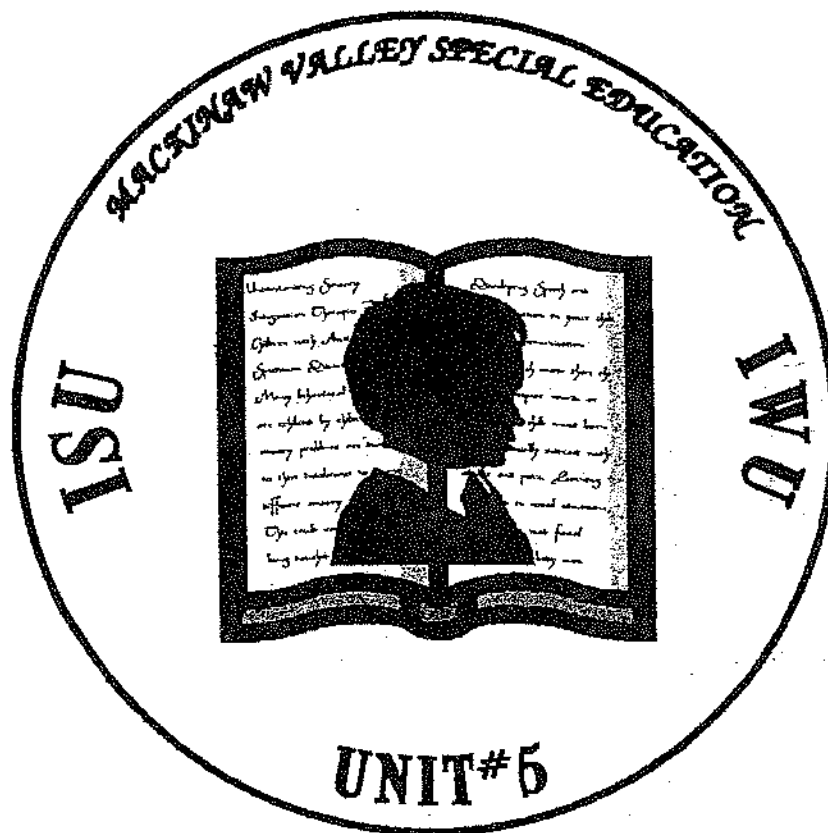


Autism Spectrum Disorder

Child Profile

Parent Assessment



Developed by:

Linda Kunce, Ph.D; Illinois Wesleyan University, (309) 556-3663

Karla Döepke, Ph.D; Illinois State University, (309) 438-2969

Jacquie S. Mace, Parent-Advocate ASD, (309) 662-2353

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Child Profile Parent Assessment Form

Directions

As a part of the Unit #5's dedication to providing quality education, we would like for you to participate in providing information to us about your child. This form was developed specifically to help parents or guardians of children with autism share key information with their child's educational team. By supplying information about your child's unique learning styles and abilities we will be better able to understand and meet his/her needs. This will in no way change or alter the I.E.P. that is currently in place for your child.

Please complete this form about your child. The form is designed so that you can complete it fairly quickly if you have limited time. That is, you can skip the boxes asking for "Additional Comments." Because this is your unique view of your child, however, any specific or more detailed information you provide will be valued. We have provided plenty of spaces for you to write in; however, please feel free to add more information and/or use additional paper as necessary.

Y = Yes

N = No

SW = Somewhat

Child's name: _____

Child's age: _____

School: _____

Teacher: _____

Date Completed: _____

Completed by: _____

Relationship to child: _____

#1: Child Communication

(Expressive: What Your Child Says or Does)

People with autism have difficulty with communication. For example, some children may not speak. Other children may talk easily about their own interests, but have difficulty answering questions on demand. Further, the child's expressive communication (i.e., what they say or do to communicate) may be different from their receptive communication (i.e., what they understand). The following information will help school professionals communicate with your child.

