

Individualized A-UT-I-S-M Know-How Form

Name:

Birthdate/Age:

What are _____ 's **likes** and **special interests**?

What are _____ 's **strengths**?

Does _____ have any **dislikes**?

Does _____ have any **worries/fears**?

Self Care

How do you support eating meals and snacks independently?

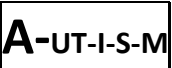
Are there any eating risks to be aware of such as how to present food, chewing difficulties or risky behaviors?

Is support required to use the toilet? If so, how?

Is support required to get dressed? If so, how?

Is support required to complete grooming routines (shave, brush teeth)? If so, how?

Sharing Attention: Getting, Keeping & Shifting



What are the ways you use to gain attention? Specific prompts?

- | | | |
|--|--|---|
| <input type="checkbox"/> Use their name | <input type="checkbox"/> Face person & speak clearly | <input type="checkbox"/> Visual picture support |
| <input type="checkbox"/> Gesture (touch on shoulder) | <input type="checkbox"/> Verbal prompt "Look" | <input type="checkbox"/> Other |

How do you know that you have _____ 's attention? Is eye contact too difficult?

- | | | |
|--|---|---|
| <input type="checkbox"/> Turns head towards you | <input type="checkbox"/> Gives quick glance | <input type="checkbox"/> Direct eye contact |
| <input type="checkbox"/> May turn body, not head | <input type="checkbox"/> Stands still | <input type="checkbox"/> Other |

How do you redirect attention? Are there any particular words/phrases used to communicate?

- | | | |
|--|--------------------------------------|--------------------------------|
| <input type="checkbox"/> Sentence completion "I feel ___?" | <input type="checkbox"/> First, Then | <input type="checkbox"/> Other |
|--|--------------------------------------|--------------------------------|

How does he/she get your attention to express urgent needs or distress?

Understanding Thoughts, Feelings & Actions

A-UT-I-S-M

How does _____ communicate with others? Thoughts? Feelings? Actions?

- | | | |
|--------------------------------|--|--|
| <input type="checkbox"/> Words | <input type="checkbox"/> Vocalizations | <input type="checkbox"/> Sign language |
| <input type="checkbox"/> PECS | <input type="checkbox"/> Visual strategies | <input type="checkbox"/> Other |

What visual communication strategies does _____ use?

- | | | |
|--|---|--|
| <input type="checkbox"/> First, Then, Next | <input type="checkbox"/> Social Scripts | <input type="checkbox"/> Choice Boards |
| <input type="checkbox"/> Behaviour Scripts | <input type="checkbox"/> Activity Schedules | <input type="checkbox"/> PECS |

If yes, **how** and **when** are they used?

What types of support is needed in social situations?

- | | |
|--|---|
| <input type="checkbox"/> Getting someone's attention | <input type="checkbox"/> Turn-taking in conversations/games |
| <input type="checkbox"/> Saying hello & beginning conversation | <input type="checkbox"/> Other |

How does _____ cope with feelings?

- | | | |
|---|--|------------------------------------|
| <input type="checkbox"/> Calming strategies | <input type="checkbox"/> Verbal - keywords | <input type="checkbox"/> Breathing |
| <input type="checkbox"/> Music | <input type="checkbox"/> Other | |

Interpreting the Context: Environment, Situation and Social

A-UT-I-S-M

How do you provide structure that is clear and consistent when making a plan?

- | | |
|---|---|
| <input type="checkbox"/> Use written/picture schedules | <input type="checkbox"/> Use timer or music to begin & end activity |
| <input type="checkbox"/> Say aloud what will happen "First, Then, Next" | <input type="checkbox"/> Verbal warning before activity ends |
| <input type="checkbox"/> Discuss for consistency across people & settings | <input type="checkbox"/> Other |

How does _____ cope with **transitioning** to the next activity, and **waiting** between activities?

Which transition strategies do you use when switching from one setting, person, activity, to another?

