Individual Skills Assessment
Development of IEPs for Students with Autism Spectrum Disorders

The Individual Skills Assessment will assist in an effective transition from grade-to-grade, school-to-school, and class-to-class. The assessment is designed to provide up-to-date information regarding a student's unique needs and strategies that are effective in working with him/her ensure that the mandated 7 areas of consideration necessary to the IEP are addressed. The assessment should be completed annually by the individual, with the assistance of any support team and the family. This assessment helps the team to understand the additional requirements that must be considered when writing an IEP for a student who receives services within the eligibility criteria of an autism spectrum disorder.

| STUDENT INFORMATION | | | | | |
|---|---|---|---|---|---|
| NAME: | | AGE: | | BIRTHDATE: | |
| GRADE: | | DIAGNOSIS: | | | |
| PARENT/FAMILY MEMBER/GUARDIAN: | | | | | |
| TEACHER/CASE WORKER: | | | | | |

| AREAS OF CONSIDERATION | |
|---|---|
| | 1. COMMUNICATION |
| | 2. SOCIAL/EMOTIONAL |
| | 3. SENSORY |
| | 4. ENVIRONMENTAL PROFILE |
| | 5. REPETITIVE/ STEREOTYPED |
| | 6. BEHAVIOR CONSIDERATIONS |
| | 7. OTHER |

## 1. COMMUNICATION
### The verbal and nonverbal communication needs of the child.

**RECEPTIVE LANGUAGE**
*The ability to understand information. Receptive language involves understanding the words, sentences and meaning of what is said or what is read.*

HAS DIFFICULTY WITH:

| | Processing | | Simple one step directives | | Non-Verbal Cues |
|---|---|---|---|---|---|
| | Non-literal Meanings | | Multi Step (2 or more) directives | | Other (specify): |
| | Speaking in a stilted or an overly formal fashion | | | | |

NOTES:

THE FOLLOWING EVIDENCED BASED PRACTICES HELP THE STUDENT UNDERSTAND WHAT IS EXPECTED:

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

**EXPRESSIVE LANGUAGE**
*Describes how a student might communicate their wants and needs. Expressive Language is spoken language as well as any communicative output such as picture exchange, written language, etc.*

COMMUNICATES:

| | Verbally | | Limited verbal (some words) | | Sign Language |
|---|---|---|---|---|---|
| | Visual Communication System | | Augmentative Alternative Communication (AAC) | | |

NOTES:

THE FOLLOWING EVIDENCED BASED PRACTICES HELP THE STUDENT TO DEVELOP A FORMAL COMMUNICATION SYSTEM:

| | ANTECEDENT BASED INTERVENTION | | BEHAVIOR INTERVENTIONS | | DISCRETE TRIAL TEACHING |
|---|---|---|---|---|---|
| | FUNCTIONAL COMMUNICATION TRAINING | | LANGUAGE TRAINING | | MODELING |
| | PICTURE EXCHANGE COMMUNICATION SYSTEM | | SCRIPTING: | | VISUAL SUPPORTS |

| IEP GOALS WHICH TAKE THIS FACTOR INTO CONSIDERATION INCLUDE: |
|---|
|  |

## 2. SOCIAL EMOTIONAL
### *The need to develop social interaction skills and proficiencies.*

THE STUDENT HAS CHALLENGES WITH:

| Making or maintaining eye contact | | Initiating greetings | | Responding to Greetings | | Taking turns during conversations |
|---|---|---|---|---|---|---|
| Taking turns during games and activities | | Maintaining topic for at least 3 turns during a conversation | | Asking questions during conversational discourse | | Observing non-verbal cues from peers and adjusts behavior accordingly |
| Identifying a problem in a social situation | | Stating a rational, acceptable solution to a problem in a social situation | | Stating 2 different perspectives to a social situation | | Stating or determining the meaning of figurative language phrases |
| Observing personal space and providing an expected amount of distance when interacting with others | | | | Empathy | | Facial expressions |
| Recognizing faces and remembering names | | | | Rudeness | | Always correcting others |
| Does not understand jokes or sarcasm | | | | Always needing to be right | | |