1. How does your child communicate? (Mark all that apply)

Gestures	Y	N
Verbally (Speech)	Y	N
Sign Language	Y	N
Picture Exchange	Y	N
Assistive Technology	Y	N

Comments:

2. Is your child able to communicate the following?

His/her wants and needs	Y	N
His/her feelings (<i>happy, sad, tired, sick, hurt</i>)	Y	N
That he/she needs help (with work, injury, peers)	Y	N
What he/she did at school (to parents at home)	Y	N

Comments:

3. If your child is verbal, does he/she show the following challenges?

Echolalia (<i>repeats what others say, videos, etc.</i>)	Y	N
Says things without understanding what they mean	Y	N
Talking to self	Y	N
Inappropriate or repetitive conversation	Y	N
Trouble "finding" or pronouncing words said before	Y	N
Unusual voice (high pitch, monotone)	Y	N
Other _____		

Comments:

#1: Child Communication (cont.)

(Receptive: What Your Child Understands)

1. My child communicates best when others use (Mark all that apply)

Simple Language

Y N

Sign Language/Gestures

Y N

Animation

Y N

Pictures/Visual supports

Y N

Other _____

Comments:

2. Do you use specific or unique phrases, gestures, objects, or pictures to "explain" or "tell" things to your child?

If yes, please list some of the most important: (e.g., seeing his coat means "going outside to my child"; adults say "we're all done" to signal end of an activity.)

3. Does your child communicate with

Adults

Y SW N

Peers

Y SW N

Additional comments:

#2: Social Behavior

Social behavior is something most of us take for granted. As we grow up we learn from watching and being taught how to act in different situations. Like being quiet in the library, waiting our turn standing in line, or greeting people. These things can be very difficult for children with autism to understand since their meanings are abstract. We would appreciate your input on how your child typically reacts in different social situations.

		Sometimes or		
		<u>Yes</u>	<u>With Help</u>	<u>No</u>
1. Does your child play/work well (check one per line)				
	Alone?	_____	_____	_____
	Next to, but not with others?	_____	_____	_____
	With Adults?	_____	_____	_____
	with Peers?	_____	_____	_____

Additional comments:

2. Is your child confused or overwhelmed in

Small Groups (3-6 people)	Y	SW	N
Moderate Groups (7 - 15 people)	Y	SW	N
Larger Groups (16 - 30 people)	Y	SW	N
Crowds (e.g., assemblies, busy hallways)	Y	SW	N

Additional comments:

3. Does your child play/work best with others when others are

Check One:	_____ Quiet	_____ Active/Loud	_____ Either
Check One:	_____ Predictable	_____ Spontaneous/Creative	_____ Either
Check One:	_____ Matter-of-Fact	_____ Active/Animated	_____ Either

Additional comments:

#2: Social Behavior (cont.)

4. Is your child able to (check one per line)	<u>Yes</u>	<u>Sometimes/ With Help</u>	<u>No</u>
Take turns	_____	_____	_____
Share toys or materials	_____	_____	_____
Initiate play or interaction with others	_____	_____	_____
Show interest in other children	_____	_____	_____
Recognize friends	_____	_____	_____
Understand what a stranger is	_____	_____	_____
Recognize ownership(mine/yours/ours)	_____	_____	_____
Understand and/or use humor	_____	_____	_____
Understand stated rules	_____	_____	_____
Understand implied rules	_____	_____	_____

Additional Comments:

5. Does your child have any other important social behaviors or problems—no matter how unique—that it would help the school to know about?

#3: Leisure & Recreation Skills

While play and recess are “favorites” for most children, for many people with autism they pose special challenges. For example, a child with autism might wander aimlessly during recess, become distressed during group games, or “play” the same thing over and over again during free time. Children with autism may have difficulty with “typical” play activities for a number of reasons—including difficulties with social interaction, a unique pattern of interests, or difficulties with self-organization. Please tell us about some of the leisure and recreation activities your child can or will do.

1. What leisure and recreation activities does your child like? (e.g., hobbies, collections, board games, card games, physical play games such as chase, duck-duck-goose, or sports, etc.)

Games or activities my child can play <u>alone</u> (please list):	Games or activities my child can play with <u>one</u> other person (list):	Games or activities my child can play in a larger <u>group</u> (list):

2. What are some of your favorite things to do with your child?

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Additional Comments:

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#4: Routines & Repetitive Behavior

Many children with autism also have a great deal of anxiety in new environments or when things do not go as "usual." In addition, children with autism frequently carry out certain behaviors or activities over and over. These questions ask about your child's behaviors in these areas, and how you handle them.

