

All About ME



This booklet has been created based on the work from the National Institute for Health and Care Excellence¹. It also includes questions and strategies from the Autism Healthcare Accommodations Tool (AHAT)² that was developed by the Academic-Autism Spectrum Partnership in Research and Education (AASPIRE)³ as part of the AASPIRE Healthcare Toolkit.

This is me:

My full name is:
That's my given name but I prefer:
My date of birth:
This form was created on:
Created by <i>(insert your name and/or those who may have assisted)</i>

I want you to get to know me. This is a photo of me (attach photo):

1. [The National Institute for Health and Care Excellence](#)
2. [The Autism Healthcare Accommodations Tool \(AHAT\)*](#)
3. [The Academic-Autism Spectrum Partnership in Research and Education \(AASPIRE\)](#)

*Content from AHAT² replicated and adapted with permission

All About ME



Important things you should know about me:

I'm talented or good at:	These are important to me:
I am proud that I:	I am uncomfortable or dislike:
I enjoy or like:	I avoid or won't:

Thinking about the future:

My hopes for the future:	Current goals:

Educational & Employment/ Volunteer information I want to share

Education	Employment or Volunteer work
I have completed:	My current employment or volunteer work:
What's next for me:	What's next for me:
For school I may need some help with:	For work I may need some help with:

All About ME



Medical and health information I want to share

My disability and/or diagnoses:	Medications I take:
What my disability and diagnosis mean to me:	Allergies I have:
Health Professionals I see:	Medical equipment I use:

Parent Involvement

My parents/family member	
<input type="checkbox"/>	Are involved but I don't need them to attend appointments with me
<input type="checkbox"/>	Are not involved and I don't need them to attend appointments with me
<input type="checkbox"/>	May attend appointments with me
<input type="checkbox"/>	Will attend appointments with me
<input type="checkbox"/>	Other (insert description):

All About ME



How I communicate and strategies that can help

Select all that apply.

My Communication: My ability to understand what people say	
<input type="checkbox"/>	I can understand spoken language well.
<input type="checkbox"/>	I often have a hard time understanding what people say.
<input type="checkbox"/>	I understand a little spoken language.
<input type="checkbox"/>	My ability to understand depends on the situation and does not fit into any one category.

How you can help: Strategies you can use that help me understand			
<input type="checkbox"/>	I don't need you to use any strategies to help me understand.	<input type="checkbox"/>	Check to see I understand by asking me to repeat what you have said
<input type="checkbox"/>	Don't try to talk to me if there are other noises (beeping sounds, outside noises, people talking).	<input type="checkbox"/>	Use visuals – show me diagrams, pictures, models whenever you can.
<input type="checkbox"/>	Give me extra time to process what you have said and check with me to see if I am ready for you to move on.	<input type="checkbox"/>	Use very precise language, even if it means using longer sentences or advanced vocabulary.
<input type="checkbox"/>	Be patient if I need to ask a lot of questions.	<input type="checkbox"/>	Avoid using metaphors or figurative language.
<input type="checkbox"/>	Focus on sharing only the most important information.	<input type="checkbox"/>	Avoid technical or jargon words.
<input type="checkbox"/>	Give me very detailed information.	<input type="checkbox"/>	Be concrete and specific.
<input type="checkbox"/>	Write down important information or instructions for me.	<input type="checkbox"/>	Use simple words and short sentences.
<input type="checkbox"/>	Other (insert response)		

All About ME



How I communicate and strategies that can help

Select all that apply.

My Communication: My ability to speak
<input type="checkbox"/> I can speak well.
<input type="checkbox"/> I can speak, but often have a hard time saying what I want to say.
<input type="checkbox"/> I have a very hard time speaking, using short phrases mostly.
<input type="checkbox"/> I have little ability or no ability to speak.
<input type="checkbox"/> My ability to speak depends on the situation and does not fit into any one category.