THE STUDENT:

| Interprets everything literally | | Has difficulty working on a team | | Cannot take a hint | | Accepts criticisms of work |
|---|---|---|---|---|---|---|

MOST ACTIVELY PARTICIPATES IN:

| Prefers to be along | | Small groups (1-3) | | Moderate sized groups (5-12) | | Large groups (15-30) |
|---|---|---|---|---|---|---|

MOST ACTIVELY PARTICIPATES OR SHOWS INTEREST IN:

| Younger children | | Same age peer | | Older children | | Adults |
|---|---|---|---|---|---|---|
| Does not show interest in interacting with others | | | | | | |

| ACTIVELY ENGAGES WHEN ACTIVITY IS: | | | | | | |
|---|---|---|---|---|---|---|
| Spontaneous | | Predictable | | Practiced | | Does not engage |
| UNDERSTANDS AND USES APPROPRIATE SOCIAL BODY LANGUAGE | | | | | | |
| Facial expressions | | Body positioning | | Personal space | | Voice pitch and tone |
| EMOTIONAL REGULATION | | | | | | |
| Feels accepted | | Isolates self | | Has opportunity for leisure and recreation | | |
| Is free from bullying | | Has friends | | Counseling supports are in place | | |
| Appears overly anxious | | Gets upset easily | | Easily frustrated by interruptions or minor changes in daily routine | | |
| Overreacts to others' emotions | | Withdraws for no apparent reason | | Distorts the magnitude of a situation | | |

NOTES:

THE FOLLOWING EVIDENCED BASED PRACTICES HAVE BEEN USED TO SUPPORT THE STUDENTS SOCIAL AND EMOTIONAL GROWTH:

| ANTECEDENT BASED INTERVENTION | | BEHAVIORAL INTERVENTION | | COMPREHENSIVE BEHAVIORAL TREATMENT FOR YOUNG CHILDREN |
|---|---|---|---|---|
| DISCRETE TRIAL INSTRUCTION | | MODELING | | PEER-TRAINING |
| SCRIPTING | | SELF-MANAGEMENT | | SOCIAL SKILLS PACKAGE |
| STORY-BASED INTERVENTION | | VIDEO MODELING | | VISUAL SUPPORTS |

IEP GOALS WHICH TAKE THIS FACTOR INTO CONSIDERATION INCLUDE:

## 3. SENSORY
*The needs resulting from the student's unusual responses to sensory experience.*

THE STUDENT HAS NOTABLE CHALLENGES WITH:

| | Noise level and sounds | | Touch | | Lighting | | Alertness levels |
|---|---|---|---|---|---|---|---|
| | Smells | | Taste | | Textures | | Movement and balance |
| | Sense of body position | | Visual distractions | | Exhibiting unusual repetitive behaviors when stressed | | |

THE STUDENT:

| | Zones out | | Fidgets or rocks | | Exhibits odd, repetitive physical behavior |
|---|---|---|---|---|---|

SENSORY DIET

| ARE SENSORY BREAKS SCHEDULED INTO THE STUDENTS DAY? | Y | N |
|---|---|---|

FREQUENCY:

| DOES STUDENT SELF REGULATE OWN NEEDS APPOPRIATELY? | Y | N |
|---|---|---|

LIST SENSORY DIET ACTIVITIES:

NOTES:

THE FOLLOWING EVIDENCED BASED PRACTICES HAVE BEEN USED TO SUPPORT AND REGULATE THE STUDENTS SENSORY NEEDS:

| | ANTECEDENT BASED INTERVENTION | | BEHAVIORAL INTERVENTION | | COMPREHENSIVE BEHAVIORAL TREATMENT FOR YOUNG CHILDREN |
|---|---|---|---|---|---|
| | COGNITIVE BEHAVIOR INTERVENTION PACKAGE | | DISCRETE TRIAL INSTRUCTION | | MODELING |
| | SCHEDULES | | SCRIPTING | | SELF-MANAGEMENT |
| | STORY-BASED INTERVENTION | | TIME DELAY | | VIDEO MODELING |
| | VISUAL SUPPORT | | OTHER: | | OTHER: |

