

Turn Autism Around Assessment Form

Turn Autism Around Assessment Form

By Dr. Mary Barbera

Date of completion _____
Person completing _____

Child's name _____

Age _____ yrs _____ months

Date of birth _____

Medical information
(Page one of applicable form(s)) _____

Age of diagnosis _____ yrs _____ months

Does your child currently go to school and/or receive any therapies or special services? ☐ Yes ☐ No ☐ If yes, please list schedule and location of services (school, clinic) _____

Current medication _____

Allergies _____

Special diet restrictions _____

Safety or aversive concerns (check all that apply): ☐ Wandering ☐ Strangers ☐ ☐ _____
☐ Traffic ☐ Water ☐ _____

Skills

Describe writing and drawing patterns
Can your child write or can he/she tell you what
symbols/pictures of words he/she can't. Also list
areas with letters, pictures, animals,
objects, etc. _____

Describe sleeping patterns/needs _____

Describe potty/toiletting issues _____

Describe grooming/dressing issues
(brushing teeth, washing hands, etc.) _____

Spending Expressive Language

Does your child ever use any words?
☐ No ☐ Yes ☐ If yes, please describe the
amount of words and give examples of what he/she says _____

If so, does your child babble? ☐ Yes ☐ No
☐ If yes, please list sounds you hear him/her _____

Receptive/Understanding

Can your child respond to things he/she wants
with words? Cookies, juice, balls, push toy, etc.
☐ No ☐ Yes ☐ If yes, please list the desired
action your child requests with words _____

If so, how does your child let you know
what he/she wants. Circle the options that
apply: gesture pointing/pulling an object
sign language pictures/crying/groaning _____

Listening/Understanding

Does your child tell things in a book or on
ABCs/123s? ☐ Yes, please estimate the
number of things your child can tell you
give examples _____

Verbal Imitation/Repetition

Can your child imitate words you say?
Single words: ☐ Yes ☐ No ☐
Phrases? ☐ Yes ☐ No ☐

Does your child say things he/she has
memorized from stories or things he/she
has heard you say in the past? ☐ Yes ☐ No ☐
If yes, please describe: _____

Answering Questions/Ask questions

Can your child tell us the time to go to
bed? For example, if you type "it's bedtime, it's
time to go to bed" will your child say "yes"?
☐ Yes ☐ No ☐

Please list words that your child finds
new or phrases in _____

Will your child fill in the blanks to form
one or two functional phrases such as filling in
"book" so he/she becomes "Write the _____"
"I will be home at ten o'clock" when
he/she hears "Ten o'clock is _____"
☐ Yes ☐ No ☐

Will your child answer "What questions"
with no picture or visual cues? For
example, if you type "What film is on the TV?"
will your child answer "Yes" or "No"?
Will he/she answer "yes" "no" when
he/she hears "Is there a _____"
☐ Yes ☐ No ☐

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Will he/she answer "yes" "no" when
he/she hears "Is there a _____"
☐ Yes ☐ No ☐

your direction without gesture? Circle
the frequency that applies. Always/usually
Usually/Sometimes/Almost never _____

If you tell your child to stop he/she will
or stand up will he/she do it without
gesture? Circle the frequency that applies.
Always/usually/Sometimes/Almost never _____

Will your child touch he/she body parts,
for example, if you say "Touch your nose"
? ☐ No ☐ Yes, please list the body
parts he/she will touch without any ges-
tures from you _____

Will your child copy he/she body parts,
for example, if you say "Touch your nose"
? ☐ No ☐ Yes, please list the body
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TURN AUTISM AROUND ASSESSMENT FORM IS A COMPREHENSIVE TOOL DESIGNED TO HELP PARENTS, CAREGIVERS, AND PROFESSIONALS EVALUATE THE NEEDS AND STRENGTHS OF CHILDREN ON THE AUTISM SPECTRUM. THE ASSESSMENT IS A CRITICAL PART OF THE "TURN AUTISM AROUND" APPROACH, WHICH FOCUSES ON EARLY INTERVENTION, SKILL DEVELOPMENT, AND CREATING POSITIVE OUTCOMES FOR CHILDREN WITH AUTISM. THIS ARTICLE WILL DELVE INTO THE SPECIFICS OF THE TURN AUTISM AROUND ASSESSMENT FORM, ITS COMPONENTS, BENEFITS, AND HOW IT CAN FACILITATE BETTER OUTCOMES FOR CHILDREN WITH AUTISM.

