

COMFORT ZONES PROFILE

Name:

Age:

Date:

Reporter:

Sensory profile

- a. Sensory stimulation the child avoids/is defensive to:
- b. Sensory stimulation the child is attracted to, seeks out:
- c. Sensory stimulation that alerts the child:
- d. Known sensory situations that overwhelm the child:
- e. Sensory stimulation that calms the child:
- f. Sensory accommodations, or sensory diet, currently used to support the child:
- g. Favorite sensory activities for engaging the child in interaction:
- h. Other:

Cognitive (information) profile

- a. Information processing problems the child experiences:
 - delayed processing
 - processing multiple information simultaneously
 - processing auditory information
 - processing visual information

Explain:

b. Best way to present information to the child:

Type: (visual, pictures, written, verbal, etc.)

How much? (Short phrases, broken down into small portions at one time, etc.)

How fast? (Needs 15–30 seconds to process, etc.)

c. Information (topics) that tend to be easy for the child? Difficult?

d. The child tends to have problems:

concentrating

organizing materials

initiating a task

staying on task

finishing task

turning in completed work

Explain:

e. Accommodations/supports that have worked well in helping the child learn:

f. Other:

Social profile:

a. What type of interaction style works best to:

Engage the child (animated, calm, non-demanding, slow-paced, physical contact, etc.):

Soothe the child:

b. Types of interaction to avoid with the child:

c. Types of interaction that overwhelm the child:

d. How the child handles interacting with:

Familiar adults:

Unfamiliar adults:

Other children:

Group activities:

e. The child's interaction skills:

Sharing:

Taking turns:

Following directions:

Referencing others to stay coordinated in action with them:

Sharing enjoyment with others:

f. Social situations to avoid for the child:

g. Accommodations and supports that help the child feel safe and accepted with others:

h. Other:

Emotional profile:

a. The child's general level of emotional stability (fairly calm, emotionally overreactive, etc.) is:

b. How the child expresses:

Excitement/pleasure:

Frustration:

Unhappiness:

Sadness:

Fear:

c. The child's abilities to:

Identify and label his emotions:

Control and regulate his emotions:

Calm after getting upset:

Situations that the child becomes overwhelmed by, or overreacts to:

d. Supports/accommodations that can be used to keep the child from becoming emotionally overwhelmed:

e. Best ways to calm the child when upset, overwhelmed:

f. Things to avoid when the child is emotionally overwhelmed, upset:

g. Other strategies that help the child feel "safe" in general, and in times of stress:

Other comfort zones (medical, dietary, physical activity, etc.) important to the child feeling safe:

Given the above information, the child functions the best under the following conditions:

The child struggles the most under the following conditions:

FUNCTIONAL BEHAVIOR ASSESSMENT

Name:

Date:

Person interviewed:

Description of Behaviors

List behaviors of concern <i>(Be specific, hitting face, not self-abuse)</i>	Frequency and duration: how often and for how long	Intensity of behavior: damage done, injury involved, etc.	How long has behavior been occurring?

Do any of the behaviors above occur together or in a chain of responses? Describe behavior from start to stop.

What are the early signs that the person is getting upset or is about to begin the behavior?

What is the history of the behavior (when did it start, how has it changed over time)?

What may the person be trying to communicate with the behavior?

Program considerations

Can we intervene early in the chain, redirect, or support the person? How?

Is there another appropriate alternative behavior we can teach to replace the problem behavior? If so, can we use practice, role-play, or staff modeling to teach?

How do we make it more reinforcing to use appropriate alternative behavior?

Antecedent analysis

Under what circumstances does the behavior occur? What events seem to trigger the behavior?

Does the behavior occur at specific times during the day? With specific people?

Are there times/circumstances during the day when the behavior is less likely to occur?