IEP GOALS WHICH TAKE THIS FACTOR INTO CONSIDERATION INCLUDE:

## 4. CHANGES IN THE ENVIRONMENT
*The needs resulting from resistance to environmental change or change in daily routines.*

### CLASSROOM ENVIRONMENT:

### PHYSICAL STRUCTURE

Specific arrangement of the learning environment and materials. Defines visual/auditory boundaries, organizes environment and minimizes visual/auditory distractions.  Examples include furniture, barriers to minimize distractions, boundaries and defined areas, seating, labels, and instructional materials, etc.

### STUDENT BENEFITS FROM:



### SCHEDULE

Visually tells student who, where, and when activities will occur.  Establishes routines. Teaches 'first – then'. Aids in transitions. Provides predictability. Provides flexibility. Concept of discrete events.  Accommodates receptive language difficulties. Examples include object, photo, icon, line drawing, written or a combination.

### STUDENT BENEFITS FROM WHAT TYPE OF SCHEDULE:



### TASK ORGANIZER

A method of task presentation that allows a student to function independently. Provides information what work to start, the amount of work to complete, what to do when done with work, and what to do next. Task organizers can be presented visually to a student left to right, top to bottom, matching colors, shapes, or symbols or written as a list.

### STUDENT UTILIZES WHAT TYPE OF TASK ORGANIZER:



### ROUTINE

An event that typically occurs in a student's day. Teaches independence in activity. Provides predictability.  Accommodates receptive language difficulties.  Examples include first – then, left to right, top to bottom, matching colors, shapes, or symbols or written.

| LIST ROUTINES THE STUDENT FOLLOWS: |
| --- |
| |

| VISUAL STRUCTURE |
| --- |
| Consists of three elements: Visual Organization – organizes materials and space; Visual Clarity – highlights important information and relevant parts; and Visual Instruction – instruction provided nonverbally. Visual structure capitalizes on visual strengths using visual teaching methods and minimizes auditory processing deficits.  Examples include container organization, task organization, visual clarity (color coding and highlighting), and visual instructions (photo instructions and cut-out jigs). |
| LIST THE TYPES OF VISUAL STRUCTURE USED TO SUPPORT THE STUDENT: |
| |

| TRANSITION FROM ACTIVITY TO ACTIVITY | | |
| --- | --- | --- |
| DOES THE STUDENT TOLERATE CHANGES IN DAILY ROUTINE? | Y | N |
| DOES THE STUDENT TRANSITION BETWEEN CLASSROOMS EASILY? | Y | N |
| DOES THE STUDENT TRANSITION FROM A PREFERRED ACTIVITY TO A NON-PREFERRED ACTIVITY INDEPENDENTLY? | Y | N |
| DOES THE STUDENT TRANSITION BETWEEN SCHOOL ACTIVITIES? | Y | N |
| ARE TRANSITION CUES IN PLACE? | Y | N |

| IF YES, WHAT TRANSITION CUES ARE PRESENT: |
| --- |
| NOTES: |
| |

| THE FOLLOWING EVIDENCED BASED PRACTICES HAVE BEEN USED TO HELP REDUCE ANXIETY AND ENABLE THE STUDENT TO ANTICIPATE CHANGE AND FOCUS ON THE IMPORTANT ACTIVITIES OF THE DAY. | | | | | |
| --- | --- | --- | --- | --- | --- |
| | ANTECEDENT BASED INTERVENTION | | BEHAVIORAL INTERVENTION | | COMPREHENSIVE BEHAVIORAL TREATMENT FOR YOUNG CHILDREN |
| | COGNITIVE BEHAVIOR INTERVENTION PACKAGE | | DISCRETE TRIAL INSTRUCTION | | MODELING |
| | PIVOTAL RESPONSE TRAINING | | SCHEDULES | | SCRIPTING |
| | SELF-MANAGEMENT | | STORY-BASED INTERVENTION | | TIME DELAY |
| | VIDEO MODELING | | VISUAL SUPPORT | | OTHER: |