UNDERSTANDING THE TURN AUTISM AROUND APPROACH

THE TURN AUTISM AROUND APPROACH WAS DEVELOPED BY DR. MARY BARBERA, A BOARD-CERTIFIED BEHAVIOR ANALYST AND A PARENT OF A CHILD WITH AUTISM. THIS APPROACH EMPHASIZES EARLY DETECTION AND INTERVENTION, AIMING TO HELP CHILDREN DEVELOP ESSENTIAL SKILLS WHILE MINIMIZING CHALLENGING BEHAVIORS. THE ASSESSMENT FORM PLAYS A VITAL ROLE IN THIS PROCESS BY PROVIDING INSIGHTS INTO THE CHILD'S CURRENT ABILITIES, PREFERENCES, AND AREAS THAT REQUIRE SUPPORT.

THE PURPOSE OF THE ASSESSMENT FORM

THE TURN AUTISM AROUND ASSESSMENT FORM SERVES SEVERAL KEY PURPOSES:

1. **IDENTIFYING STRENGTHS AND WEAKNESSES:** THE ASSESSMENT HELPS IDENTIFY A CHILD'S STRENGTHS, INTERESTS, AND AREAS WHERE THEY MAY NEED ADDITIONAL SUPPORT.
2. **SETTING GOALS:** BY EVALUATING THE CHILD'S CURRENT SKILL LEVELS, CAREGIVERS CAN SET REALISTIC, ACHIEVABLE GOALS TAILORED TO THE CHILD'S UNIQUE NEEDS.
3. **TRACKING PROGRESS:** THE ASSESSMENT FORM CAN BE USED TO TRACK A CHILD'S PROGRESS OVER TIME, ALLOWING FOR ADJUSTMENTS TO INTERVENTIONS AND STRATEGIES AS NEEDED.
4. **FACILITATING COMMUNICATION:** THE ASSESSMENT PROVIDES A STRUCTURED WAY TO COMMUNICATE A CHILD'S NEEDS AND

PROGRESS WITH OTHER PROFESSIONALS, SUCH AS TEACHERS AND THERAPISTS.

COMPONENTS OF THE TURN AUTISM AROUND ASSESSMENT FORM

THE ASSESSMENT FORM IS TYPICALLY DIVIDED INTO SEVERAL SECTIONS, EACH FOCUSING ON DIFFERENT ASPECTS OF A CHILD'S DEVELOPMENT. HERE'S A BREAKDOWN OF ITS MAIN COMPONENTS:

1. DEVELOPMENTAL MILESTONES

THIS SECTION ASSESSES THE CHILD'S DEVELOPMENT IN VARIOUS AREAS INCLUDING:

- COMMUNICATION SKILLS: EVALUATING BOTH VERBAL AND NON-VERBAL COMMUNICATION ABILITIES.
- SOCIAL SKILLS: ASSESSING INTERACTIONS WITH PEERS AND ADULTS, INCLUDING PLAY AND SHARING BEHAVIORS.
- ADAPTIVE SKILLS: LOOKING AT DAILY LIVING SKILLS SUCH AS SELF-CARE, FEEDING, AND DRESSING.
- COGNITIVE SKILLS: MEASURING PROBLEM-SOLVING ABILITIES AND UNDERSTANDING OF CONCEPTS.

2. BEHAVIORAL ASSESSMENT

UNDERSTANDING A CHILD'S BEHAVIOR IS CRUCIAL TO EFFECTIVE INTERVENTION. THIS PART OF THE FORM EXAMINES:

- CHALLENGING BEHAVIORS: IDENTIFYING BEHAVIORS THAT MAY POSE CHALLENGES, SUCH AS TANTRUMS OR SELF-INJURY.
- REPETITIVE BEHAVIORS: NOTING ANY REPETITIVE ACTIONS OR ROUTINES THAT THE CHILD ENGAGES IN.
- SENSORY SENSITIVITIES: EVALUATING THE CHILD'S RESPONSES TO SENSORY INPUT, SUCH AS NOISE, LIGHT, OR TEXTURE.