1. Does your child have difficulty with

Accepting changes in routines	Y	N
Making a transition to new activity or area when directed	Y	N
Using unstructured time in a productive manner	Y	N

If yes, what helps?

2. Does your child have any of the following behavioral challenges?

Self-stimulatory behaviors (e.g., spinning, flapping hands)	Y	N
Perseverative and/or ritualistic play (e.g., lines up toys, repeats video scripts)	Y	N
Resists playing with new toys/objects (insists on things he/she knows well)	Y	N

If yes, please describe:

3. Self-stimulatory or repetitive behaviors seem to increase

When my child is distressed or upset	Y	N
When my child doesn't understand things going on around him/her	Y	N
During free or unstructured time	Y	N
When my child is trying to calm him/herself	Y	N
Other _____		

Additional Comments:

#5: Sensory Preferences & Responses

There is a lot of evidence to suggest that people with autism may react to sensory stimulation (e.g., sights, sounds, touch) in unique ways. There is no one pattern of sensory preference or responsiveness, however, for all people with autism. One child may be sensitive to "squeaky" noises but show no other special reactions. Another child may be over-sensitive to touch, over- and under-sensitive to several smells and tastes, and under-sensitive to pain (e.g., not crying when injured). Further, a given child's sensitivities can change over time. Therefore, it is especially important for us to understand how your child seems to experience the world.

Check all of the following that apply for your child. If you think that your child might feel this way, put a question mark (?) in the blank.

Touch

My child seems under-sensitive to touch

- ☐ Prefers deep pressure (hugs) rather than soft touches (pats, stroking)
- ☐ Seeks out small enclosed places to squeeze into (e.g., behind couch, boxes)
- ☐ Doesn't react to being hurt
- ☐ Insists on wearing very small/tight clothes
- ☐ Likes to crawl under things and climb steps
- ☐ Bumps into people walls, furniture
- ☐ Explores objects with mouth (toys, clothes)
- Other: _____

My child seems over-sensitive to touch

- ☐ Doesn't like certain textures on his/her hands (mud, paint, play dough...) (cotton, velvet...)
- ☐ Is sensitive to different clothing textures (cotton, velvet, silk)
- ☐ Gets upset if bumped or touched
- ☐ Refuses to wear hats and gloves
- ☐ Refuses to walk on certain surfaces
- ☐ Doesn't like hair washed or cut
- ☐ Dislikes certain food texture (crunchy, soft, chewy)
- Other: _____

Sound

My child seems under-sensitive to sound

- ☐ Doesn't appear to hear what people say
- ☐ Likes loud music and unique sounds (vacuum, mower, horns)
- ☐ Gets confused about direction of sounds
- ☐ Turns volume way up on TV/stereo
- ☐ Listens better when talked to in an animated way
- ☐ Enjoys strange noises/creates noise for noise' sake
- Other: _____

My child seems over-sensitive to sound

- ☐ Covers or claps hands over ears
- ☐ Gets upset when appliances are on (e.g., dishwasher, vacuum, blow dryer)
- ☐ Distracted by background noise
- ☐ Responds best when talked to in a soft, quiet voice.
- ☐ Responds negatively to unexpected or loud noises
- ☐ Can hear the very faint noises (e.g., lights buzzing, water dripping)
- Other: _____

#5: Sensory Preferences & Responses (cont.)

Smell and Taste

My child seems under-sensitive to certain smells and tastes:

- ☐ Tastes things that are non-edible
- ☐ Likes highly seasoned foods (salty, spicy)
- ☐ Smells objects and or people
- ☐ Doesn't seem to notice strong odors

Other _____

My child seems over-sensitive to certain smells and tastes:

- ☐ Likes foods with little flavor
- ☐ Will only eat a small variety of foods
- ☐ Is sensitive to certain smells (e.g., perfumes, soaps)
- ☐ Reacts strongly to some smells

Other _____

Sight

My child seems under-sensitive to some sights:

- ☐ Enjoys flicking lights on and off
- ☐ Closely examines objects and hands
- ☐ Has difficulty tracking objects
- ☐ Likes repetitive movements (doors opening and closing, pages turning, moving fingers in front of face)
- ☐ Looks out of the corner of his/her eyes
- ☐ Lines things up (cars, blocks)
- ☐ Has trouble with stairs or heights

Other: _____

My child seems over-sensitive to some sights:

- ☐ Prefers dark places (under blankets, closets...)
- ☐ Blinks often
- ☐ Avoids the sun and bright lights
- ☐ Distracted or confused by some or too much visual stimuli
- ☐ Covers or squints eyes often
- ☐ Upset by things in the environment being out of order

Other: _____

My child has been diagnosed with a hearing problem

Y N

If yes, corrected?

Y N

By _____

My child has been diagnosed with a vision problem

Y N

If yes, corrected?

Y N

By _____

Additional comments:

#6: Movement & Motor Skills

There is no one predictable pattern of movement strengths and challenges for people with autism. Strong preferences for certain movements and uneven patterns of motor skills, however, are not uncommon. Therefore, please help us understand your child's movement and motor skills.

Movement Preferences

My child seeks out the following movements:

- ☐ Jumps and/or spins a lot
- ☐ Swinging or carnival rides
- ☐ Rocks self or moves body parts a lot
- ☐ Enjoys games with a lot of movement
(being spun around, tossed in air, bounced)
- ☐ Running or pacing
- Other _____

My child avoids or is fearful of:

- ☐ Steps or escalators
- ☐ Car/Bus rides (gets carsick easily)
- ☐ Swings or slides
- ☐ Being picked up without warning
- ☐ Balancing activities
- ☐ Feet leaving the ground
- Other _____

What movement activities does your child either like or do fairly well?

Please Circle/List:

- | | |
|------------------|----------|
| Drawing/Painting | Running |
| Singing | Swimming |
| Dancing | Skating |
| Play Instrument | etc. |

Movement Challenges

My child has difficulty with some small muscle movements:

- ☐ Writing (holding pencil, light/dark, forming letters)
- ☐ Using a keyboard or mouse
- ☐ Blowing (bubbles, candles)
- ☐ Buttoning/Zippering
- ☐ Using eating utensils
- Other _____

My child has difficulty with some large muscle movements:

- ☐ Walking or running
- ☐ Is clumsy or bumps into things
- ☐ Is stiff when walking or using arms
- ☐ Has poor balance (falls down easily)
- ☐ Kicking or throwing a ball
- Other _____

My child also has difficulty with:

- ☐ Copying actions of others (hand play, skipping, facial expressions)
- ☐ Coordinating own movements with others (e.g., team sports, partner dancing, personal space)

I would describe my child as (check all that apply)

- ☐ Excessively active
- ☐ Tiring easily (wants to sit/lie down a lot)
- ☐ Having low muscle tone

Additional comments:

#7: Daily Living & Job Skills

People with autism may have difficulty with "every day" tasks, such as getting dressed or doing age-appropriate chores. Teachers, especially teachers in regular education classrooms, may be unaware of the child's need for support or education for some of these activities. This often occurs because of the uneven pattern of skills and abilities shown by many children with autism. For example, a third grader might be able to read at or above grade level, but might not be able to tie his shoes or remember to put on his coat before going outside.

1. My child...

	<u>Yes, Fully</u>	<u>Yes, Partial or With Help</u>	<u>No, but Ready</u>	<u>No, Not at all</u>
Is toilet trained	_____	_____	_____	_____
Can dress him/herself	_____	_____	_____	_____
Will clean up after self	_____	_____	_____	_____
Feeds self	_____	_____	_____	_____
Shows age-appropriate personal hygiene skills (hair combed, clean hands, etc.)	_____	_____	_____	_____

Other key daily living skills you are working on with your child/Additional comments:

2. My child ...

Does some jobs or chores at home <u>independently</u> (e.g. take out trash, get mail)	Y	N
Does some jobs or chores at home with help	Y	N
Does or has done paid work or un-paid work outside the home	Y	N
Expresses preferences about possible future careers	Y	N
Has a career/transition plan in place	Y	N

Explain/Additional Comments:

#8: Learning Style & Activities

"Learning styles" are terms used to describe ways people acquire information. We can learn through seeing, touching and/or hearing. People may have preferred learning style(s) - the way(s) they learn best. Below are some descriptions of different learning styles (adapted from *Sussman*).

