



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

c/o Regional Research Institute
Portland State University

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July 7, 2021

Re: JD (DOB 1953-1-1)

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

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 JD 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 for more information and resources about providing healthcare to adults on the autism spectrum.

AD noted that JD has difficulty scheduling appointments on his own. Please help him schedule an appointment. his 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

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Adjunct Associate Professor of Medicine, Oregon Health & Science University

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Autism Healthcare Accommodations Report

Name: JD

Date of Birth: 1953-1-1

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

I Information to Assist with Patient Communication

Receptive speech: He can usually understand spoken language well.

Expressive speech: He can speak, but often has a hard time saying what he wants to say.

Reading: He can read at a basic level.

Writing: He can write or type a little bit.

Other important information about JD's communication.

- He may have difficulty communicating, even if his speech sounds fluent.
- He can be involved in decisions about his healthcare, even though he has difficulty speaking.
- His ability to communicate varies depending on the situation.

To help JD better understand what you are saying.

- Use simple words and short sentences.
- Use diagrams, pictures, or models whenever possible
- Avoid medical words.
- Ask him to repeat what you said in his own words.
- Write down important information or instructions.
- Focus only on the most important information.
- Try not to talk to him while there are other noises.

To help JD provide information more effectively.

- Ask very specific, concrete questions and avoid very broad questions.
- Ask mostly yes and no questions when possible.
- Give him extra time to respond to questions.
- Give him examples of the types of things people may experience and ask him if he experiences them too.
- Remind him that it is OK to not be 100% exact in his answers.

II Other Recommendations to Help Visits Go Smoothly

- Tell him what is likely to happen during the visit.
- Tell him about changes in plans as soon as possible.
- Be patient with him and use a calm voice.

III Recommendations to Help JD with Tolerating Exams

- Explain what is going to be done before doing it.
- Tell him how long an exam or procedure is likely to take.
- Warn him before touching him.
- Give him extra time to process things he needs to see, hear, or feel before he responds.
- Ask him from time to time if he is able to handle the pain or discomfort.

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.
 - Let him discuss his choices with a trusted individual before giving you an answer.
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V Recommendations to Help JD Comply with Recommendations

- Show pictures as much as possible.
 - Explain medication instructions by showing him how much to take at each time of day.
 - If possible, offer an alternative to pills, such as a liquid form of a medication.
 - Have office staff help him schedule follow-up visits, referrals, or tests.
 - Have office staff contact him or his supporters after the visit to make sure that he has been able to follow your instructions.
 - Provide him with a visual schedule of what he needs to do.
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VI Information to Help You Better Understand JD

- Try to remain patient if he becomes visibly upset, yells, or acts in an unusual way.
- He may have trouble processing more than one sense at a time, for example understanding what is said while looking at something.
- Using restraints may make things worse for him. Please work with him during a calm time to find alternatives to restraints.

Strengths: “Drawing, puzzles, helping with chores and tasks”

Interests: “Puzzles and toy trucks”

Anxiety or overload triggers: “Bright lights, when there is commotion, lots of noise”

Ways that JD may show that he is anxious, upset, or overwhelmed: “He pauses often, will try to look out a window”

Things that may help JD: “Giving him privacy when possible, dimming bright lights, putting him in a room with a window”

Information for Office Staff

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

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.
 - Notify him or his supporters as soon as possible if there is an unexpected change.
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VIII Recommendations to Help JD Tolerate the Wait

- Where possible, turn off anything that makes noise in the waiting room, such as TVs or radios.
 - Where possible, dim the lights or allow for natural lighting.
 - Inform him or his supporters how long the wait is likely to be, and warn if there is an unexpected delay.
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IX Recommendations for Rooming JD

- Use natural light, or turn off fluorescent lights if possible, or make the lighting dim.
 - Try to give him a quiet room.
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X Recommendations to Assist with Blood Draws

- Review planned tests for necessity. Group tests together to minimize the number of blood draws.
- Be patient and use a calm voice.
- Tell him just before you insert the needle into the skin.
- Give him something to distract his attention.

 **Supporter Information**

JD's **Guardian/s** is/are AD.

JD's **Healthcare Power/s of Attorney** is/are AD.

Supporter Name	Relationship	Healthcare Role(s)	Contact Information
AD	Parent	emergency contact; may have additional health information; help coordinate care	123 Road, Ewing , NJ, 12345 AD123@email.com