

Camper Name _____

Autism Questions for Planning Supports

We need to know what the campers like to assist them to have fun and to motivate them to participate.

What are the camper's:

Sensory preferences?	
Favorite activities?	
Special talents?	
Skills that will enhance the learning of a new activity?	
Favorite objects & food?	
Favorite people?	

We need to know how the camper understands and uses communication to enhance their successful participation.

How long does it take for the camper to process auditory information & to shift attention?	
How does the camper request objects, activities, more or help?	

The social skill difficulties of campers with ASD must be supported in recreation settings.

How does the camper respond to those of the same age? Older? Younger?	
Can the camper share close proximity with other campers?	
Can the camper share materials or does s/he need own?	
Can the camper take turns?	
How does the camper respond to losing a game?	

We need to know how the camper participates in a group situation.

How long is the camper generally able to attend and participate in a group situation?	
Does the camper imitate the actions of others after a demonstration?	
Does the camper know how to wait & walk in a line?	
What size group is the camper most comfortable in?	

Community skills that may require accommodations.

Does the camper have a general sense of danger?	
Can the camper tell time?	
Do family members or support staff always set up or start activities?	

Many individuals with ASD react strongly to change, so it is important that we anticipate & prepare for areas of change. How does the camper react to:

Wearing different clothes?	
Small schedule changes?	
Change in activity?	
Change in locations of activity?	
Staff being absent?	
Friend or companion being absent?	
Family member or friend being late or not coming?	
Anticipating an event or activity?	
Cancellation of an event or activity?	

It is important that we understand how your camper reacts to sensory information.
 How does the camper react to:

Crowds?	
Noise?	
Unexpected sounds?	
Being surrounded by too much movement?	
Being surrounded by competing visual stimuli?	
Not having enough space?	
Being touched?	
Various textures?	
Aromas?	
Other distracters?	
Does s/he seek out any sensory input such as movement, scents, textures, etc.?	

We need to understand if the camper has any behavioral difficulties.

Are there any stressors & triggers for the camper?	
Are there any trigger words?	
Does the camper have any strong dislikes?	
Does the camper touch others inappropriately?	

Any specific "likes" the camper may have?

How does the camper react to:

Not being understood?	
Not understanding?	
Not having choices?	
Making a mistake?	
Having to wait too long?	
Losing things of value?	
Being corrected?	
Being denied?	
Being interrupted?	
Being teased?	

What amount of staff support is required, e.g. adult or more natural support from a peer?

What visual supports, such as schedules, checklists, templates, etc. have been effective?

What communication approaches are most effective?

What is the best way to teach something new?
