

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

Name of Individual being Evaluated:

Evaluated by:

Date:

*Please check each item that has been observed.*

*Place an \* next to items of high concern.*

*Comment or explain whenever necessary.*

## 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
- ☐ inability to understand how someone else might feel
- ☐ inappropriate giggling or laughing
- ☐ impaired imitation - not engaging in simple games of childhood
- ☐ not accepting cuddling, hugging, touching unless self initiated
- ☐ lack of socially directed smiles when young
- ☐ little sense of other people's boundaries
- ☐ engaging in stereotypic question asking as interaction pattern
- ☐ inappropriately intrusive in social situations
- ☐ mimicking actions from TV, but not in reciprocal manner
- ☐ inappropriate use of eye contact, avoidance or extended staring
- ☐ poor use of non-verbal gestures
- ☐ trouble with competition, i.e., winning, losing, being first

## Restricted Repetitive & Stereotyped Patterns of Behavior, Interests & Activities:

- ☐ repeatedly watching videos or video segments
- ☐ lining up and/or ordering objects
- ☐ strong attachment to inanimate objects (strings, bottles)
- ☐ fascination with movement (spinning wheels, fans, door & drawers)
- ☐ pacing or running back and forth, round and round
- ☐ exploring environment through licking, smelling, touching
- ☐ very sensitive to sounds (may have acted as if deaf as baby)
- ☐ insistence on routines, resisting change
- ☐ negative reaction to change in environment
- ☐ perfectionist, problems with correction or "mistake"
- ☐ difficulty with unstructured time
- ☐ difficulty waiting
- ☐ impaired response to temperature or pain
- ☐ staring at patterns, lights, or shiny surfaces
- ☐ lack of fear of real danger
- ☐ excessive fearfulness of some harmless objects or situations

- \_\_\_defensive to touch that isn't self-initiated
- \_\_\_history of eating problems
- \_\_\_history of sleeping problems

### **Qualitative Impairments in Communication:**

- \_\_\_problems with pronouns
- \_\_\_problems getting the order of words in sentences correct
- \_\_\_problems answering questions
- \_\_\_problems responding to directions
- \_\_\_problems understanding jokes
- \_\_\_problems understanding multiple meaning of words
- \_\_\_problems understanding sarcasm, idioms, and figurative speech
- \_\_\_echoing what is said directly, later, or in a slightly changed way
- \_\_\_low spontaneously initiated communication
- \_\_\_difficulty understanding abstract concepts
- \_\_\_difficulty with concepts that are time bound or lack concreteness
- \_\_\_difficulty with long sentences
- \_\_\_difficulty when verbalizations are too fast
- \_\_\_problems with reciprocal conversations
- \_\_\_problems using speed, tone, volume appropriately

### **Learning Characteristics:**

- \_\_\_uneven profile of skills
- \_\_\_well developed long term memory
- \_\_\_ability to manipulate items better than paper-pencil abilities
- \_\_\_over and under generalization of learning
- \_\_\_good visual skills
- \_\_\_hyperactivity
- \_\_\_short attention span to some activities and not to others
- \_\_\_impulsivity
- \_\_\_delayed response time
- \_\_\_problems organizing
- \_\_\_sequential learner
- \_\_\_needs help to problem solve

### **Observable Problem Behaviors:**

- \_\_\_aggression - biting, hitting, kicking, pinching
- \_\_\_self-injurious behaviors - biting, hitting, pinching, banging parts of body
- \_\_\_temper tantrums
- \_\_\_screaming, yelling
- \_\_\_non-compliance and refusal to move, to do things
- \_\_\_eating problems
- \_\_\_sleeping problems
- \_\_\_toileting problems
- \_\_\_low motivation

### **Possible Motor Problems:**

- \_\_\_clumsiness
- \_\_\_balance
- \_\_\_stiffness

- \_\_\_motor planning - can't seem to make body do what it needs to do
- \_\_\_motor fatigue - tired easily
- \_\_\_strength
- \_\_\_perceptual motor, spacing, sequencing, printing, writing
- \_\_\_initiation - can't seem to be started in motor acts

