

# Autism Behavior Strategy Toolkit

Evidence-based approaches for supporting autistic learners

From Classroom Pulse - [www.classroompulse.io](http://www.classroompulse.io)

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## Part 1: Sensory Assessment Checklist

### Sensory Processing Profile

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rate each item: 1 = Seeks/Enjoys, 2 = Tolerates, 3 = Avoids/Distressed

**AUDITORY (Hearing)** | Stimulus | Rating | Notes | |———|———|———|  
| Loud or sudden noises | | | | Background noise/chatter | | | | Specific sounds  
(bells, alarms) | | | | Music | | | | Certain voices or pitches | | |

**VISUAL (Seeing)** | Stimulus | Rating | Notes | |———|———|———| | Bright  
lights | | | | Fluorescent lighting | | | | Busy visual environments | | | | Certain  
colors or patterns | | | | Movement in peripheral vision | | |

**TACTILE (Touch)** | Stimulus | Rating | Notes | |———|———|———| | Light  
touch | | | | Deep pressure | | | | Certain textures (clothing, materials) | | | |  
Messy activities | | | | Being close to others | | |

**PROPRIOCEPTIVE (Body Position)** | Stimulus | Rating | Notes | |———|———|———|  
| Heavy work activities | | | | Jumping, crashing | | | | Tight  
spaces | | | | Weighted items | | | | Physical activity | | |

**VESTIBULAR (Movement)** | Stimulus | Rating | Notes | |———|———|———|  
| Swinging | | | | Spinning | | | | Rocking | | | | Heights | | | | Fast movement  
| | |

**OLFACTORY/GUSTATORY (Smell/Taste)** | Stimulus | Rating | Notes  
| |———|———|———| | Strong smells | | | | Certain foods | | | | Food textures |  
| | | | New foods | | |

**Summary:** - Primary sensory sensitivities: \_\_\_\_\_

- Primary sensory preferences: \_\_\_\_\_ -

Recommended accommodations: \_\_\_\_\_

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## Part 2: Visual Support Templates

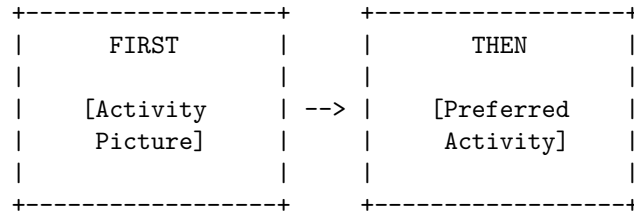
### Visual Schedule Template

**Morning Routine:** | Step | Picture | Done? | |———|———|———| | 1. Arrive,  
put away backpack | [Image] | | | 2. Check schedule | [Image] | | | 3. Morning

work | [Image] | | 4. Morning meeting | [Image] | | 5. First lesson | [Image]  
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### First-Then Board



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### Choice Board Template

I want:

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Option 1	Option 2	Option 3
[Image] Break	[Image] Help	[Image] Different Activity

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### Feelings/Emotion Scale

- 5 - VERY UPSET - I need help NOW
- |
- 4 - UPSET - I need a break
- |
- 3 - OKAY - I can keep going
- |
- 2 - GOOD - Things are going well
- |
- 1 - GREAT - I feel calm and happy

Right now I am at: \_\_\_\_\_

What might help: \_\_\_\_\_

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## Part 3: Communication Board Examples

### Basic Request Board

I want	I need	I feel
Break	Help	Happy
Drink	Bathroom	Sad
Snack	Quiet	Mad
Play	Space	Scared
Done	More time	Confused

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### Academic Communication Board

I need...	This is...	I want to...
Help	Too hard	Work alone
More time	Too easy	Work with partner
To move	Confusing	Take a break
Quiet	Boring	Try something else
A break	Interesting	Ask a question

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## Part 4: Autism-Adapted FBA Guidance

### Additional Interview Questions

**Sensory Function Questions:** 1. Does the behavior seem to provide sensory input? 2. Does the behavior seem to avoid/escape sensory input? 3. What sensory conditions are present when behavior occurs? 4. What sensory conditions are present when behavior doesn't occur? 5. Does the behavior change in different sensory environments?

**Communication Function Questions:** 1. What might the student be trying to communicate? 2. Does the student have another way to communicate this? 3. What happens when the student uses appropriate communication? 4. Is the behavior more likely when communication is difficult? 5. What communication supports are currently in place?

**Predictability/Change Questions:** 1. Does the behavior occur during transitions? 2. Does the behavior occur when routines change? 3. Does the behavior occur with unexpected events? 4. What warnings or preparation are provided before changes? 5. How does the student respond to visual schedules?

### Hypothesis Statement Template for Autism

**When** [antecedent/trigger, including sensory conditions]

**AND** [setting event, including regulation state]

[**Student**] engages in [specific behavior description]

**In order to** [hypothesized function - consider: obtain sensory input, escape sensory input, communicate need, maintain predictability, gain attention, escape demand, obtain item]

**Because** [student may lack skills in: communication, sensory regulation, coping with change, emotional regulation]

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## **Part 5: Structured Teaching Checklist (TEACCH)**

### **Physical Structure**

- Clear boundaries between activity areas
- Defined work area with minimal distractions
- Materials organized and accessible
- Transition paths clear
- Visual labels on areas/materials

### **Visual Schedule**

- Schedule matches student's level (objects, pictures, words)
- Schedule is in consistent location
- Schedule shows "what's next"
- Student knows how to use schedule
- Schedule is updated as activities change

### **Work System (answers these questions visually)**

- What work do I do?
- How much work?
- How do I know I'm finished?
- What happens next?

### **Task Organization**

- Clear beginning, middle, end
  - Left to right or top to bottom organization
  - Visual instructions when needed
  - Materials organized for independence
  - Finished basket/folder available
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## Part 6: Stimming Decision Guide

### Questions to Ask Before Intervening

1. **Is it harmful?**
  - Causes physical injury to self
  - Causes injury to others
  - Damages property significantly
2. **Does it significantly interfere with learning?**
  - Prevents engagement with instruction
  - Disrupts others' learning significantly
  - Interferes with safety
3. **Does the student want to change it?**
  - Student expresses desire to modify
  - Student is distressed by the behavior
  - Interferes with student's own goals
4. **Is it socially stigmatizing in ways that matter?**
  - Student is aware and bothered by reactions
  - Impacts student's relationships negatively
  - Student wants to fit in

### If Intervention is Warranted:

**Replace, Don't Eliminate** - Identify the sensory function - Find an alternative that provides similar input - Teach the alternative explicitly - Reinforce use of alternative - Allow the stim in designated times/places

### If Intervention is NOT Warranted:

**Accommodate and Accept** - Educate peers about neurodiversity - Provide designated spaces/times - Reduce environmental triggers - Advocate for acceptance - Focus on other skills

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*This toolkit is provided by Classroom Pulse for educational purposes. For autism-friendly behavior tracking, visit [www.classroompulse.io](http://www.classroompulse.io)*