

<b>Scenario #1 ASD Assessment checklist</b>	
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? Does the skier use any particular learning tools or aids, tools for communication?	<b>Jordan is a watcher.</b> <b>No.</b>
How do the family / caregivers verbally communicate with the individual? What method? Type of language?	<b>Calm verbal communication.</b> <b>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? Does the skier have any physical movements / habits that indicate feelings of stress or anxiety?	<b>Jordan loves to play with a toy fire truck.</b> <b>Breathing techniques.</b> <b>Self-mutilation tendencies. Screaming.</b> <b>Aggressive behaviour.</b>
Does the skier have any sensory triggers or sensitivities the instructor should be aware of? Does the student have any gastrointestinal challenges? Have they missed a regular bowel movement recently? How has the student been sleeping?	<b>Unfamiliar situations.</b> <b>No.</b>

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What other sports does the individual practice?	<b>Swimming.</b>
How long can they stand / walk?	<b>Indefinitely.</b>
Have they skied before?	<b>Yes.</b>
Does the skier have any previous injuries (concussions, sprains, strains, etc.) that would affect their ability to ski?	<b>No.</b>
How to get the individual's attention?	<b>Calm verbal communication.</b>
Is the student capable of following multiple step directions?	<b>Yes.</b>
Does the student show signs of hyper reactivity or hypo-reactivity to sensory input	<b>No.</b>
How are the motor-planning skills of the student	<b>Fair. Jordan needs time to coordinate his movements.</b>
Does the student have low muscle tone? Do they toe-walk?	<b>No.</b> <b>No.</b>
Is the student well balanced while moving around?	<b>Yes.</b>
While standing and moving, do they keep their body in balance?	<b>Yes.</b>