## **Some Environmental Challenges that Lower A Student's Ability to Function Completely**

### Internal Comments:

- \_\_\_not being understood
- \_\_\_not understanding
- \_\_\_not having enough information
- \_\_\_not having adequate skills for job
- \_\_\_not having choices
- \_\_\_making a mistake
- \_\_\_being tired
- \_\_\_being sick
- \_\_\_being touched
- \_\_\_being hungry

### Major Changes

- \_\_\_alterations at school, work, home, community
- \_\_\_small schedule changes
- \_\_\_time changes
- \_\_\_activity location changes
- \_\_\_staff or teacher absent
- \_\_\_friend or buddy absent
- \_\_\_family member or friend is late or not coming
- \_\_\_anticipating an event or activity
- \_\_\_cancellation of an event or activity
- \_\_\_having to wait too long

### Environmental Confusion

- \_\_\_crowds
- \_\_\_noise
- \_\_\_surrounded by too much movement
- \_\_\_surrounded by competing visual stimuli
- \_\_\_not having enough space
- \_\_\_being off the pace of others
- \_\_\_losing things of value

### Relationships

- ☐ being corrected
- ☐ being denied
- ☐ being interrupted
- ☐ being late
- ☐ being ignored
- ☐ fear of losing people who are valuable
- ☐ being teased
- ☐ being left out
- ☐ being scolded

## **Possible Sensory Challenges: Risk Factors**

### Sound/Auditory Comments:

- ☐ has been diagnosed with hearing problem at some time
- ☐ reacts to unexpected sounds
- ☐ fears some noises
- ☐ distracted by certain sounds
- ☐ confused about direction of sounds
- ☐ making self-induced noises
- ☐ likes sounds that are constant and mask outside sounds
- ☐ Other\_\_\_\_\_

### Sight/Vision

- ☐ has been diagnosed with a visual problem
- ☐ is sensitive to light
- ☐ avoids eye contact
- ☐ is distracted by some or too much visual stimuli
- ☐ enjoys watching moving things/bright objects
- ☐ has difficulty tracking
- ☐ becomes excited when confronted with a variety of visual stimuli
- ☐ has trouble with stairs, heights
- ☐ enjoys patterns
- ☐ upset by things looking different
- ☐ makes decisions about food, clothing, objects by sight
- ☐ arranges environment in certain ways and can tell if out of order
- ☐ closely examines objects or hands
- ☐ likes TV, VCR
- ☐ Other\_\_\_\_\_

### Smell/Olfactory

- ☐ sensitive to smells
- ☐ smells objects, food, people
- ☐ explores environment by smelling
- ☐ reacts strongly to some smells
- ☐ ignores strong odors
- ☐ Other\_\_\_\_\_

### Touch/Tactile

- \_\_\_ is defensive about being touched
- \_\_\_ prefers deep touching rather than soft
- \_\_\_ has to know someone is going to touch ahead of time
- \_\_\_ initiates hugs, cuddling
- \_\_\_ explores environment by touching
- \_\_\_ becomes irritated if bumped or touched by peers
- \_\_\_ dislikes the feel of certain clothing
- \_\_\_ refuses to touch certain things
- \_\_\_ is sensitive to certain clothing
- \_\_\_ over or under dresses for temperature
- \_\_\_ doesn't like showers
- \_\_\_ likes to play in water
- \_\_\_ mouths objects or clothing
- \_\_\_ refuses to walk on certain surfaces
- \_\_\_ appears to have depth perception problems
- \_\_\_ dislikes having hair, face, or mouth touched
- \_\_\_ upset by sticky, gooey hands
- \_\_\_ Other\_\_\_\_\_