How you can help: Strategies you can use that help me answer questions or give information	
<input type="checkbox"/> I don't need you to use any strategies to help me answer questions or share information.	<input type="checkbox"/> Link questions related to time to important events in my life.
<input type="checkbox"/> Ask 'yes/no' questions if possible.	<input type="checkbox"/> Show me lists to choose an answer.
<input type="checkbox"/> Remind me that it is OK to not know the answers to your questions.	<input type="checkbox"/> Remind that it is OK not to be 100% exact on my answers.
<input type="checkbox"/> Give me extra time to respond to questions.	<input type="checkbox"/> Ask very specific, concrete questions and avoid broad questions.
<input type="checkbox"/> Reword the question if I seem confused.	<input type="checkbox"/> Read written notes that I bring with me.
<input type="checkbox"/> Give me examples of other peoples' experiences and ask me if I have had that experience.	
<input type="checkbox"/> Other (insert response):	

All About ME



How I communicate and strategies that can help

Select all that apply.

My Communication: My ability to read
<input type="checkbox"/> I can read at a college level.
<input type="checkbox"/> I can read at a high school level.
<input type="checkbox"/> I can read at a basic level.
<input type="checkbox"/> I can read some words and short sentences.
<input type="checkbox"/> I cannot read.

How you can help: Strategies you can use that help me answer questions or give information	
<input type="checkbox"/> There isn't anything related to my communication that you need to be aware of.	
<input type="checkbox"/> I often interpret language literally.	<input type="checkbox"/> I have a hard time using the phone.
<input type="checkbox"/> I have difficulty understanding tone of voice, facial expressions, or body language.	<input type="checkbox"/> I can be involved in decisions about my care, even though I have difficulty speaking.
<input type="checkbox"/> I am really direct when I speak. This can seem rude but I don't mean it.	<input type="checkbox"/> In general, I can read better than I can understand spoken language.
<input type="checkbox"/> My ability to communicate changes a lot, depending on the situation	<input type="checkbox"/> I have a hard time communicating, even if my speech sound fluent.
<input type="checkbox"/> Other (insert response):	

How I communicate and strategies that can help

Select all that apply.

My Communication: My ability to write or type

- I can write or type at a college level.
- I can write or type at a high school level.
- I can write or type at a basic level.
- I can write or type some words and short sentences.
- I cannot write or type.

My Communication: Types of alternative and augmentative communication (AAC) I use

- None
- Audio based (text to speech)
- Text based (typing, written notes, apps)
- Picture based (picture boards, drawing)
- Sign language (ASL, Signed English)
- Other signs, gestures, behaviours

All About ME



Things that can be challenging for me

Select all that apply.

- There isn't anything about my diagnoses or disability that you need to be aware of.
- I may have difficulty recognizing and/or describing emotions.
- I won't look at you. It doesn't mean that I am not paying attention or being dishonest.
- I may fidget, move around, flap my arms, or make sounds or motions, it does not mean I am not paying attention or that I am trying to be disruptive.
- I may have difficulty describing experiences (for example, symptoms and pain).
- I may have difficulty recognizing bodily sensations such as hunger, the need to urinate, or where something hurts.
- Try to remain patient if I become visibly upset, yell or act in an unusual way.
- I might have strong negative reactions to smells.
- I may have trouble processing more than one sense at a time, for example hearing you while looking at something.
- I may have trouble with balance, coordination, or fine motor skills.
- I may have trouble controlling my body, for example, starting, switching, and combining movements.
- I may need physical prompts to do what you need me to do.
- There are things related to me that you need to be aware of (insert description):

All About ME



Prior to Meeting

There are some things you can do that will help us have a successful meeting .
In each section select up to three items that would be the most helpful for you.