Please rate how well each style describes your child by circling the appropriate word.

1. My child seems to learn well through

Visual Learning

Yes Somewhat No Not Sure

If your child enjoys looking at books or watching TV, he/she may be a visual learner. Most children with language difficulties learn better by seeing things rather than hearing them. These children do well when information is presented through things he/she can see. For example, when saying a word show him/her the real thing or a picture.

Rote Learning

Yes Somewhat No Not Sure

Children who learn by rote memorize lots of information through repetition (e.g., numbers, letters, many facts about a topic.) While they can recite the information word for word, they often do not understand what they are saying. These children seem to learn well from activities that are done the same way each time.

Hands-On Learning

Yes Somewhat No Not Sure

If your child loves to push buttons, swing doors back and forth and/or can figure out the most complicated toy, he/she is probably a hands-on learner, who learns best by touching things.

Gestalt Learning

Yes Somewhat No Not Sure

Children with a gestalt learning style tend to remember everything about a situation, but they may be unable to sort out what is important from what is not. For example, the child may memorize sentences as whole chunks without understanding what individual words. Another child might memorize the sequence of an activity or order of objects of a room and become upset if part of that sequence or order is disrupted.

Auditory Learning

Yes Somewhat No Not Sure

If your child enjoys talking and listening to others talk, he may be an auditory learner who like to get information through hearing. It is unusual for a child with ASD to rely primarily on auditory learning.

2. Work Habits: In comparison to other children his or her age, my child...

Works well independently (<i>needs little prompting to stay on task</i>)	Y	SW	N
Takes turns/shares work materials or space	Y	SW	N
Asks for help that is needed (<i>not too much, not too little</i>)	Y	SW	N
Will stay in a certain place when instructed to do so	Y	SW	N
Organizes work materials efficiently	Y	SW	N
Finishes tasks in a timely manner	Y	SW	N

Additional Comments:

#9: Challenging Behaviors & Emotions

1. The following behaviors are a challenge for my child...

	<u>At home</u>		<u>At School</u>		<u>In the Community</u>	
Hurting self	Y	N	Y	N	Y	N
Hurting others	Y	N	Y	N	Y	N
Tantrums (e.g., screaming, kicking)	Y	N	Y	N	Y	N
Verbal outbursts	Y	N	Y	N	Y	N
Inappropriate bathroom behaviors	Y	N	Y	N	Y	N
Running away	Y	N	Y	N	Y	N
Dangerous activities	Y	N	Y	N	Y	N
Other _____						

Comments:

2. Some of the things that may trigger upset or distress for children with autism are listed below.

Does your child get upset if he/she

is not understood	Y	N
doesn't understand what is expected	Y	N
makes a mistake or is corrected	Y	N
is put in crowded situations	Y	N
is teased	Y	N
has to wait	Y	N
is told to change activities	Y	N
has a repetitive behavior interrupted	Y	N
is exposed to certain sounds, touches, smells, etc.	Y	N

Other triggers for upset _____

3. If you have certain things that you do or use to help calm your child, to prevent outbursts, or to help your child prepare for new/difficult situations, please share these.

#10: Child's Interests

Just like non-autistic people, children with autism have their own sets of likes and dislikes. Teachers often miss or misunderstand the interests of children with autism. This often happens when interests are unusual (e.g., memorizing appliance brands) or very strong. In addition, the language and social difficulties of children with autism may make it difficult for children to communicate their interests in a way teachers understand. Please help us better understand your child's interests by providing the following information.

What does your child like? Please list things that your child finds motivating: toys, activities, foods, songs, etc.

What does your child dislike or fear ? Please list things that your child would avoid: sounds, objects, movements, activities, foods, etc.

Does your child have any special or unique interests that you haven't listed?

Please add anything else that you would like to share or additional comments:

Thank you for taking the time to tell us about your child. We hope that this will enhance your child's educational experience and future. Please return the form to your child's teacher. If you have any question or concern regarding the development of the child profile form, please contact one of the people listed on the front cover.

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Other _____						

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