Antecedent conditions

Check any of the following that present (trigger) the behavior:

- wants something
- told cannot have something
- something is taken away
- not receiving attention
- staff/parent withdraws attention
- when attention is turned to others
behavior stops soon after attention or
- desired item is obtained
- requested to do something
- frustrated with difficult task
- pressured into unwanted events
- someone tries to control or lead his activity
- asked to stop doing something
- novel/new situations
- unexpected change
- when left alone or during downtime
- doesn't understand expectation
- doesn't know how to respond
- transitions
- pain/discomfort
- something scares him
- noisy, active settings
- peers are pestering him
- others are disruptive
- experiencing pain/discomfort
- difficulty communicating need/want
- happy/excited with upcoming event
- before, during, or after an outing
- during group activities
- riding in car
- prior to or during menses

Program considerations: eliminating/changing antecedent conditions

Can the triggers/conditions be eliminated/modified to reduce the behavior?

Can supports be added to minimize the impact of antecedents?

When these conditions occur, how do we want the person and/or staff to respond?

Can we increase the conditions for which the behavior does not occur?

Plan should include a list of specific antecedents and strategies to reduce their impact.

For identified antecedents, list more specific characteristics of the triggers: (Who, what, where, how, etc.)

Consequences of behavior: How people react to the behavior, the effects the behavior has on the environment, and the pay-offs the behavior has for the person

How do staff/family typically respond (intervene) when the behavior occurs?

How do others (peers, other adults, etc.) around the person respond?

How does the person respond when staff intervene/redirect?

What benefits does the person seem to gain from the behavior?

- | | | |
|---|--|--|
| <input type="checkbox"/> Get out of doing something | <input type="checkbox"/> Avoid/escape unwanted event | <input type="checkbox"/> Get something he wants |
| <input type="checkbox"/> Obtain attention/reaction | | <input type="checkbox"/> Gain control |
| <input type="checkbox"/> Get back at someone | <input type="checkbox"/> Left alone | <input type="checkbox"/> Release tension/frustration |
| | <input type="checkbox"/> Obtain stimulation | |

Other:

What interventions have you tried so far?

What techniques have shown some success?

How does the person respond when:

Verbally redirected?

Physically redirected?

Behavior is ignored?

Removed from the group?

Asked to restore property disrupted?

Does the person seem to respond better to firm, neutral, or calm direction?

Program considerations:

We want to reduce the reinforcing pay-offs for problem behavior and increase positive pay-offs for behavior we want to see (e.g. replacement behavior, or simply lack of problem behavior). Goal is to interrupt problem behavior quickly with minimal reinforcing benefits. We need to focus on what we want the person to do, not on what he is doing wrong.) How should staff/family respond to calm, protect, and/or redirect the person?

How can we reduce the immediate reinforcing benefits of the problem behavior?

What do we want the person to do, and why should he do it (pay-off)?

Can we prompt and reinforce a replacement behavior?

Medical analysis

Acute medical problems: (e.g. constipation, ear infections, headaches, any acute discomfort)

Chronic medical problems: (e.g. ulcer, hernia, hypertension, allergies, diabetes)

Psychiatric concerns:

Medications:

Communication skills

Can the person adequately communicate the following:

Needs and wants:

Asking for help:

Saying “no,” I don’t want to:

Is communication a source of frustration?

Social skills

Is the behavior problem related to poor interaction patterns with peers and staff?

General ability to interact with others:

Relates/gets along with peers:

Relates/gets along with staff:

(Look closely at interaction patterns between the person and staff (how the person gets attention from staff, how staff request/prompt, how staff reward.)

How do we want staff to interact with the person (quiet/animated, tone/intensity of voice, touch, etc.)?

Daily routine

Is there enough structure, predictability, flexibility, stimulation, and choice in the daily routine?

Level of participation in:

Self-care:

Household tasks:

Leisure/free-time activities:

What changes do we need to make to the daily routine?

Are there possible sensory processing issues?

Reinforcement menu

Food/liquids:

Activities:

Toys/Objects:

Social:

Can the person mediate tokens, reinforcement charts?

Eats without choking.

Eats with fork.

Wipes mouth with napkin.

Cuts meat with knife.

Recommended training step(s): _____

Comments

2. Undressing

Unties shoes.

Removes shoes.

Removes socks.

Removes coat.

Removes pullover shirt.

Unbuttons shirt.

Removes button-down shirt.

Unzips pants.

Removes pants.

Removes dress or skirt.

Removes underpants.

Removes undershirt.

Removes bra.

