Autism Team Questions
Teacher Report Form
Elementary Students

Sample Write-up:

Mrs. Z, STUDENT's classroom teacher, completed a questionnaire regarding STUDENT's behaviors as related to the core areas of an autism spectrum disorder. The following is a summary of the collected information:

Qualitative Impairments in Social Interaction:
STUDENT tries to play with his peers, but he has difficulty in entering the play. While he appears to try to initiate play, his methods prevent him from being effective. If he is not immediately noticed by the group, he does not persist and will walk away. He does better if only one peer is involved. STUDENT does not imitate peer play, whether it is a group or only one peer. STUDENT tends to avoid groups of peers when they are active. He will allow peers to approach him but generally does not respond to their initiations. STUDENT has one peer that he particularly likes to play beside, but there is little verbal interaction between them. Mrs. Z stated that STUDENT brings in the same items each day to share with the class (character cars and trucks from the movie Cars.) He is not observed to show other items from the environment or to share items. On some occasions, STUDENT will be engaged in an activity of high interest and will look up at an adult to share pleasure. He does not do this with peers. STUDENT does not show a range of facial expressions. He either shows a flat affect or an angry affect. STUDENT seems to overreact to situations at times. He sometimes has meltdowns when he has been mildly corrected. STUDENT will sit and do nothing rather than ask for help when he needs it. When he wants attention, STUDENT will speak where he is in the room rather than moving to the adult and getting attention. STUDENT has gone over to peers when they are crying, but he does not do anything to comfort them.

Qualitative Impairment in Communication:
STUDENT shakes his head yes and no. He does not typically use gestures other than a point. STUDENT does not ask for thinks that he wants; instead he simply moves to the object and attempts to get it himself. STUDENT engages in a repetitive game with his Cars toys but generally does not do other pretend play. He will sometimes allow another student to direct him in some pretend play, but STUDENT quickly loses interest and goes back to his own activities. STUDENT does not usually engage others in conversation. He will talk to adults about his areas of interest but there is little back-and-forth quality to the exchange. At times, STUDENT tends to use phrases that seem to be movie dialogue instead of spontaneous communications (e.g. he repetitively uses the phrase, "Whoa, pardner.")

Restricted, Repetitive or Stereotyped Patterns of Behavior:
STUDENT has a special interest in the movie Cars. He will play with these toys almost exclusively unless

he is persuaded to try another activity. STUDENT is able to bring almost any topic around to Cars. This interferes in that he is not interested in other activities that are not related. STUDENT does not seem to be compulsive about doing things in a particular order. No hand-flapping has been noticed. STUDENT is observed to rock at times when he is concentrating hard on an activity. STUDENT will often spend a long period of time lining up his cars. He will do this instead of making the cars move along a road or other, more typical actions. STUDENT is observed to smell objects new to him.

School-Related Questions:

Mrs. Z. reported that STUDENT shows the most behavioral difficulties at transition times. He doesn't want to leave the activity in which he is engaged. STUDENT was observed to have a tantrum when he came in to find the room rearranged. He could not be calmed for most of the class time. STUDENT needs to have verbal directions repeated often. The teacher has to tell him each step, give him time to finish that step, then tell him the next step. STUDENT does very few tasks independently. STUDENT takes much longer than his peers in shifting his attention to a new task. If he is pressed, he will either meltdown or shut down. It is difficult finding motivators for the student. He does like thing connected with the movie Cars, but even that ceases to be useful in getting him to do things after awhile.

Adapted from Lord & Rutter, Autism Diagnostic Interview – R. Third Edition-Short Form