3. INTERESTS AND PREFERENCES

CHILDREN WITH AUTISM OFTEN HAVE UNIQUE INTERESTS. THIS SECTION ENCOURAGES CAREGIVERS TO DOCUMENT:

- FAVORITE ACTIVITIES: IDENTIFYING ACTIVITIES THAT ENGAGE THE CHILD AND BRING THEM JOY.
- PREFERRED LEARNING STYLES: UNDERSTANDING HOW THE CHILD LEARNS BEST (VISUAL, AUDITORY, HANDS-ON).
- MOTIVATORS: RECOGNIZING WHAT REWARDS OR INCENTIVES CAN ENCOURAGE DESIRED BEHAVIORS.

4. FAMILY AND ENVIRONMENTAL FACTORS

THIS PART CONSIDERS THE BROADER CONTEXT IN WHICH THE CHILD IS DEVELOPING. IT INCLUDES:

- FAMILY DYNAMICS: UNDERSTANDING THE FAMILY STRUCTURE AND SUPPORT SYSTEMS AVAILABLE.
- EDUCATIONAL ENVIRONMENT: ASSESSING THE CHILD'S CURRENT EDUCATIONAL SETTING AND AVAILABLE RESOURCES.
- COMMUNITY SUPPORT: IDENTIFYING ANY ADDITIONAL SERVICES OR PROGRAMS THAT MAY AID THE CHILD'S DEVELOPMENT.

BENEFITS OF USING THE TURN AUTISM AROUND ASSESSMENT FORM

UTILIZING THE TURN AUTISM AROUND ASSESSMENT FORM PROVIDES NUMEROUS BENEFITS FOR CHILDREN WITH AUTISM, THEIR FAMILIES, AND PROFESSIONALS INVOLVED IN THEIR CARE. HERE ARE SOME KEY ADVANTAGES:

1. PERSONALIZED INTERVENTION PLANS

THE DETAILED INFORMATION GATHERED THROUGH THE ASSESSMENT ALLOWS CAREGIVERS AND PROFESSIONALS TO CREATE INDIVIDUALIZED INTERVENTION PLANS THAT CATER SPECIFICALLY TO THE CHILD'S NEEDS. THIS PERSONALIZED APPROACH INCREASES THE LIKELIHOOD OF SUCCESSFUL OUTCOMES.

2. EARLY DETECTION OF NEEDS

BY IDENTIFYING SPECIFIC AREAS OF CONCERN EARLY ON, THE ASSESSMENT ENABLES TIMELY INTERVENTIONS THAT CAN SIGNIFICANTLY IMPROVE THE CHILD'S DEVELOPMENT TRAJECTORY. EARLY INTERVENTION IS CRUCIAL IN MAXIMIZING A CHILD'S POTENTIAL.

3. EMPOWERING PARENTS AND CAREGIVERS

THE ASSESSMENT FORM SERVES AS AN EMPOWERING TOOL FOR PARENTS AND CAREGIVERS. BY ACTIVELY PARTICIPATING IN THE ASSESSMENT PROCESS, THEY BECOME MORE INFORMED ADVOCATES FOR THEIR CHILDREN, WHICH CAN LEAD TO BETTER COMMUNICATION AND COLLABORATION WITH PROFESSIONALS.

4. EVIDENCE-BASED PRACTICES

THE TURN AUTISM AROUND ASSESSMENT FORM IS ROOTED IN EVIDENCE-BASED PRACTICES, ENSURING THAT THE INFORMATION COLLECTED IS RELIABLE AND VALID. THIS SCIENTIFIC BASIS LENDS CREDIBILITY TO THE ASSESSMENT RESULTS AND SUBSEQUENT INTERVENTION STRATEGIES.

HOW TO USE THE TURN AUTISM AROUND ASSESSMENT FORM

USING THE TURN AUTISM AROUND ASSESSMENT FORM INVOLVES A FEW KEY STEPS TO ENSURE IT IS EFFECTIVE:

1. GATHER INFORMATION

BEFORE FILLING OUT THE FORM, CAREGIVERS SHOULD GATHER ANY RELEVANT INFORMATION ABOUT THE CHILD. THIS MAY INCLUDE PREVIOUS ASSESSMENTS, MEDICAL RECORDS, AND INPUT FROM TEACHERS OR THERAPISTS.

2. COMPLETE THE ASSESSMENT

CAREGIVERS SHOULD TAKE THEIR TIME TO COMPLETE THE ASSESSMENT THOROUGHLY. IT'S IMPORTANT TO ANSWER QUESTIONS AS ACCURATELY AS POSSIBLE, DRAWING ON OBSERVATIONS AND EXPERIENCES WITH THE CHILD.

