



Academic Autistic Spectrum Partnership in Research and Education;  
[www.aaspire.org](http://www.aaspire.org) [www.autismandhealth.org](http://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](http://www.rri.pdx.edu)

September 12, 2015

Re: John Doe (DOB 1981-6-6)

John Doe has used the Autism Healthcare Accommodations Tool (AHAT).

The attached report was custom generated from his 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 John Doe and, if appropriate, his 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](http://www.autismandhealth.org) for more information and resources about providing healthcare to adults on the autism spectrum.

John Doe noted that he has difficulty scheduling appointments on his own. Please help him schedule an appointment. his contact information is in the report. John Doe also noted that he has difficulty with transportation. If your office has the resources to do so, please help him arrange medical transportation.

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](http://www.aaspire.org)

# Autism Healthcare Accommodations Report

Name: John Doe

Date of Birth: 1981-6-6

The purpose of this report is to help you, your staff, and John Doe 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 John Doe.

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## I Information to Assist with Patient Communication

**Receptive speech:** He can usually understand spoken language well.

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

**Alternatives to speech:** He uses text-based alternatives to speech (text-based AAC, typing, written notes, iPhone app).

**Reading:** He can read at a college level.

**Writing:** He can write or type at a college level.

**Telephone:** He cannot use the telephone.

### Other important information about John Doe's communication.

- He may have difficulty communicating, even if his speech sounds fluent.
- He often takes language too literally.
- He can write or type better than he can speak.

### To help John Doe better understand what you are saying.

- Use very precise language, even if it means using longer sentences or advanced vocabulary.
- Write down important information or instructions.
- Try not to talk to him while there are other noises.

### To help John Doe provide information more effectively.

- Read written notes that he brings to visits.
  - Give him examples of the types of things people may experience and ask him if he experiences them too.
  - Help him answer questions about time by linking to important events in his life.
- 



## II Other Recommendations to Help Visits Go Smoothly

- Tell him what is likely to happen during the visit.
  - Write down a list of topics discussed, and point out when there is a change of topic.
- 



## III Recommendations to Help John Doe with Tolerating Exams

- If possible, let him do a "trial run" of difficult exams or procedures.
  - Give him extra time to process things he needs to see, hear, or feel before he responds.
  - Let him use a signal to tell you that he needs a break.
- 



## IV Recommendations to Assist with Shared Decision Making

- Give him time to make a decision and communicate with you about it at a later time.

- Give him blunt and concrete examples of what would happen if he does not follow a recommendation.
- Direct him to detailed information or resources about his health conditions.



## V Recommendations to Help John Doe Comply with Recommendations

- Show pictures as much as possible.
- Have office staff help him schedule follow-up visits, referrals, or tests.



## VI Information to Help You Better Understand John Doe

- He may have difficulty recognizing bodily sensations such as hunger, the need to urinate, or pain.
- If he fidgets, moves around, flaps his arms, or makes other sounds or motions, it does not mean he is not paying attention.
- He may have trouble processing more than one sense at a time, for example understanding what is said while looking at something.

**Strengths:** “Recognizing patterns; programming computers”

**Interests:** “Transportation systems”

**Anxiety or overload triggers:** “Unexpected changes in plans”

**Ways that John Doe may show that he is anxious, upset, or overwhelmed:** “I may stim or rock more or may shut down and stop talking”

**Things that may help John Doe:** “A quiet area; clear explanations”

## Information for Office Staff

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

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### VII Recommendations for Setting Up an Appointment

- Give him a way to make appointments without using the telephone.
  - Provide information about the sequence of events that are likely to occur before and during the appointment.
  - Provide paperwork ahead of time so it can be filled out at home.
- 



### VIII Recommendations to Help John Doe Tolerate the Wait

- Let him to wait outside the office/clinic and contact him when it is time to enter the exam room.
  - Where possible, dim the lights or allow for natural lighting.
  - Rather than calling his name, get his attention in another way when it is time for him to see the provider.
- 



### IX Recommendations for Rooming John Doe

- Use natural light, or turn off fluorescent lights if possible, or make the lighting dim.
- 



### X Recommendations to Assist with Blood Draws

- Give him a detailed explanation of what will happen, including how many tubes of blood you will fill.

 **Supporter Information**

John Doe's **Healthcare Power/s of Attorney** is/are Sally Doe.

<b>Supporter Name</b>	<b>Relationship</b>	<b>Healthcare Role(s)</b>	<b>Contact Information</b>
Sally Doe	Spouse or domestic partner	assist with communication during visits; emergency contact	2345 NE Main Stret, Portland, OR, 97232, 503-345-2345, sally-doe@gmail.com
Jane Smith	Parent	main contact between visits; may have additional health information; help coordinate care	2342 SW Banes Blvd, Portland, OR, 92701, 503-234-4534, jane-smith@yahoo.com



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September 12, 2015

Re: Amy Doe (DOB 1967-2-2)

Amy Doe has used the Autism Healthcare Accommodations Tool (AHAT).

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 Amy Doe 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](http://www.autismandhealth.org) for more information and resources about providing healthcare to adults on the autism spectrum.

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

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# Autism Healthcare Accommodations Report

Name: Amy Doe

Date of Birth: 1967-2-2

The purpose of this report is to help you, your staff, and Amy Doe 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 Amy Doe.

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## I Information to Assist with Patient Communication

**Receptive speech:** She often has a hard time understanding what people say.

**Expressive speech:** She can speak, but often has a hard time saying what she wants to say.

**Alternatives to speech:** She uses picture-based alternatives to speech (picture-based AAC, picture boards, drawing).

**Reading:** She can read some words and short sentences.

**Writing:** She can write or type a little bit.

**Telephone:** She cannot use the telephone.

### Other important information about Amy Doe's communication.

- She can be involved in decisions about her healthcare, even though she has difficulty speaking.
- She often takes language too literally.

### To help Amy Doe better understand what you are saying.

- Use simple words and short sentences.
- Use diagrams, pictures, or models whenever possible.
- Ask her to repeat what you said in her own words.
- Give her time to process what has been said and check to make sure she is ready to move on.

### To help Amy Doe provide information more effectively.

- Ask very specific, concrete questions and avoid very broad questions.
  - Ask mostly yes and no questions when possible.
  - Show her lists of symptoms to choose from.
- 



## II Other Recommendations to Help Visits Go Smoothly

- Allow her to bring a person, animal, or item that helps her stay calm.
  - Tell her what is likely to happen during the visit.
  - Write down a list of topics discussed, and point out when there is a change of topic.
  - Let her take breaks if she needs them.
- 



## III Recommendations to Help Amy Doe with Tolerating Exams

- Show her equipment before using it.
- Warn her before touching her.
- 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.
- Let her use a signal to tell you that she needs a break.
- There may be times she needs anesthesia to tolerate a procedure.



#### IV Recommendations to Assist with Shared Decision Making

- Give her blunt and concrete examples of what would happen if she does not follow a recommendation.
  - Let her discuss her choices with a trusted individual before giving you an answer.
- 



#### V Recommendations to Help Amy Doe Comply with Recommendations

- Write out detailed, step-by-step instructions.
  - Explain medication instructions by showing her how much to take at each time of day.
  - Show or have someone show her how to get to other places in your office or medical center.
- 



#### VI Information to Help You Better Understand Amy Doe

- She may have difficulty recognizing or reporting pain or other symptoms.
- If she fidgets, moves around, flaps her arms, or makes other sounds or motions, it does not mean she is not paying attention.
- She may have strong negative reactions to smells found in medical environments.
- She may have trouble processing more than one sense at a time, for example understanding what is said while looking at something.
- She has trouble with balance, coordination, or fine motor skills.
- She has trouble controlling her body (e.g., starting, switching, or combining movements).

**Strengths:** “I am really good with numbers.”

**Interests:** “The number Pi, old movies, shiny things”

**Anxiety or overload triggers:** “Not knowing if the doctor is going to poke me with a needle.”

**Ways that Amy Doe may show that she is anxious, upset, or overwhelmed:** “I have a harder time talking. Sometimes if it gets really bad, I run out of the office.”

**Things that may help Amy Doe:** “Telling me in advance what will happen. Playing on my iPad by myself.”

## Information for Office Staff

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

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### VII Recommendations for Setting Up an Appointment

- Schedule longer appointments if possible.
  - Provide information about the sequence of events that are likely to occur before and during the appointment.
  - Give pictures of the office or staff, or allow her or her supporters to take pictures.
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### VIII Recommendations to Help Amy Doe Tolerate the Wait

- Let her to wait in an exam room or other private area.
  - Show her where to go.
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### IX Recommendations to Assist with Blood Draws

- Use a numbing spray or cream.
- Be patient and use a calm voice.
- Give her plenty of advance warning, so that she can prepare herself emotionally.
- Do not give a warning immediately before inserting the needle.
- Give her something to distract her attention.

 **Supporter Information**

Amy Doe's **Guardian/s** is/are Samantha Doe.

<b>Supporter Name</b>	<b>Relationship</b>	<b>Healthcare Role(s)</b>	<b>Contact Information</b>
Jane Smith	Professional care-giver	responsible for majority of communication during visits; main contact between visits; help coordinate care	111 Brown Street, Portland, OR, 97232, 503-342-2345, jane@gmail.com
Samantha Doe	Parent	emergency contact; may have additional health information	432 Central Ave, Caldwell, NJ, 07006, 201-226-8122, samantha123@yahoo.com