IEP GOALS WHICH TAKE THIS FACTOR INTO CONSIDERATION INCLUDE:

# 5. REPETITIVE/STEREOTYPED BEHAVIORS
*The needs resulting from engagement in repetitive activities and stereotyped movements.*

ENGAGES IN REPETITIVE BEHAVIORS:

| TARGET BEHAVIOR | HYPOTHESIZED FUNCTION | DOES IT INTERFERE WITH LEARNING? | HOW IS DATA COLLECTED? | REPLACEMENT BEHAVIOR IDENTIFIED: |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

I/WE CAN TELL WHEN HE/SHE IS GETTING UPSET WHEN:

GENERALLY CALMS BEST WHEN:

I/WE HAVE FOUND THAT WHEN HE/SHE IS UPSET IT IS BEST NOT TO:

NOTES:

THE FOLLOWING EVIDENCED BASED PRACTICES HAVE BEEN USED TO SUPPORT TEACH REPLACEMENT BEHAVIORS:

| | ANTECEDENT BASED INTERVENTION | | BEHAVIORAL INTERVENTION | | COMPREHENSIVE BEHAVIORAL TREATMENT FOR YOUNG CHILDREN |
|---|---|---|---|---|---|
| | COGNITIVE BEHAVIOR INTERVENTION PACKAGE | | DISCRETE TRIAL INSTRUCTION | | MODELING |
| | PIVOTAL RESPONSE TRAINING | | SCHEDULES | | SCRIPTING |
| | SELF-MANAGEMENT | | STORY-BASED INTERVENTION | | TIME DELAY |
| | VIDEO MODELING | | VISUAL SUPPORT | | OTHER: |

IEP GOALS WHICH TAKE THIS FACTOR INTO CONSIDERATION INCLUDE:

## 6. BEHAVIOR NEEDS AND INTERVENTIONS
*The need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder.*

BEHAVIOR USED TO COMMUNICATE:

TARGET BEHAVIOR 1:

| | SENSORY NEED | | ESCAPE | | ATTENTION | | TANGIBLE ITEM |
|---|---|---|---|---|---|---|---|

REPLACEMENT BEHAVIOR:

| DOES FUNCTION OF REPLACEMENT BEHAVIOR MATCH FUNCTION OF TARGET BEHAVIOR? | Y | N |
|---|---|---|

TARGET BEHAVIOR 2:

| | SENSORY NEED | | ESCAPE | | ATTENTION | | TANGIBLE ITEM |
|---|---|---|---|---|---|---|---|

REPLACEMENT BEHAVIOR:

| DOES FUNCTION OF REPLACEMENT BEHAVIOR MATCH FUNCTION OF TARGET BEHAVIOR? | Y | N |
|---|---|---|

TARGET BEHAVIOR 3:

| | SENSORY NEED | | ESCAPE | | ATTENTION | | TANGIBLE ITEM |
|---|---|---|---|---|---|---|---|

REPLACEMENT BEHAVIOR:

| DOES FUNCTION OF REPLACEMENT BEHAVIOR MATCH FUNCTION OF TARGET BEHAVIOR? | Y | N |
|---|---|---|

FRUSTRATION IS EXPRESSED MOST OFTEN DURING:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | INSTRUCTIONAL TIME | | SMALL GROUP ACTIVITIES | | TRANSITIONS | | GYM |
| | STRUCTURED TIME | | LARGE GROUP ACTIVITIES | | SOCIAL TIME | | LUNCH |
| | UNSTRUCTURED TIME | | CHANGES IN ROUTINE | | HIGH DEMANDS | | |