Recommended training step(s): _____

Comments

3. Dressing

- Picks out clothes.
- Puts on underpants.
- Puts on undershirt.
- Puts on bra.
- Fastens bra.
- Correctly orients clothes before putting on.
- Puts feet into pants.
- Pull pants up.
- Puts on pullover shirt.
- Puts on button-down shirt.
- Buttons shirt.
- Tucks in shirt.
- Fastens pants.
- Zips up pants.
- Loops belt into pants.
- Buckles belt.
- Puts on socks.
- Puts on shoes.
- Ties shoes.

Recommended training step(s): _____

Comments

4. Toileting

- Stays dry for two hours.
- Stays dry during the day.
- Stays dry at night.
- Has two or less BM accidents a week.
- Rarely has toileting accidents.
- Unfastens pants.
- Pulls pants down.
- Sits on toilet.
- Voids within 15 minutes.
- Wipes self.
- Pulls underpants up.
- Pulls pants up.
- Fastens pants.
- Flushes toilet.
- Washes hands.
- Goes to toilet with reminders.
- Self-initiates toileting.

Recommended training step(s): _____

Comments

5. Hand washing

- Turns on water.
- Adjusts water temperature.
- Wets hands.
- Applies soap.
- Lathers hands.
- Rinses hands.
- Turns off water.
- Obtains towel.
- Dries hands.
- Hangs up towels.
- Throws paper towel away.

Recommended training step(s): _____

Comments

6. Bathing

- Obtains towel and washcloth from closet.
- Gets clothes.
- Undresses.
- Turns on water.
- Adjusts water temperature.
- Wets washcloth.
- Soaps washcloths.
- Washes self.
- Rinses self.
- Wets hair.
- Obtains shampoo from container.
- Puts shampoo on hair.

Comments

- Rubs shampoo into hair.
- Rinses hair.
- Turns water off.
- Obtains towel.
- Dries self.
- Takes dirty clothes and towels to laundry.

Recommended training step(s): _____

Comments

7. Toothbrushing

- Obtains toothbrush.
- Obtains paste.
- Unscrews cap from paste.
- Wets brush.
- Puts paste on brush.
- Actively attempts to brush teeth; make brushing motion.
- Brushes front teeth.
- Brushes top back teeth.
- Brushes bottom back teeth.
- Rinses brush.
- Puts brush away.

Recommended training step(s): _____

Comments

8. Shaving

- Obtains razor.
- Holds razor.
- Plugs in razor.
- Turns on razor.
- Makes movement with razor on face.
- Shaves face area.
- Shaves throat and neck area.
- Turns razor off.
- Puts razor away.

Recommended training step(s): _____

Comments

9. Hair combing/brushing

- Holds comb/brush.
- Moves comb/brush through hair.
- Combs/brushes top of head.
- Combs/brushes sides of head.
- Combs/brushes back of head.
- Combs/brushes hair neatly.

Recommended training step(s): _____

Comments

<p>10. Make-up</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtains make-up. <input type="checkbox"/> Applies lipstick. <input type="checkbox"/> Applies eye shadow. <input type="checkbox"/> Applies eye liner. <input type="checkbox"/> Applies mascara. <input type="checkbox"/> Applies brush. <input type="checkbox"/> Puts make-up away. <p>Recommended training step(s): _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Comments</p>
<p>11. Meal preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtains food from refrigerator. <input type="checkbox"/> Carries items to counter. <input type="checkbox"/> Obtains cooking utensils/dishes from cupboard or drawers. <input type="checkbox"/> Opens box, bag, or other food containers. <input type="checkbox"/> Pours ingredients from container into bowl/pan. <input type="checkbox"/> Unscrews lid of jar. <input type="checkbox"/> Pours liquids with minimal spillage. <input type="checkbox"/> Uses measuring cup to scoop and transfer ingredients from container to bowl. <input type="checkbox"/> Mixes with spoon. <input type="checkbox"/> Mixes with hand beater. <input type="checkbox"/> Mixes with electric mixer. 	<p style="text-align: center;">Comments</p>

- Spreads butter on bread.
- Cuts bread with knife.
- Rinses vegetables.
- Cuts up vegetables with knife.
- Combines ingredients into dish as directed.
- Prepares cereal.
- Makes simple sandwiches.
- Makes simple drinks (juice, tea, koolaid).
- Operates electric can opener.
- Operates blender.
- Operates toaster.
- Operates oven.
- Operates range.
- Reads labels, written/pictures directions.
- Understands measurements.