3. REVIEW AND ANALYZE RESULTS

ONCE THE ASSESSMENT IS COMPLETE, CAREGIVERS SHOULD REVIEW THE RESULTS CAREFULLY. LOOK FOR PATTERNS IN STRENGTHS AND WEAKNESSES, AND IDENTIFY AREAS THAT REQUIRE IMMEDIATE ATTENTION.

4. SET GOALS AND DEVELOP AN ACTION PLAN

BASED ON THE ASSESSMENT RESULTS, CAREGIVERS CAN SET SPECIFIC, MEASURABLE GOALS FOR THE CHILD. DEVELOPING AN ACTION PLAN THAT INCLUDES STRATEGIES AND RESOURCES WILL PROVIDE A ROADMAP FOR ACHIEVING THESE GOALS.

CONCLUSION

IN CONCLUSION, THE **TURN AUTISM AROUND ASSESSMENT FORM** IS AN INVALUABLE RESOURCE FOR PARENTS, CAREGIVERS, AND PROFESSIONALS WORKING WITH CHILDREN ON THE AUTISM SPECTRUM. BY PROVIDING A STRUCTURED WAY TO ASSESS A CHILD'S ABILITIES, CHALLENGES, AND PREFERENCES, THIS TOOL FACILITATES PERSONALIZED INTERVENTION PLANS THAT CAN LEAD TO MEANINGFUL PROGRESS. WITH THE RIGHT SUPPORT AND STRATEGIES IN PLACE, CHILDREN WITH AUTISM CAN THRIVE AND REACH THEIR FULL POTENTIAL. EMBRACING THE TURN AUTISM AROUND APPROACH CAN MAKE A SIGNIFICANT DIFFERENCE IN THE LIVES OF CHILDREN AND THEIR FAMILIES, PAVING THE WAY FOR A BRIGHTER FUTURE.

FREQUENTLY ASKED QUESTIONS

WHAT IS THE PURPOSE OF THE TURN AUTISM AROUND ASSESSMENT FORM?

THE TURN AUTISM AROUND ASSESSMENT FORM IS DESIGNED TO EVALUATE THE DEVELOPMENTAL SKILLS AND NEEDS OF CHILDREN WITH AUTISM, HELPING CAREGIVERS AND PROFESSIONALS IDENTIFY AREAS FOR INTERVENTION AND SUPPORT.

HOW CAN PARENTS EFFECTIVELY USE THE TURN AUTISM AROUND ASSESSMENT FORM?

PARENTS CAN USE THE ASSESSMENT FORM BY FILLING IT OUT COMPREHENSIVELY TO PROVIDE INSIGHTS INTO THEIR CHILD'S BEHAVIORS AND SKILLS, WHICH CAN THEN BE DISCUSSED WITH PROFESSIONALS TO CREATE TAILORED INTERVENTION PLANS.

IS THE TURN AUTISM AROUND ASSESSMENT FORM SUITABLE FOR ALL AGES?

THE ASSESSMENT FORM IS PRIMARILY TARGETED AT YOUNG CHILDREN, PARTICULARLY THOSE UNDER THE AGE OF 6, AS IT FOCUSES ON EARLY INTERVENTION STRATEGIES, BUT IT CAN BE ADAPTED FOR OTHER AGE GROUPS AS NEEDED.

WHAT AREAS OF DEVELOPMENT DOES THE TURN AUTISM AROUND ASSESSMENT FORM ASSESS?

THE FORM ASSESSES VARIOUS DEVELOPMENTAL AREAS INCLUDING COMMUNICATION, SOCIAL SKILLS, DAILY LIVING SKILLS, AND BEHAVIORAL CHALLENGES, PROVIDING A COMPREHENSIVE OVERVIEW OF THE CHILD'S ABILITIES.

WHERE CAN I FIND THE TURN AUTISM AROUND ASSESSMENT FORM?

THE TURN AUTISM AROUND ASSESSMENT FORM IS AVAILABLE ON THE OFFICIAL TURN AUTISM AROUND WEBSITE, WHERE YOU CAN DOWNLOAD IT AND ACCESS ADDITIONAL RESOURCES FOR PARENTS AND PROFESSIONALS.

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