

All children have areas where they need extra help vs areas of independence. Children on the Autism Spectrum are no different in that way, with certain behaviors and tasks that are “high need” and others that may only need a little help or none at all. This checklist is a way for teachers and parents to assess those clusters of behaviors, and to best support the whole child.

High Need = Substantial, daily adult or peer support required

Moderate Need = Regular adult or peer support required, perhaps through reminders or mild tools and/or accommodations

Low Need = Rarely needing adult or peer support

ACADEMICS

CATEGORY	TASK	HIGH NEED	MODERATE NEED	LOW NEED
MATH	Struggles with fact memorization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Struggles with flexibly approaching problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Struggles with estimation (vs exact answers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Struggles with overall ability to connect scaffolded ideas into a big picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
READING	Struggles with low interest (particularly in fiction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Struggles with comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Frustration with school learning models (read aloud, answering questions in groups, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITING	Struggles with issues related to dysgraphia (letter reversals, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Handwriting issues (due to fine motor skill issues and grip strength)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Trouble understanding spelling patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Trouble answering writing prompts that are not within an area of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONTENT AREAS: SOCIAL STUDIES, SCIENCE, ETC.	Similar issues as seen above, often heightened due to larger class activities and less individual support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPECIALS: PE, MUSIC, ART, ETC.	Struggles with transitions to and from classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Struggles with loud noises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Anxiety due to competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Stimming or defiance in response to becoming overwhelmed by large groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Difficulty with fine and gross motor skills (drawing in art, sports in PE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Being bullied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A lack of understanding and/or patience from untrained teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING HABITS

CATEGORY	TASK	HIGH NEED	MODERATE NEED	LOW NEED
ORGANIZATION	Executive function and working memory impacts the ability to organize classwork, homework, assignment books, desk, locker, backpack, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAYING ON TASK	May hyper focus in areas of interest, but struggle in areas that are challenging or not preferred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UNDERSTANDS AND FOLLOWS DIRECTIONS	Struggles with comprehension of multiple steps (working memory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Struggles with seeing the big picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	May get distracted and not finish work or complete all steps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APPROACHES TASKS WITH FLEXIBILITY	Cannot try different methods of solving a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Grows frustrated or melts down when stuck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASKS FOR HELP WHEN NEEDED	Shuts down and/or doesn't know how to communicate that help is needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	May become overwhelmed by anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	May not understand when asking is the appropriate thing to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PERSEVERES THROUGH CHALLENGING WORK	Gives up or melts down when work is hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	May struggle with resilience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	May refuse to do hard work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKS QUIETLY WHEN NECESSARY	Struggles with chatter, vocal or physical stimming or making unusual noises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	May interrupt the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	May distract class with impulsive behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SOCIAL SKILLS

CATEGORY	TASK	HIGH NEED	MODERATE NEED	LOW NEED
LISTENS TO OTHERS	Interrupts, changes the subject, says unusual things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAKES AND KEEPS FRIENDS	Lonely and/or solitary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Left out of social activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Acts awkward in social situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	May have intense interest or no visible interest at all in social interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USES WORDS TO SOLVE PROBLEMS	May yell or physically lash out when upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	May become nonverbal when stressed, even if normally chatty. May groan or cry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UNDERSTANDS DIFFERENT PERSPECTIVES	May not have "aha!" moments in regard to others' points of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	May not ask questions and listen to answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNDERSTANDS DIFFERENT PERSPECTIVES	May be confused by others' choices and/or interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABLE TO WORK AND PLAY IN SMALL OR LARGE GROUPS	Prefers to work alone, or finds group activities difficult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Talks too much or is very bossy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Does not talk or assert self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SELF ADVOCACY

CATEGORY	TASK	HIGH NEED	MODERATE NEED	LOW NEED
ABLE TO TAKE/ ASK FOR A BREAK WHEN OVERWHELMED	Struggles to speak or stay regulated enough to get help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMPLOYS AN APPROPRIATE COPING STRATEGY WHEN UPSET	Needs to be taught multiple strategies to find what works best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	May show aggression, panic, extreme emotions, tics, or strong stimming behaviors when upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UTILIZES ACCOMMODATIONS TO ACHIEVE GOALS	Needs scaffolding (training wheels) to incorporate school or home accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	May require a period of time, with modeling and patience, to utilize new skills and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAN SPEAK OR OTHERWISE EFFECTIVELY COMMUNICATE NEEDS TO TEACHERS, FAMILY MEMBERS, AND PEERS	Needs alternative communication methods when upset, such as typing, texting, drawing, signing, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This ASD checklist for parents and teachers is not a diagnostic tool. It is designed to create discussion between schools, teachers, parents, healthcare providers, and children about their educational needs.

The chart was created by Hannah Grieco M.Ed. for ParentingPod.com, a resource for parents and educators on mental health and wellbeing. Visit [ParentingPod.com](https://parentingpod.com) for more materials, guides, and self-help articles.