Recommended training step(s): _____

<p>12. Table setting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gets placemats, napkins, dishes, and utensils from cupboard or drawer. <input type="checkbox"/> Carries dishes, utensils, etc. to table. <input type="checkbox"/> Places dishes/utensils on placemat where staff point to. <input type="checkbox"/> When given a placemat with pictures or drawings of dishes/utensils on it, can match items. <input type="checkbox"/> Sets complete setting independently. <p>Recommended training step(s): _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Comments</p>
<p>13. Serving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pours liquid into glass. <input type="checkbox"/> Transfers hot food from cooking container to serving dish. <input type="checkbox"/> Carries food without spillage. <input type="checkbox"/> Carries liquids without spillage. <input type="checkbox"/> Spoons out food from dish to plate. <input type="checkbox"/> Takes appropriate size portions. <input type="checkbox"/> Passes serving dish to others. <p>Recommended training step(s): _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Comments</p>

14. Meal clean-up

- Takes dishes to sink.
- Clears table.
- Cleans food from plate.
- Rinses dishes.
- Places dishes into dishwasher.
- Puts soap in dishwasher.
- Turns dishwasher on.
- Removes dishes from dishwasher.
- Washes dishes in sink.
- Dries dishes.
- Puts dishes/utensils in appropriate cupboards and drawers.
- Wipes off table, counter, or chairs.
- Takes protective clothing to laundry.
- Sweeps floor.

Recommended training step(s): _____

Comments

15. Laundry

- Takes dirty clothes to laundry.
- Helps sort clothes by placing clothes in piles pointed to by staff.
- Sorts clothes with minimal assistance.
- Puts clothes into washer.
- Obtains detergent from cupboard.
- Measures out detergent.
- Pours detergent into washer.
- Sets dial, starts washer.
- Transfers clothes from washer to dryer.
- Folds clothes.
- Takes clothes to bedroom.
- Puts clothes in drawers.
- Places clothes on hangers.
- Hangs clothes up.

Recommended training step(s): _____

Comments

15. Bed making

- Takes blankets/sheets off bed.
- Spreads sheets/blankets across bed.
- Smooths out sheet or blanket.
- Places pillows appropriately.
- Spreads bedspread across bed.
- Completely makes bed.

Recommended training step(s): _____

Comments

16. Vacuuming

- Obtains vacuum from closet.
- Turns vacuum on and off.
- Pushes vacuum back and forth.
- Vacuums small area with supervision.
- Vacuums entire room.

Recommended training step(s): _____

Comments

17. Dusting

- Obtains furniture polish, cloth, etc.
- Sprays polish.
- Actively attempts to dust; makes motion across surfaces.
- Completely dusts furniture.

Recommended training step(s): _____

Comments

18. Other domestic tasks

- Helps gets out and puts away activity materials.
- Gets mail.
- Cleans windows/mirrors.
- Cleans bathtub.
- Empties wastepaper baskets.
- Takes out trash.
- Puts groceries away.
- Washes vehicle.
- Shovels snow.
- Rakes yard.
- Mows yard.
- Sweeps garage.

Recommended training step(s): _____

Comments

19. Money skills

- Understands money has value.
- Can identify coins.
- Understands cent value of coins.
- Can make simple change.
- Understands denomination of paper money.
- Carries money without losing it.
- Can purchase simple items up to \$10.00
- Can purchase items over \$20.00.
- Saves for simple items.
- Can plan and follow a simple weekly budget.
- Uses savings account; fills out deposit.
- Uses credit or debit card.
- Takes care of own savings/credit accounts.
- Writes a check.
- Has addresses and phone numbers of creditors.
- Pay bills on time.
- Avoids money scams.
- Understands and takes care of entitlement funds, and social security.
- Takes care of tax returns.

