

# Individual Autism Profile

Who is in your team?

Name .....

Individual autism abilities & support needs	Matched Support Strategies To create an autism friendly environment
<p><u>Quality of life</u></p> <p>1</p>	<p>1</p>
<p><u>Strengths, interests and characteristics</u></p> <p>2</p>	<p>2</p>
<p><u>Communication</u></p> <p>3</p>	<p><u>Think visual and structure</u></p> <p>3</p>
<p><u>Social</u></p> <p>4</p>	<p><u>Think visual and structure</u></p> <p>4</p>
<p><u>Restricted/repetitive behaviours or interests</u></p> <p>5</p>	<p><u>Think visual and structure</u></p> <p>5</p>
<p><u>Sensory</u></p>	
<p><u>Theories of thinking and learning</u> (Theory of Mind, Executive Functioning, Weak Central Coherence)</p> <p>6</p>	<p><u>Think visual and structure</u></p> <p>6</p>

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<p><b>Quality of life</b> Having a satisfactory quality of life will have a positive effect on a person, their family and help reduce behaviours of concern. Key areas to review include: feeling competent purposeful and likeable, having age appropriate control and choice in their life now and in the future, having genuine friendships, being included in their local community, regular predictable access to the things they like. Consider mental and physical health.</p>	<p>Review the components of quality of life listed (with the person if possible) as part of a supportive team and set meaningful goals to increase quality of life in the areas that are less satisfactory.</p> <p>Use an age and ability appropriate visual schedule everyday</p>
<p><b>Strengths, interests and characteristics</b> It is important and effective to recognise people's strengths, interests AND positive characteristics. Write down what the person is good at, what people like and admire about the person and a range of things they enjoy.</p>	<p>We use the person's strengths and interests to develop strategies to promote motivation and engagement, increase success and learning new skills and develop support strategies that are matched to the individual.</p>
<p><b>Communication</b> Write down how the person communicates For example; full sentences, single words, signs, pictures. What are their communication strengths and what are their communication needs? Think about receptive, expressive, non-verbal communication (body language). Can the person communicate key messages (such as 'I need help' or 'I need a break') when they need to wherever they need to?</p>	<p><b>Think visual and structure</b> Write down (1) new communication skills that would help the person (2) strategies you can put in place to support the skill (3) the opportunities to practice these skills and minimise the difficulties. For example; PECS, Key Word Sign, visuals, 'I need a break card'. <b>Write how you will communicate more clearly so the person can always understand the message.</b></p>
<p><b>Social</b> Write down what social skills the person has, their strengths and needs. This might be <u>basic</u> skills such as turn taking, communicating 'Hi' and 'Bye', knowing private vs public behaviour. Or <u>complex</u> skills such having 'to and fro' conversations or maintaining friendships.</p>	<p><b>Think visual and structure</b> Write down (1) skills that will help the person socialise (2) the strategies used to teach these skills and (3) the opportunities to practice these skills. For example; Teach 'turn taking in conversation' using a video Social Story, role play and introduce a buddy at school for recess and lunch.</p>
<p><b>Restricted/repetitive behaviours or interests</b> Write down what RRB behaviours you see, eg. they obsess about Star Wars so much it causes distress, stick rigidly to a routine that's hard to keep the same, insist on sameness at family mealtimes, struggle with unplanned changes and every day transitions.</p>	<p><b>Think visual and structure</b> Write down matched strategies you can put in place to support the person's RRB e.g. a visual schedule to set limits and boundaries, increase leisure activities to reduce obsessions, teach flexibility and give warning to help cope with change.</p>
<p><b>Sensory</b> What sensory input are they seeking or avoiding? What sensory issues do you see? Are there behaviours that seem to be seeking or avoiding certain sensations (if appropriate)?</p>	<p>(1) Adapt environments to be more sensory friendly where possible (thinking about heat, light, smell, noise, busyness etc) (2) schedule a range of sensory activities through the day to help the person stay in the right alertness zone (3) teach the person to manage difficult sensory experiences e.g. using earphones when it is too noisy.</p>
<p><b>Theories of thinking and learning</b> (Theory of Mind, Executive Functioning, Weak Central Coherence)  Write down examples you have observed. For example; difficulty with planning ahead &amp; organising their belongings, difficulty waiting, finding it hard to act flexibly, focuses on irrelevant details, repeats same part of DVD over and over.</p>	<p><b>Think visual and structure</b> Write down strategies you can use to support the person. For example; use a visual schedule to organise the day. Teach a waiting skill. Use first-then to negotiate DVD issues. Support Theory of Mind by using cartooning strategy. Use choice boards to provide options for free time.</p>