

## 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 \_\_\_\_\_

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### 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 \_\_\_\_\_