

## Scenario #1 ASD Assessment checklist

What the individual likes?	<b>Routine. Things with wheels. I pad.</b>
What the individual dislikes?	<b>Crowds. Unfamiliar situations.</b>
What I should avoid?	<b>Overcrowded areas.</b>
One support strategy I should definitely use?	<b>Videos. Clear, verbal communication.</b>
What is the individual's learning style?	<b>Jordan is a watcher.</b>
Does the skier use any particular learning tools or aids, tools for communication?	<b>No.</b>
How do the family / caregivers verbally communicate with the individual? What method? Type of language?	<b>Calm verbal communication. Breathing techniques. Blowing on his fingers.</b>
Does the skier require the support of an educational assistant?	<b>No</b>
Responds best to (male / female)?	<b>N/A</b>
Are there any specific learning strategies that are being implemented at home / school?	<b>Jordan responds well to video.</b>
Are there any other tips / strategies that can be used to help manage behaviour or lower stress / anxiety?	<b>Jordan loves to play with a toy fire truck. Breathing techniques.</b>
Does the skier have any physical movements / habits that indicate feelings of stress or anxiety?	<b>Self-mutilation tendencies. Screaming. Aggressive behaviour.</b>
Does the skier have any sensory triggers or sensitivities the instructor should be aware of?	<b>Unfamiliar situations.</b>
Does the student have any gastrointestinal challenges? Have they missed a regular bowel movement recently?	<b>No.</b>
How has the student been sleeping?	

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What other sports does the individual practice?

**Swimming.**

How long can they stand / walk?

**Indefinitely.**

Have they skied before?

**Yes.**

Does the skier have any previous injuries (concussions, sprains, strains, etc.) that would affect their ability to ski?

**No.**

How to get the individual's attention?

**Calm verbal communication.**

Is the student capable of following multiple step directions?

**Yes.**

Does the student show signs of hyper reactivity or hypo-reactivity to sensory input

**No.**

How are the motor-planning skills of the student

**Fair. Jordan needs time to coordinate his movements.**

Does the student have low muscle tone?

**No.**

Do they toe-walk?

**No.**

Is the student well balanced while moving around?

**Yes.**

While standing and moving, do they keep their body in balance?

**Yes.**