Recommended training step(s): _____

Comments

20. Shopping

- Can purchase simple items, and wait for change.
- Gives the correct amount of money.
- Can purchase multiple items adding correct costs.
- Can find items in store.
- Can find items from a list.
- Knows how to ask for help to find something.
- Finds way around store.
- Waits in line without difficulty.
- Gives money and waits for change.
- Shops at convenience store.
- Shops at grocery store.
- Shops at malls.
- Shops at specialty stores.
- Can go shopping in several stores without supervision.
- Can shop online.
- Purchases own clothing.
- Purchases own personal items.
- Can use public restroom.

Recommended training step(s): _____

Comments

21. Community/leisure

- Can order simple fast food.
- Can order food from a menu.
- Eats appropriately in public.
- Waits effectively in line.
- Goes to the movies, pays for ticket, orders food.
- Rents videos.
- Schedules and attends community events (concerts, sporting events).
- Attends community recreation.
- Goes out with group of friends.
- Uses library.
- Has leisure interests to occupy time (reading, television, computer, etc.).
- Adequately organizes own leisure time.

Recommended training step(s): _____

Comments

22. Social behavior in public

- Doesn't approach strangers inappropriately.
- Greets others appropriately.
- Avoids saying rude remarks to strangers.
- Doesn't talk loudly at library, church, or movie.
- Dresses appropriately for public.
- Willing to help others if needed.
- Controls anger in public.
- Avoids obvious stereotypic, self-stimulation behavior in public.
- Understands simple manners in public (please, thank you, and sorry).
- Doesn't touch people inappropriately, or invade personal space.

Recommended training step(s): _____

Comments

23. Community mobility

- Can walk simple distances, with adequate safety skills.
- Can cross street safely.
- Can read street and community signs.
- Has adequate stranger-danger skills.
- Knows how to seek help.
- Carries ID.
- Knows own address, telephone number, and emergency contacts.
- Can ride public transportation.
- Can schedule Your-Ride or taxi.
- Can find way around immediate area.
- Can find way to frequently visited settings (store, post office, barber shop, etc.).
- Can drive.
- Can travel around town, within limited distance.
- Can travel outside town using a map.

Recommended training step(s): _____

Comments

24. Safety/medical

- Tends to minor cuts.
- Takes own medications.
- Uses thermometer to take temperature.
- Recognizes when medical attention is needed.
- Knows who to call in emergencies (911).
- Can call and make medical appointments.
- Can fill prescriptions.
- Is careful with hot objects.
- Is careful with sharp objects.
- Understands and avoids dangers of electricity.
- Understands dangers of gas and heat (stove, furnace, etc.).
- Understands dangers of simple tools.
- Understands dangers of household chemicals.
- Can put out simple fires (use extinguisher).

Recommended training step(s): _____

Comments

25. Communication

- Can use telephone.
- Keeps list of important phone numbers.
- Can use and maintain a cell phone.
- Can use internet to find information.
- Knows email address.
- Can seek out help when needed.

Recommended training step(s): _____

Comments

26. Time/reading/writing

- Knows how to tell time.
- Knows the days of the week.
- Knows the month and year.
- Reads simple stories.
- Reads newspaper articles.
- Reads labels.
- Reads store signs and street signs.
- Can write or print name, address, and phone number.
- Can write or print simple notes.
- Can write or print letters.
- Can fill out applications.
- Can do simple addition and subtraction.

Recommended training step(s): _____

Comments

27. Self-direction

- Remembers to eat all meals.
- Goes to bed on time, gets enough sleep.
- Gets up on own in the morning (e.g. alarm).
- Gets through morning routine and out the door for school or work independently.
- Plans out day and follows routine.
- Handles changes in routine.
- Remembers to do personal maintenance (change clothes every day, use deodorant, brush teeth, etc.).
- Remembers to run errands and do simple chores.
- Makes and keeps appointments.
- Follows a planner, monthly calendar or other planning tool.
- Remembers to follow through with responsibilities/comments.
- Keeps things organized enough not to lose them.
- Thinks about consequences before acting.
- Uses simple problem-solving skills when faced with a simple problem.