#### Taste

- \_\_\_ has an eating problem
- \_\_\_ dislikes certain foods/textures
- \_\_\_ will only eat a small variety of foods
- \_\_\_ tastes non-edibles
- \_\_\_ explores environment by tasting
- \_\_\_ Other\_\_\_\_\_

#### Movement/Vestibular

- \_\_\_ seems fearful in space
- \_\_\_ arches back when held or moved
- \_\_\_ spins or whirls self around
- \_\_\_ moves parts of body a great deal
- \_\_\_ likes rocking, swinging, spinning
- \_\_\_ walks on toes
- \_\_\_ appears clumsy, bumping into things
- \_\_\_ climbs a lot and doesn't fall
- \_\_\_ avoids balancing activities
- \_\_\_ Other\_\_\_\_\_

#### Perceptual/Perceptual Motor

- \_\_\_ has trouble with paper/pencil activities
- \_\_\_ has difficulty with time perception
- \_\_\_ difficulty with body in space
- \_\_\_ relies on knowing location of furniture
- \_\_\_ problems with use of some tools
- \_\_\_ problems organizing materials and moving them appropriately
- \_\_\_ distracted by door, cupboards being open, holes, or motion
- \_\_\_ Other\_\_\_\_\_

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

### **Personal Management/Self Control Comments:**

- ☐ waiting
- ☐ finishing work
- ☐ taking care of personal and school belongings
- ☐ being quiet when required
- ☐ talking when spoken to, especially if asked a question
- ☐ working independently without bothering others
- ☐ being prepared and organized for activities and lessons
- ☐ turning in assignments on time
- ☐ changing activities
- ☐ accepting correction
- ☐ accepting that mistakes can be fixed

### **Reciprocal Interactions**

- ☐ imitating
- ☐ sharing
- ☐ taking turns
- ☐ sitting and participating in group
- ☐ initiating social interactions
- ☐ gaining joint attention (point, look, talk)
- ☐ playing
- ☐ greeting
- ☐ complimenting
- ☐ offering help, comfort
- ☐ asking for help, seek comfort
- ☐ inviting others to join
- ☐ asking for feedback, recruit praise
- ☐ asking for a favor
- ☐ social chat
- ☐ getting attention in specific way, raising hand, waiting
- ☐ caring when someone is hurt or sick, not laughing
- ☐ letting someone know that you are hurt or sick
- ☐ asking someone to play or do an activity

### **Reciprocating Social Interactions Appropriately**

- ☐ listening
- ☐ commenting on a topic
- ☐ answering questions
- ☐ giving a reliable yes/no
- ☐ accepting help
- ☐ accepting that some things aren't possible
- ☐ responding to teasing
- ☐ making a choice
- ☐ sharing other's enjoyment
- ☐ giving eye contact appropriately

### Manner of Interaction

- ☐ being polite
- ☐ being kind
- ☐ being considerate
- ☐ not being a tattler (rule police)
- ☐ being honest
- ☐ not hitting, kicking, saying bad words
- ☐ looking at person talking appropriately
- ☐ not walking away while someone is talking
- ☐ keep a specified distance from a person

### Learning Situation Specific Behaviors

- ☐ with peers, no adults
- ☐ in church, school, home
- ☐ at a sports event
- ☐ in a store
- ☐ with strangers
- ☐ what and where are private
- ☐ with authority figures

### Abstract Social Concepts

- ☐ being good
- ☐ timing
- ☐ fairness
- ☐ friendship
- ☐ politeness
- ☐ kindness
- ☐ doing one's best
- ☐ caring
- ☐ lying
- ☐ humor

### Group Behaviors

- ☐ come when called to group
- ☐ stay in certain places
- ☐ participate with group
- ☐ follow group rules:
- ☐ talk one at a time
- ☐ pick up, clean up, straighten up
- ☐ put away
- ☐ get out
- ☐ walk, stand still, stay to right
- ☐ voting - majority rules
- ☐ winning and losing

### Personal Resources: Protective Factors

Likes/Preferences/Interests:

Strengths: