



Autism Passport

This booklet is to help you get to know me. It will tell you about my strengths and support needs. When people understand what I need and how I work best I can focus well and work towards my potential. I'm sure we can have lots of fun in class together.

Autism is a lifelong neurological difference, and like all autistic people, I have a brain that is physically structured differently to most people. This means we experience the world differently to our non-autistic peers, have a different communication style and may have different support needs, learning styles and motivators.

When autistic people like me become overloaded (which might be due to sensory dysregulation, social anxiety, a sudden change, emotional dysregulation, a combination of these or other stressful factors) we might hit a crisis point. Autistic crisis points are neurological events in the brain and are not something over which we have control. These crisis points are meltdowns, shutdowns, and elopement.

Meltdowns may involve crying, screaming, shouting, self-injurious behaviour or lashing out at objects or other people. They might look like 'tantrums' but are not the same and are not something autistic people have any control over.

Shutdowns may involve freezing to the spot, lying down on the floor, being unable to speak or only being able to answer in very short sentences. Shutdowns can look like the autistic person is being 'rude', 'shy' or 'stubborn' but we are genuinely in distress and unable to 'snap out of it'.

Elopement may involve running away or trying to escape an overwhelming situation. Elopement can seem like an autistic person being 'naughty' or 'silly' but we are literally unable to stay in the current situation and have an overwhelming need to get to safety. Sometimes this is to avoid having a meltdown or shutdown in front of other people.

Many crisis points can be avoided with the right supports in place.

1. My name and school year:

2. Things I might struggle with/that might bring me to crisis point (e.g. certain sensory input, anxiety over my work, a change to routine, a friend being off school etc.):



3. How to spot I am starting to become distressed/overwhelmed/anxious/overloaded (e.g., fidgeting more than usual, chewing on lip, rocking back and forth, volume of voice getting louder or quieter, picking at skin, being self-critical etc.):

4. What can be done to help avoid a crisis point when I show signs of distress (e.g., allowing me space, giving me access to a quiet room, practising deep breathing, stroking something soft, singing a favourite song, access to stim toys, deep pressure etc.):

5. What hitting a crisis point typically looks like for me (e.g., smacking my forehead, crying, shouting, swearing, going very quiet, running away, lashing out at others etc.):



6. What should be done if I reach a crisis point and I have a meltdown, shutdown, or elopement (e.g., allowing space, sitting nearby until it has passed, using soothing language (give examples), giving reassurance I am not in trouble etc.):

7. What sensory input is pleasing/calming for me (e.g., coloured lights, singing, soft fleece, a particular perfume, rocking, spinning, squishing Playdough etc.):

8. Things in which I am interested/things that make me happy (e.g., walking in nature, dinosaurs, Minecraft, things that spin, Lego, horses, space, trains, A.A. Milne, shiny rocks, football etc.):



9. What are some awesome things about me (e.g., great at art, really kind, know loads of funny jokes, good with numbers, brilliant memory, generous, confident, know all about the ocean etc.):