Preparing for my visit:

- I don't need accommodations ahead of time.
- If possible, don't use the telephone to schedule appointments with me.
- If possible, schedule a longer appointment as I need time to process information.
- Schedule appointment when you will be less likely to be delayed (e.g. first appointment) as waiting makes me uncomfortable.
- Let me or my supports know what is likely to happen during the visit (for example, what can I expect when checking in, during and after the visit, who I will be seeing, how long things usually take) as knowing what to expect helps me.
- Notify me if there are unexpected changes. (for examples, I need to see a different person than I was expecting).
- Let me fill out paper work at home.
- Can you send me pictures or can I have someone take pictures of the office and/or staff as this helps me understand and know what to expect.
- Tell me how to communicate with your office between visits (who to contact to make an appointment, what to do in an emergency)
- I need accommodations ahead of time.
(insert description):

All About ME



Prior to Meeting

There are some things you can do that will help us have a successful meeting.

In each section select up to three items that would be the most helpful for you.

If I need to wait:

- I don't need accommodations ahead of time.
- Let me wait in a private area or exam room.
- Let me wait outside your office (e.g., in my car or outside) and contact me when it is time.
- Let me know how long the wait is likely to be, or if there is an unexpected delay.
- I might not notice when you call my name – please come over to me and gain my attention.
- Show me where to go.
- If I need to wait in the waiting room if possible, can you reduce the noise (e.g., radio, TV).
- If I need to wait in the waiting room if possible, can you dim the lights or allow for natural light.
- I need accommodations ahead of time.
(insert description):

All About ME



Meeting

There are some things you can do that will help us have a successful meeting. Select up to five items from each section that would be the most helpful for you.

During the visit:
<input type="checkbox"/> I don't need accommodations ahead of time.
<input type="checkbox"/> Allow me to bring someone, my service animal or an item that helps me stay calm.
<input type="checkbox"/> Generate a list with me of what needs to be done, and work with me to choose what should be done today during the meeting.
<input type="checkbox"/> Tell me what is likely going to happen during our visit (for example, first you talk, then you do an exam, then you tell me what you recommend).
<input type="checkbox"/> Tell me how long something is likely going to take.
<input type="checkbox"/> Let me take breaks if I need them.
<input type="checkbox"/> Write down a list of topics that you will discuss with me and point out when there is a change of topic.
<input type="checkbox"/> Use pictures as much as possible.
<input type="checkbox"/> Tell me about changes in plans as soon as possible.
<input type="checkbox"/> Don't ask me to look at you.
<input type="checkbox"/> Use natural light or turn off fluorescent lights if possible, or make the lighting dim.
<input type="checkbox"/> Find a quiet room or space?
<input type="checkbox"/> Please don't sit or stand close to me as this makes me feel uncomfortable.
<input type="checkbox"/> Explain what you are going to do before you do it (for example, if you need to touch me).
<input type="checkbox"/> If you are touching me use a firm, deep pressure (not a light touch).
<input type="checkbox"/> Be patient with me and use a calm voice.
<input type="checkbox"/> Avoid chitchat as it makes me feel uncomfortable.
<input type="checkbox"/> Check in and ask me, 'How I am doing?'
<input type="checkbox"/> Give me extra time to process things.
<input type="checkbox"/> If possible can I see, hear or feel before I have to respond.
<input type="checkbox"/> I need accommodations to help me stay calm. (insert description):

All About ME



Meeting

There are some things you can do that will help us have a successful meeting. Select up to five items from each section that would be the most helpful for you.

After the visit:	
<input type="checkbox"/> I don't need accommodations ahead of time.	
<input type="checkbox"/> Write out information I will need.	
<input type="checkbox"/> Write out detailed step-by-step instructions.	
<input type="checkbox"/> Use pictures as much as possible.	
<input type="checkbox"/> Model what I need to do.	
<input type="checkbox"/> Have someone help me schedule follow up visits, referrals, or tests.	
<input type="checkbox"/> If I need to go somewhere else in your facility show me how to get to those locations.	
<input type="checkbox"/> Follow up with me to make sure that I have done what needed to be done.	
<input type="checkbox"/> Give me a visual schedule of what I need to do.	
<input type="checkbox"/> Give me worksheets or a diary to track important information that you need.	
<input type="checkbox"/> I need accommodations ahead of time. (insert description):	

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