- | | | |
|--|---|---|
| <input type="checkbox"/> Give advanced warning | <input type="checkbox"/> Transition object (backpack) | <input type="checkbox"/> Timer/Clock |
| <input type="checkbox"/> Visual/picture supports | <input type="checkbox"/> Verbal prompt | <input type="checkbox"/> Cue to finish task (sing, music) |
| <input type="checkbox"/> Provide choice | <input type="checkbox"/> Less to more preferred tasks | <input type="checkbox"/> Other |

Sensory

A-UT-I-S-M

Is there any hypo- (**under**) or hyper- (**over**) sensitivity to any of these sensory areas?

1. Tactile (rubbing skin, scratching):
2. Auditory (snapping, vocal sounds):
3. Taste and Smell (certain foods, food textures, scents):
4. Proprioception/Movement (hand flapping, jumping):
5. Visual (staring at lights, covering eyes with hands):

What are the strategies used to assist and accommodate sensory challenges?

- | | |
|--|--|
| <input type="checkbox"/> Find natural ways (alternative times) | <input type="checkbox"/> Provide sensory diet |
| <input type="checkbox"/> Prevent by adjusting environment/activity | <input type="checkbox"/> Provide choice for breaks |
| <input type="checkbox"/> Sensory filters (sunglasses, headphones) | <input type="checkbox"/> Other |

How do you support the individual to reduce the total sensory load (self-regulate)?

- | | |
|--|---|
| <input type="checkbox"/> Prompt with "Calm Body" | <input type="checkbox"/> Use visual/picture support |
| <input type="checkbox"/> Calming object (teddy bear) | <input type="checkbox"/> Calming activity (music, deep breathing) |
| <input type="checkbox"/> Deep Pressure (Weighted blanket) | <input type="checkbox"/> Distract from stressor ("Do you hear the birds") |
| <input type="checkbox"/> Removal from situation (find quiet space) | <input type="checkbox"/> Other |

Making a Plan & Problem Solving for the Unexpected

A-UT-I-S-M

What are the more preferred and less preferred **activities and outings**?

Currently, is there any involvement in any individual or group programs **in the community**? If so, which ones?

Can you suggest a fun but not over-stimulating schedule for an afternoon (i.e. lunch, bake, walk, swim)?

What types of reinforcement are appropriate to reward good or "on-task" behaviour?

- | | | |
|---|---|--|
| <input type="checkbox"/> Fidget Toys (squishy ball) | <input type="checkbox"/> Fun Items (bubbles, playdough) | <input type="checkbox"/> Choosing next activity |
| <input type="checkbox"/> Physical praise (hugs, high-5) | <input type="checkbox"/> Special interests (toy, movie) | <input type="checkbox"/> Token reward system (coin, sticker) |
| <input type="checkbox"/> Verbal praise "great job" | <input type="checkbox"/> Preferred snack item | <input type="checkbox"/> Other |

Is it appropriate to use a "food" reinforcer? Yes No

If yes, what are the preferred food reinforcers (snack item or candy)?

Behaviour and Interventions

Does _____ have any behaviour issues (flight risk, aggressive, oppositional, self-injurious, self-stimulatory)?
Are there any "early signs or behaviour cues" before he/she escalates?

What do you think the behaviour means (What is the function – escape, wants attention or something, sensory)?

What setting events or triggers make the behaviour more likely to occur?

What do you do?

What do you do during a "difficult" day, or when _____ is experiencing Autistic Burnout?

- | | |
|--|--|
| <input type="checkbox"/> Reduce expectations | <input type="checkbox"/> Provide choice but make it simple |
| <input type="checkbox"/> Reduce all social demands | <input type="checkbox"/> Take extra breaks |
| <input type="checkbox"/> Speak clearly using less words | <input type="checkbox"/> Set-up for success |
| <input type="checkbox"/> Shorten less preferred activities | <input type="checkbox"/> Reinforce more often |
| <input type="checkbox"/> Engage in more preferred activities | <input type="checkbox"/> Other |

What are the strategies you use to **prevent** difficult behaviour?

- | | |
|---|---|
| <input type="checkbox"/> Safe quiet space | <input type="checkbox"/> "First, Then, Next" |
| <input type="checkbox"/> Use visual supports | <input type="checkbox"/> Relaxing music/books |
| <input type="checkbox"/> Adjust setting/activity | <input type="checkbox"/> Vary intensity of activities |
| <input type="checkbox"/> Give choice (activity/break) | <input type="checkbox"/> Other |