

## Sample 1

### **Behaviors That May Be Personal Challenges For a Student With An Autism Spectrum Disorder**

This checklist was completed by the classroom teacher and parent and is used to identify clusters of behaviors that may indicate a concern. A score is not given, but the number of items marked in a particular category, give information that substantiates the formalized checklist, and assists with program planning. The first three areas correspond to the core areas of an autism spectrum disorder (ASD.) The subsequent areas relate to other behaviors that are often problematic for someone with an ASD. This checklist indicated that STUDENT does NOT have difficulty with the following behaviors: Trouble with competition, i.e. winning, losing, being first; Echoing what is said directly, later, or in a slightly changed way; Fascination with movement (spinning wheels, fans, door & drawers); or Sensitivity to smells. However, the following items were noted as being applicable to STUDENT by one or both respondents.

#### ***Social Interaction***

Trouble with back and forth social interactions (School)  
Inability to respond to social cues (School)  
Inability to understand how someone else might feel (School)  
Inappropriate giggling or laughing (School)  
Impaired imitation - not engaging in simple games of childhood (Home)  
Little sense of other people's boundaries (Both)  
Inappropriately intrusive in social situations (School)  
Mimicking actions from TV, but not in reciprocal manner (School)  
Inappropriate use of eye contact, avoidance or extended staring (School)  
Poor use of non-verbal gestures (School)

#### ***Communication***

Problems answering questions (Home)  
Problems responding to directions (Both)  
Low spontaneously initiated communication (Both)  
Difficulty with concepts that are time bound or lack concreteness (Both)  
Difficulty when verbalizations are too fast (School)  
Problems with reciprocal conversations (School)  
Problems using speed, tone, volume appropriately (School)

#### ***Restricted, Repetitive, or Stereotypical Patterns of Behavior***

Strong attachment to inanimate objects (springs, bottles) (School)  
Difficulty with unstructured time (Both)  
Difficulty waiting (Both)

#### ***Learning Characteristics:***

Well developed long term memory (School)  
Ability to manipulate items better than paper-pencil abilities (School)  
Hyperactivity (School)  
Short attention span to some activities and not to others (School)  
Impulsivity (School)  
Delayed response time (School)

Problems organizing (Both)

***Possible Motor Problems:***

Stiffness (School)

***Sound/Auditory***

Has been diagnosed with hearing problems at some time (Home)

Reacts to unexpected sounds (School)

Making self-induced noises (School)

***Sight/Vision***

Avoids eye contact (School)

Is distracted by some or too much visual stimuli (School)

Has difficulty tracking (School)

Becomes excited when confronted with a variety of visual stimuli (School)

Likes TV, VCR (Home)

***Touch/Tactile***

Is defensive about being touched (Home)

Initiates hugs, cuddling (School)

Explores environment by touching (Both)

Becomes irritated if bumped or touched by peers (Both)

Over or under dresses for temperature (School)

Mouths objects or clothing (School)

***Taste***

Other - Not much of a meat eater (Home)

***Perceptual/Perceptual Motor***

Has difficulty with time perception (School)

***Social Skills That May be Personal Challenges***

Complimenting (School)

Offering help, comfort (School)

Politeness (School)

Kindness (School)

Doing one's best (Home)

**Sample 2**

**Behaviors That May Be Personal Challenges For a Student With An Autism Spectrum Disorder**

This checklist is used to identify clusters of behaviors that may indicate a concern in the area of Autism Spectrum Disorder. A score is not given on this particular checklist, but the number of items marked in a particular category gives information that substantiates the testing and assists with program planning. This checklist was completed by the educational team and by the home. Behavior clusters of concern for STUDENT were as follows:

**Qualitative Impairments in Social Interaction:** Wanting and needing to be left alone at times, trouble with back and forth social interactions, inability to respond to social cues, little sense of other people's boundaries, inappropriately intrusive in social interactions, inappropriate use of eye contact, as well as uses few gestures.

**Qualitative Impairments in Communication:** Problems responding to directions, problems understanding figurative speech, echoing what is said directly, later, or in a slightly changed way, difficulty understanding abstract concepts, problems with reciprocal conversations, problems using tone appropriately.

**Restricted Repetitive and Stereotyped Patterns of Behavior:** Sensitive to sounds, insistence on routines/resisting change, problems with correction at times, difficulty with understanding time, difficulty waiting, lack of fear, (mostly with strangers) excessive fearfulness of some harmless objects or situations, history of eating problems, and history of sleeping problems,

**Learning Characteristics:** Uneven profile of skills, over and under generalization of learning, some delayed processing time, some problems organizing, and needs help to problem solve.

**Possible Motor Problems:** Difficulty with clumsiness, balance, motor planning, tires easily, strength, and difficulty with her perceptual motor skills.

**Sound/Auditory:** Has been diagnosed with hearing problems at some time, reacts to unexpected sounds, fears some noises, distracted by certain sounds.

**Sight/Vision:** Avoids eye contact, has difficulty tracking, upset by things looking different.

**Smell/Olfactory:** Sensitive to some smells.

**Touch/Tactile:** Refuses to touch certain things, is sensitive to certain clothing, doesn't like sticky goeey hands.

**Taste:** Dislikes certain food/textures, will only eat a small variety of foods.

**Movement/Vestibular:** Appears clumsy at times, avoids balancing activities.

**Perceptual/Perceptual Motor:** Has difficulty with time perception, problems with use of some tools, sometimes has difficulty with paper/pencil activities.

**Social Skills That May be Personal Challenges:** Difficulty with taking turns, sitting and participating in a group, initiating social interactions.

**Parents indicated the following challenging behaviors:** Needs help to problem solve, hearing problems (ear tube placement in March of 07), and initiating social interactions.