WHEN UPSET OR FRUSTRATED, HE/SHE TYPICALLY DISPLAYS THIS BY:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | VERBAL OUTBURSTS | | RUNNING | | TANTRUMMING / CRYING | | WITHDRAWL |
| | SELF-STIMULATORY BEHAVIOR | | AGGRESSION (SPECIFY): | | | | |

OTHER (SPECIFY):

EXPLAIN WHAT MAKES THE BEHAVIOR WORSE:

| THE FOLLOWING HAS BEEN FOUND TO BE MOST EFFECTIVE IN PREVENTING UNDESIRABLE BEHAVIOR: | | |
|---|---|---|
| | | |

| FUNCTIONAL BEHAVIOR ASSESSMENT | | |
|---|---|---|
| Has a functional behavior assessment been conducted? | Y | N |

| BEHAVIOR INTERVENTION PLAN | | |
|---|---|---|
| Has a behavior intervention plan been implemented? | Y | N |

NOTES:

THE FOLLOWING EVIDENCED BASED PRACTICES HAVE BEEN USED TO SUPPORT BEHAVIOR:

| | ANTECEDENT BASED INTERVENTION | | BEHAVIORAL INTERVENTION | | COMPREHENSIVE BEHAVIORAL TREATMENT FOR YOUNG CHILDREN |
|---|---|---|---|---|---|
| | COGNITIVE BEHAVIOR INTERVENTION PACKAGE | | DISCRETE TRIAL INSTRUCTION | | MODELING |
| | PIVOTAL RESPONSE TRAINING | | SCHEDULES | | SCRIPTING |
| | SELF-MANAGEMENT | | STORY-BASED INTERVENTION | | TIME DELAY |
| | VIDEO MODELING | | VISUAL SUPPORT | | OTHER: |

IEP GOALS WHICH TAKE THIS FACTOR INTO CONSIDERATION INCLUDE:

## 7. OTHER NEEDS

*Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.*

EXECUTIVE FUNCTIONING

SELF-AWARENESS: *The ability to assess how well you understand yourself and how you do things*

| | Y | N |
|---|---|---|
| Does the student understand that people have their own thoughts that might be different than your own thinking? | Y | N |
| Is the student aware that what you say and do causes others to have thoughts about you? | Y | N |
| Can the student easily adapt to social situations as the context changes | Y | N |
| Does the student consider the impact of how what you say impacts the feelings of others? | Y | N |
| Does the student use strategies such as self –talk to inhibit impulses while speaking and interacting with others? | Y | N |

ORGANIZATION: *The ability to establish and maintain order and keep track of things*

| | Y | N |
|---|---|---|
| Does the student struggle to develop and manage organizational systems in school? Think about the backpack, folders, computer files, personal space, etc. | Y | N |
| Does the student struggle to keep up with and locate necessary items, such as books, assignments, or phones? | Y | N |
| Does the student frequently lose important items? | Y | N |
| Does the student have difficulty finding necessary items? | Y | N |

TIME MANAGEMENT AND PLANNING: *The ability to accurately estimate how long a task will take and to make efficient use of time*

| | Y | N |
|---|---|---|
| Does the student often forget the materials needed to complete assignments? | Y | N |
| Is the student able to get to places on time and with needed materials? | Y | N |
| Does the student frequently complete an assignment, but leave it at home or forget to turn it in? | Y | N |
| Does the student have difficulty judging how long a task will take to complete? | Y | N |
| Does the student struggle managing time to complete long-term assignments? | Y | N |
| Does the student you have difficulty keeping a schedule? | Y | N |

| | | |
|---|---|---|
| Does the student effectively use and maintain a calendar/ or planner? | Y | N |

| | | |
|---|---|---|
| Does the student get easily distracted by others or objects? | Y | N |
| Does the student often get "lost in thought" or "day dream"? | Y | N |
| Does someone have to provide frequent reminders to help keep the student on task? | Y | N |