Recommended training step(s): _____

Comments

28. Self-advocacy/legal/financial

- Understands own disability including strengths and interests.
- Is able to communicate his disability to others.
- Can ask for support if he needs it.
- Understands own vulnerabilities and can advocate for accommodations.
- Can assess new situations in light of his vulnerabilities (sensory issues, social challenges, etc.).
- Knows to avoid situations that are above own skill level.
- Avoids getting taken advantage of by strangers, salesmen, or phone solicitors.
- Understands what he is entitled to by the American Disabilities Act.
- Understands contact sources for disability services.
- Can give informed consent for financial, legal, and medical matters.
- Knows how to apply for and correspond with Social Security, Medicaid, and other disability funds.
- Knows how to contact important government services (Secretary of State).
- Knows names and phone numbers of treatment support team members (case manager, vocational support, psychologist, doctor, etc.).
- Facilitates and collaborates in self-determination and treatment strategies.

Comments

- Understands legal responsibilities and knows how to obtain legal services.

Recommended training step(s): _____

29. Work/school

- Gets up and to school/work on time.
- Calls if missing or going to be late.
- Follows time and simple work/school rules.
- Organizes and turns in homework.
- Organizes school or work schedule.
- Is typically on time to classes, from breaks, lunch, etc.
- Knows who to ask for help.
- Can fill out work applications and handle interviews.
- Can sign up for classes at school.
- Completes assigned school or work tasks.
- Listens and takes directions well.
- Handles criticism.
- Gets along with co-workers/students.
- Avoids making rude comments.
- Dresses appropriately for work/school.

Recommended training step(s): _____

Comments

CORE DEFICIT ASSESSMENT

Name:

Date:

Age:

Informant:

Evaluator:

I = Infrequent

O = Occasional

F = Frequent

Core deficit	I	O	F	Examples/comments
<p>Sensory deficits</p> <ol style="list-style-type: none"> 1. Either under- or over-sensitive to touch. 2. Either under- or over-sensitive to sounds. 3. Either under- or over-sensitive to light. 4. Either under- or over-sensitive to smells/tastes. 5. Shows apprehension in movement activities. 6. Withdraws or hits when approached or touched. 7. Becomes overwhelmed in loud or crowded settings. 8. Dislikes certain clothing, or layers clothing. 9. Resists grooming: face washing, bathing, tooth brushing, combing hair, etc. 10. Has problems understanding/following spoken directions. 11. Sometimes appears not to hear when spoken to. 12. Is frequently seeks out stimulation (touch, deep pressure, crashing, movement, smells, etc.). 13. Frequently on the move; overactive. 14. Is frequently touching/grabbing/hanging on others. 15. Is slow, sluggish, with little energy. <p>Other:</p>				

Core deficit	I	O	F	Examples/comments
<p>Cognitive deficits</p> <ol style="list-style-type: none"> 16. Displays delayed information processing; delay in responding. 17. Has difficulty processing multiple information simultaneously. 18. Gets confused with multiple-step directions. 19. Needs tasks broken down into small steps. 20. Has problems multitasking. 21. Has a short attention span, concentration, is easily distracted. 22. Has trouble starting and finishing tasks. 23. Has poor planning and organizing skills; scattered. 24. Often loses or forgets things. 25. Has poor impulse control, acts without forethought. 26. Has problems monitoring actions to stay coordinated with others. 27. Doesn't understand the effects of his behavior. 28. Has difficulty shifting gears with minor snags or changes. 29. Shows rigid/inflexible thinking; can only see his way. 30. Displays black and white, all-or-nothing thinking (cannot see gray areas). <p>Other:</p>				

Core deficit	I	O	F	Examples/comments
<p>Emotional deficits</p> <p>31. Displays intense emotional reactions; often over-exaggerated.</p> <p>32. Goes from 0 to 100 quickly, difficulty calming down.</p> <p>33. Seems to lose control, becomes overwhelmed.</p> <p>34. Has poor frustration tolerance (has to have it now!).</p> <p>35. Has trouble identifying/labeling emotions.</p> <p>36. Often appears anxious, scared, or apprehensive.</p> <p>37. Changes moods quickly, difficult to predict.</p> <p>38. Laughs or cries for no apparent reason.</p> <p>39. Becomes over-excited easily.</p> <p>40. Shows emotions that often don't match situation.</p> <p>41. Shows little emotion.</p> <p>42. Has difficulty recognizing emotions of others.</p> <p>Other:</p>				

