



## College Program Questionnaire High Functioning Autism Spectrum Disorder

It is recommended that the following questionnaire be completed as a student looks toward choosing a college program, which will lead to a profession. Due to the particular characteristics that students with high functioning autism spectrum disorders often share, a high number of checks on this questionnaire would suggest that the profession be more carefully compared to the particular student's abilities.

- **Will** the profession require frequent interaction with others?
  
- **Does** the profession have a high demand for specific social skills?
  
- **Does** the profession require working in close proximity to others?
  
- **Does** the profession require employee to make spontaneous judgments or to problem solve?
  
- **Does** the profession require high organizational skills?
  
- **Does** the profession require the ability to resolve conflicts?
  
- **Does** the profession require a great deal of multi-tasking?
  
- **Does** the profession require more understanding of global concepts than of details?
  
- **Does** the profession require high short-term memory skills?
  
- **Does** the profession require frequent changes in tasks and routine?

**Transition Assessment Information**  
**Autism Spectrum Disorder**  
**High Functioning**

The following checklist relates to specific characteristics of a student with a high functioning autism spectrum disorder. The checklist might be completed during the student initial transition assessment then can be used as a guide for skill development throughout the transition process.



- \_\_\_\_\_ Can carry on a conversation with appropriate turn taking
- \_\_\_\_\_ Uses communication appropriate to the social situation
- \_\_\_\_\_ Is aware that statements can be taken more than one way
- \_\_\_\_\_ Is able to understand and accept position of others
- \_\_\_\_\_ Recognizes humor and sarcasm
- \_\_\_\_\_ Is able to ask questions without being excessive or repetitive
- \_\_\_\_\_ Recognizes non-verbal communication cues, such as body posture, gestures, and facial expressions.
- \_\_\_\_\_ Responds appropriately to criticism/correction
- \_\_\_\_\_ Is able to problem solve independently
- \_\_\_\_\_ Is able to recognize consequences of actions
- \_\_\_\_\_ Is able to ask for help when required
- \_\_\_\_\_ Is self-motivated in work
- \_\_\_\_\_ Has a system to help organize (e.g. notes, assignment book, etc.)  
If so, what form is effective? \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ Uses some form of scheduling system.  
If so, what form is effective? \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Can follow a series of directions.

\_\_\_\_\_ If so, to what level? \_\_\_\_\_

\_\_\_\_\_ Can complete a project without requiring a model

\_\_\_\_\_ Is able to prioritize multiple tasks

\_\_\_\_\_ Have a variety of leisure time activities

\_\_\_\_\_ Is able to adjust to varied sensory input. If not, what is most distracting?

\_\_\_\_\_ Is able to recognize when becoming overly tense or frustrated. Describe any self-relaxation techniques used: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Describe writing skills, including ability to write on a topic, handwriting ability, and any alternatives to handwriting currently used:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Has habits/rituals that would be disruptive on a job. If so, describe:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Employment Assessment Information Autism Spectrum Disorder

This form can be completed during the initial transition assessment for a student with an autism spectrum disorder. The information might be revisited throughout the transition process.

— Uses communication system. If so, describe system:

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— Recognizes non-verbal communication cues, such as body posture, gestures, facial expressions

— Responds appropriately to criticism/correction

— Is able to ask for help when required



— Has no habits/rituals that would be disruptive on a job (e.g. noise making, repetitive motions, verbal outbursts, carrying objects, etc.) If there are such habits/rituals, describe:

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— Have reasonable appropriate social skills (e.g. recognizes personal boundaries, does not ask questions repetitively, does not touch others inappropriately.)

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— Uses some form of scheduling system. If so, what form is effective?

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— Is able to adjust to varied sensory input. If not, what is most distracting?

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\_\_\_\_\_ Uses some type of sensory diet for relaxation and calming. If so, describe:

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\_\_\_\_\_ Have appropriate personal hygiene skills. If not, what skills are not developed?

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\_\_\_\_\_ Is able to respond appropriately to changes in routine. If not, what cues help in response?

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\_\_\_\_\_ Describe any aggressive or self-injurious behaviors and any situations, which seem to elicit these behaviors:

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## Potential Employer Questionnaire Autism Spectrum Disorder

The following questionnaire might be completed by transition personnel prior to employment of a student with an autism spectrum disorder. Having the information will enable the transition team to determine if appropriate accommodations can be made in a particular workplace to help a student with ASD be successfully employed.

- Does the job require employee to frequently interact with others?
- Does the job require working in close proximity to others?
- Does the job require employee to make judgments or to problem solve?
- Does the job require employees to follow a sequence of activities? If so, does the employer have any type of aid to help the employee through the sequence?
- Does the job site contain multiple sensory distractions?
- Will the employer allow breaks as needed, including self-calming breaks?
- Will the employer break down tasks as necessary for the employee?
- Will the employer accommodate an augmentative communication system if necessary?
- Will the employer use a scheduling system for the employee if necessary?
- Will the employer accommodate use of positive reinforcement plans?
- Will the job be affected by such behaviors as carrying objects or wearing the same clothes daily?
- Will there be frequent changes in the employee's job?