EMOTIONAL AND BEHAVIOR [IMPULSE] CONTROL: *The ability to stay calm even when faced with situations that can cause you to get upset, angry, sad, or frustrated. And the ability to stop yourself from doing things you shouldn't.*

| | | |
|---|---|---|
| Does the student frequently blurt out or interrupt during class or in class? | Y | N |
| Does the student often get in trouble for acting without thinking of the consequences? | Y | N |
| Does the student use self-talk to consider possible outcomes when making decisions? | Y | N |
| Does the student often makes comments that unintentionally offend or upset others? | Y | N |

INITIATIVE: *The ability to start projects or tasks without having someone tell you to begin*

| | | |
|---|---|---|
| Does the student struggle to initiate tasks and require reminders to do so? | Y | N |
| Does the student have to be prompted to stay engaged in an activity? | Y | N |
| Does the student rely on encouragement and prompting to get involved in an activity or discussion? | Y | N |
| Does the student have good ideas but lack with the follow-through? | Y | N |
| Does the student require a lot of encouragement to participate in group projects of social interactions? | Y | N |

PERSISTENCE: *The ability to stick with a boring task from start to finish*

| | | |
|---|---|---|
| Does the student give up easily when tasks become difficult? | Y | N |
| Does the student require lots of encouragement or reinforcement to complete tasks? | Y | N |
| Does the student find value of performing well on assignments and long-term goals? | Y | N |
| Does the student frequently start on projects or tasks, but then not complete them? | Y | N |

SELF-MONITORING: *The ability to monitor and regulate own behavior*

| | | |
|---|---|---|
| Does the student always produce high-quality work? | Y | N |

| | | |
|---|---|---|
| Does the student review and check over work prior to turning it in? | Y | N |
| Does the student have multiple support strategies to use if the current one is not working? | Y | N |
| Does the student self-monitor actions and comments in social situations? | Y | N |
| FLEXIBILITY: *The ability to make changes in your behavior or schedule* | | |
| Does the student struggle to manage changes in the routine or schedule? | Y | N |
| Does the student ever have issues compromising with others? | Y | N |
| Does the student struggle to find new approaches to completing tasks or solving problems? | Y | N |
| Does the student have difficulties compromising with others? | Y | N |
| Does the student struggle to understand and consider the opinion of others? | Y | N |

IEP GOALS WHICH TAKE THIS FACTOR INTO CONSIDERATION INCLUDE:

REINFORCEMENT (LIST REWARDING ITEMS)

| ACTIVITIES | OBJECTS | MUSIC | MOVIES/GAMES |
|---|---|---|---|
| | | | |

OTHER REINFORCERS:

IEP GOALS WHICH TAKE THIS FACTOR INTO CONSIDERATION INCLUDE:

SELF-CARE ROUTINES

| | Independent | | Follows visual support/task organizer |
|---|---|---|---|

IEP GOALS WHICH TAKE THIS FACTOR INTO CONSIDERATION INCLUDE:

# LEARNER PROFILE

## 1. COMMUNICATION
*The verbal and nonverbal communication needs of the child.*

| Student Needs | Supports and Strategies |
|---|---|
|  |  |

## 2. SOCIAL / EMOTIONAL
*The need to develop social interaction skills and proficiencies.*

| Student Needs | Supports and Strategies |
|---|---|
|  |  |

## 3. SENSORY
*The needs resulting from resistance to environmental change or change in daily routines.*

| Student Needs | Supports and Strategies |
|---|---|
|  |  |

| 4. CHANGES IN THE ENVIRONMENT |
|---|
| *The needs resulting from resistance to environmental change or change in daily routines.* |

| Student Needs | Supports and Strategies |
|---|---|
| | |

| 5. REPETITIVE /STEREOTYPED BEHAVIORS |
|---|
| *The needs resulting from engagement in repetitive activities and stereotyped movements.* |

| Student Needs | Supports and Strategies |
|---|---|
| | |

| 6. BEHAVIOR NEEDS AND INTERVENTIONS |
|---|
| *The need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder.* |

| Student Needs | Supports and Strategies |
|---|---|
| | |

| 7. OTHER NEEDS |
|---|
| *Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.* |

| Student Needs | Supports and Strategies |
|---|---|
| | |