Core deficit	I	O	F	Examples/comments
<p>Social/communication deficits</p> <p>43. Has difficulty communicating needs and wants.</p> <p>44. Gets frustrated when others don't understand.</p> <p>45. Has difficult time understanding spoken directions.</p> <p>46. Needs to have directions repeated several times.</p> <p>47. Gets upset when given directions.</p> <p>48. Has difficult time making friends.</p> <p>49. Has difficulty reading social cues.</p> <p>50. Shows poor regard for (difficulty reading) the thoughts, feelings and perspectives of others.</p> <p>51. Has to control all interactions.</p> <p>52. Has difficulty sharing and taking turns.</p> <p>53. Has difficulty coordinating back-and-forth interaction.</p> <p>54. Has poor awareness of how his actions affect others.</p> <p>55. Seeks out frequent attention.</p> <p>56. Seems anxious, apprehensive when interacting.</p> <p>57. Tends to avoid social contact.</p> <p>Other:</p>				

Core deficit	I	O	F	Examples/comments
<p>Medical/psychiatric</p> <p>58. Eating or sleeping problems.</p> <p>59. Chronic infections, congestion.</p> <p>60. Digestive, gastrointestinal problems.</p> <p>61. Constipation, loose stools, etc.</p> <p>62. Allergies, arthritis, migraines.</p> <p>63. Mood swings, over-activity.</p> <p>64. Withdrawn, inactive, little interests.</p> <p>65. Rapid, pressured speech.</p> <p>66. Anxious, apprehensive, fearful.</p> <p>67. Compulsive, repetitive behavior.</p> <p>68. Hallucinations.</p> <p>69. Delusional ideations.</p> <p>70. Preoccupied thoughts.</p>				

SUMMARY SHEET

If used in conjunction with functional behavior assessment, which core deficits impact the target behaviours in question?

For each core deficit area, list possible compensations, accommodations, or skills to teach.

Sensory:

Cognitive:

Emotional:

Social/communication:

Medical/psychiatric:

EVALUATING STRENGTHS AND PREFERENCES

Child's name:

Age:

Date:

Informant:

Relationship to child:

All good treatment plans should focus on identifying and fostering the child's strengths and interests. We all develop stronger and faster when focusing on our strengths, and centering engagement around what interests us. Often, we find ourselves hyper-focusing on weaknesses and negative behavior. This is a mistake and often leads the child down the path of more negative behavior. In this assessment we want to identify the child's positive qualities; his strengths and preferences.

Favorite activities:

These can be functional activities like toys or games, TV, computer games, etc; but also ritualistic, repetitive behaviors (humming, rocking, lining up objects, etc.). Also include sensory seeking preferences and/or obsessive compulsive behavior; any activity that the person seeks out and occupies his time with. Nothing is too unusual; list any and all behavior that interests the child.

WHAT DOES HE/SHE MOST LIKE TO DO?

Favorite topics to talk about:

Favorite TV shows:

Favorite Music:

Favorite video games or Internet searches:

Favorite topics to read about:

Favorite foods/liquids:

Favorite toys/objects:

When by himself what does he seek out and/or self-initiate?

Does he have any fixated interests or topics?

Hobbies:

Any repetitive, fixated behavior (rocking, lining up cars, spinning things, watching fans, etc.)?

WHAT TYPES OF PHYSICAL ACTIVITY DOES THE CHILD ENJOY?

Favorite outdoor activities:

Favorite community activities:

Preferred social activities:

What activity helps the child shine? What helps him feel the most competent?

When is your child at his best? What is he doing?

What activities does your child like to engage in with you? (can be simply sensory play or more complex activities).

What activities does your child help with around the house (laundry, yard work, dishes, etc.)?

