



Academic Autistic Spectrum Partnership in Research and Education;
www.aaspire.org www.autismandhealth.org

c/o Regional Research Institute
Portland State University

1600 SW 4th Avenue, Suite 00, Portland, OR 97201
tel 503 723-4040, fax 503 725-4180; www.rri.pdx.edu

September 17, 2016

Re: KC (DOB not recorded)

KC has used the Autism Healthcare Accommodations Tool (AHAT) with help from .

The attached report was custom generated from her responses to the AHAT survey. It includes recommendations for strategies and accommodations to facilitate care. Most of these suggestions can be implemented at no cost or low cost. We hope this information will make it easier for you and your staff to comply with Americans with Disabilities Act (ADA) requirements.

We recommend that you schedule an appointment to review the report with KC and, if appropriate, her supporters. Note: an extended visit or other longer time-slot may work best for this type of discussion.

Please also visit our website at www.autismandhealth.org for more information and resources about providing healthcare to adults on the autism spectrum.

noted that KC has difficulty scheduling appointments on her own. Please help her schedule an appointment. her contact information is in the report.

The ideas for strategies and accommodations listed in the report are only meant as starting points to a more in-depth discussion. Patients and supporters have been informed that these are only ideas and that they are not necessarily possible or helpful.

We greatly appreciate your efforts to provide high quality patient-centered care to adults on the autistic spectrum and hope you find the enclosed report useful.

Sincerely,

Christina Nicolaidis, MD, MPH Co-Director, Academic Autistic Spectrum Partnership in Research and Education

Professor and Senior Scholar in Social Determinants of Health, Portland State University

Adjunct Associate Professor of Medicine, Oregon Health & Science University

www.aaspire.org

Autism Healthcare Accommodations Report

Name: KC

Date of Birth: not recorded

The purpose of this report is to help you, your staff, and KC have more successful visits. Due to the heterogeneous nature of autism spectrum disorders (ASD), the information and recommendations in this report have been **custom generated** to be specific to KC.



I Information to Assist with Patient Communication

Receptive speech: She can usually understand spoken language well.

Expressive speech: Her ability to speak changes depending on the situation.

Alternatives to speech: She uses text-based alternatives to speech (text-based AAC, typing, written notes, iPhone app). She uses other signs, gestures, or behaviors.

Reading: She can read at a college level.

Writing: She can write or type at a college level.

Other important information about KC's communication.

- She may have difficulty communicating, even if her speech sounds fluent.
- She can write or type better than she can speak.
- She may have difficulty understanding tone of voice, facial expressions, or body language.
- Her ability to communicate varies depending on the situation.

To help KC better understand what you are saying.

- Be very concrete and specific.
- Write down important information or instructions.
- Focus only on the most important information.
- Be patient with her if she needs to ask a lot of questions.
- Give her time to process what has been said and check to make sure she is ready to move on.
- Try not to talk to her while there are other noises.

To help KC provide information more effectively.

- Ask very specific, concrete questions and avoid very broad questions.
 - Give her extra time to respond to questions.
 - Read written notes that she brings to visits.
 - If she seems confused, ask if she needs the question reworded.
 - Remind her that it is OK to not be 100% exact in her answers.
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II Other Recommendations to Help Visits Go Smoothly

- Let her take breaks if she needs them.
 - Be patient with her and use a calm voice.
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III Recommendations to Help KC with Tolerating Exams

- Explain what is going to be done before doing it.
- Tell her how long an exam or procedure is likely to take.
- Give her extra time to process things she needs to see, hear, or feel before she responds.

- When touching her, use firm, deep pressure if possible.
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IV Recommendations to Assist with Shared Decision Making

- Give her time to make a decision and communicate with you about it at a later time.
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V Recommendations to Help KC Comply with Recommendations

- Write out your assessment and plan.
 - Have office staff help her schedule follow-up visits, referrals, or tests.
 - Show or have someone show her how to get to other places in your office or medical center.
 - Provide her with a visual schedule of what she needs to do.
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VI Information to Help You Better Understand KC

- She may have difficulty recognizing or reporting pain or other symptoms.
- She may have difficulty recognizing bodily sensations such as hunger, the need to urinate, or pain.
- She may not look at you, but this does not mean she is not paying attention or is being dishonest.
- If she fidgets, moves around, flaps her arms, or makes other sounds or motions, it does not mean she is not paying attention.
- Try to remain patient if she becomes visibly upset, yells, or acts in an unusual way.
- She may have trouble processing more than one sense at a time, for example understanding what is said while looking at something.
- She may need physical or verbal prompts to do what you need her to do.

Strengths: “Solving problems, making connections, creating solutions to problems creatively, writing”

Interests: “Educating people on adults with autism, helping people, exercising/nutrition, neurology”

Anxiety or overload triggers: “Getting weighted, too much noise, bright lights, too many people talking at once, not having enough time to explain myself, fear of not being understood”

Ways that KC may show that she is anxious, upset, or overwhelmed: “Difficulty talking, stuttering, complete silence, yell, pace, increase in regular fidgeting, curl up”

Things that may help KC: “Deep pressure, a quiet place with low lights, giving me one direction at a time, letting me write to communicate, letting me know it’s ok if I need to pace or fidget more”

Information for Office Staff

Your staff may use the following information to help make visits more successful.



VII Recommendations for Setting Up an Appointment

- Give her a way to make appointments without using the telephone.
 - Schedule longer appointments if possible.
 - Notify her or her supporters as soon as possible if there is an unexpected change.
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VIII Recommendations to Help KC Tolerate the Wait

- Let her to wait in an exam room or other private area.
 - Let her to wait outside the office/clinic and contact her when it is time to enter the exam room.
 - Inform her or her supporters how long the wait is likely to be, and warn if there is an unexpected delay.
 - Show her where to go.
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IX Recommendations for Rooming KC

- Use natural light, or turn off fluorescent lights if possible, or make the lighting dim.
- Try to give her a quiet room.

 **Supporter Information**

Supporter Name	Relationship	Healthcare Role(s)	Contact Information
AC	Parent	assist with communication during visits; may have additional health information; help coordinate care	
WM	Spouse or domestic partner	assist with communication during visits; emergency contact	