sensory Sensitivity

I can be extra-sensitive or distracted by:

- Loud or unusual sounds
- Dancing light or dust particles
- Patterns/symmetry
- Fans or blinds
- Textures, shapes or colours
- Tastes (limited diet)
- Smells (may sniff objects or comment)
- Other _____

I may be less sensitive to:

- Mild pain (i.e. after falling over)
- Temperature (need to be reminded to dress appropriately for weather)
- Other _____

Teaching Strategies

Strategies that my teacher and I find helpful:

- Visual timetable – daily activities & changes
- Rewards for _____
- Visuals of classroom rules
- Agreed signal for “I need help”
- Plan for “time to calm down” when I’m feeling angry or frustrated
- Social stories _____
- On-the-spot social skills coaching
- Social skills group
- Colour coding of books/equipment
- Chunking of homework/assignments
- OT assessment/sensory diet
- Assistance with arranging a partner/group for projects/excursions/camps
- Communication book -teacher & parents
- Other _____