Does he/she like: (Yes/No/sometimes)

Draw/paint:

Put things back together:

Sports:

Science:

Pretend/Drama:

Science fiction:

Pets/Animals:

Other:

Build things:

Read or Write:

Play an instrument:

Mechanical things:

History:

Video Games:

Take things apart:

Art projects:

Research favorite topic:

Cars/trains:

Super Heroes:

Internet:

School Activities

Favorite activities

IN CLASSROOM AND ON THE PLAYGROUND:

(check any of the following that are the preferred interests for the child)

Gym, art, drama, and music:

Sports, band, chess club, debate, etc:

Favorite subjects at school (history, math, science, etc.):

Social activities he/she engages in with peers:

Any afterschool clubs or activities:

Vocational Interests (what does he want to do for work):

Goals and dreams for adult living: Where to live, what to do, who to be with, etc.

Sensory Preferences

Many individuals have strong sensory preferences (touch, smells, visual patterns, movement patterns, etc.) which can be used to expand into other functional activity.

Sensory preferences: What does he seek out, what calms him, what excites him?

Touch: fidget toys, feel things, sifting sand through fingers, smearing with hands, playing with clay, deep pressure touch, light stroking, tickle, soft vs. firm touch, etc:

Alerts him, seeks it out:

Calm and soothes him:

Avoids, dislikes

Movement: Jumping, running, swinging, rocking, spinning, riding, etc:

Alerts him, seeks it out:

Calm and soothes him:

Avoids, dislikes:

Proprioception: This involves any tension, resistance, rough-housing; gross motor activity involving pushing, pulling, carrying, lifting, hitting, running, jumping, crashing, squeezing, etc.

Alerts him, seeks it out:

Calm and soothes him:

Avoids, dislikes:

Auditory: Repetitive vocal noises, humming, repeating scripts, singing, sounds of equipment, environmental sounds, music, auditory patterns, etc.

Alerts him, seeks it out:

Calms and soothes him:

Avoids, dislikes:

Visual: Staring at lights, visual patterns, finger flicking in front of eyes, staring at mirrors or items that reflect light, spin objects, etc.

Alerts him, seeks it out:

Calms and soothes him:

Avoids, dislikes:

Olfactory: Smelling everything, attracted to odors, like materials with heavy scents, etc.

Alerts him, seeks it out:

Calms and soothes him:

Avoids, dislikes:

Does your child have favorite sensory self stimulation (rocking, humming, staring at light sources, etc.)?

Social Activity: Any activity the child likes to do with others

Preferred activities he does with familiar adults:

Preferred activities to do with peers:

Does he/she enjoy doing things for others?

Any social clubs or group activities?

Strengths

Consider anything that the child is good or considered a strength; even if it is unique, unusual.
What is your child good at?

Is your child strong in any of the following areas? Yes/No

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Focus on details | <input type="checkbox"/> Remembering facts | <input type="checkbox"/> Mechanical |
| <input type="checkbox"/> Perceiving sensory patterns | <input type="checkbox"/> Hyper-focusing on task | <input type="checkbox"/> Persistent |
| <input type="checkbox"/> Committed | <input type="checkbox"/> Drawing; graphic design | <input type="checkbox"/> Science/Math |
| <input type="checkbox"/> History | <input type="checkbox"/> Computer technology | <input type="checkbox"/> Video |
| <input type="checkbox"/> Games: Electronics | <input type="checkbox"/> Writing/Reading | <input type="checkbox"/> Art |
| <input type="checkbox"/> Sports | <input type="checkbox"/> Building things | <input type="checkbox"/> Automotive |
| <input type="checkbox"/> Other | | |

Please give a brief description of your child's skills in each area below:

Communication skills:

Social skills:

Academic Skills:

Vocational Skills:

Using Strengths and Preferences:

How can we use these strengths and preferences to expand in the following areas:

Academic (e.g. If he likes race cars, he can read about cars, research them, write about them, etc.):

Vocational (if he likes animals he could volunteer or work at an animal shelter):

Leisure (likes science, purchase chemistry set):

Social (join clubs or play dates around special interest):

List at least three major ways we can foster your child's self esteem by expanding on his strengths and interests:

List at least three major ways we could increase his/her engagement with others around his special interest:

List at least two activities you could do with your child to have fun and relate around; simply to share the experience together: