

MAKING THE MOST OF PARTICIPANT PROFILES



Creating a participant profile, also known as an “all about me” sheet helps capture and share information between coaches, leaders, and supports.



EXAMPLES OF QUESTIONS TO DISCUSS AND WHAT INSIGHTS CAN BE DISCOVERED - SEE PAGE 2

- **How do you communicate?** *Some neurodivergents may become selectively mute in times of distress and have other ways to communicate such as signing. Likewise, the noisier and busier the sensory environment is, the less likely they are to be able to identify and respond to verbal instructions. Knowing what works best and how to coach from the sidelines effectively can save a lot of mixed messages and meltdowns on the field.*
- **What are your other interests?** *These can be used to build up rapport, facilitate building team bonds, and redirect attention to calm.*
- **What things may cause you distress?** *Are you more likely to struggle with certain sensory inputs, or find certain behaviours from others harder to manage?*
- **What motivates you?** *Do you want to be seen as a team player or are you here to have fun, perhaps you need to break social isolation or build up physical habits that can support your overall mental health and wellbeing.*
- **How do you prefer to be encouraged?** *Do you like verbal praise or does it cause discomfort, would you prefer quiet tangible rewards like stickers towards a goal?*
- **How do you know when you're agitated or upset?** *Not everyone shows they're struggling in the same way, knowing which signs to look out for can help coaches and leaders to be proactive in their approaches and get the game back on track sooner.*
- **How do you redirect yourself when you are getting agitated?** *Many neurodivergents have worked with multiple therapists and supports to help identify and implement ways to self-regulate. This is a skill that takes years to perfect and often needs adjusting to meet the situation at hand. Knowing what these may be and how to help your participant use them can help reinforce skills growth while easing distress & building up confidence.*
- **Do you exhibit any stimming behaviours?** *These are repetitive self-soothing behaviours that may look different to others but allow the participant to self-regulate and stay calm and engaged. You may need to help team mates understand what these are and why they may help the participant.*



TIPS ON USING THE ALL ABOUT ME FORM - SEE PAGE 3

- Depending on the participants age and comfort levels you may be able to work 1-1 or in a group setting to find out more about who they are and what helps them to thrive. Or you may need to work with their carers and supports. Collaboration and non-judgmental communication can make it easier.
- The form itself is only part of the overall discussion. You can use the examples above to start the conversation and discussion. From the discussion notes you can then simplify and summarize the information.
- The “all about me” should focus on the key information - those things that will make most difference to the participant & team.
- Keep it concise & clear - if it takes too long to read it won't be.
- Remember this is a living document - it needs to be updated as the participant develops.



An Australian Government Initiative

The 'Active Inclusion' initiative is funded by the Australian Government Department of Social Services (DSS) through the Information Linkages and Capacity Building (ILC) Social and Community Participation (SCP) grant. It is made possible through the ongoing efforts of the MCCG Autism Centre in partnership with COMPS ACT.

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DISCUSSING NEED'S & SUPPORTS



Participants Name: _____

Date Completed: _____

How do you communicate?

What things may cause you distress?

What motivates you?

How do you prefer to be encouraged?

How do you know when you're agitated or upset?

How do you redirect yourself when you are getting agitated?

Do you exhibit any stimming behaviors?

What questions or concerns do you have?



ALL ABOUT ME!

MY NAME IS

[Blank space for name]

[Blank space for appearance]

I LOOK LIKE THIS

[Blank space for team]

MY TEAM

[Blank space for quick contacts]

QUICK CONTACTS

[Large blank space for favorite things and things I don't like]

THINGS I DONT LIKE

MY FAVORITE THINGS

SIGNS I'M OVERWHELMED

[Blank space for signs of overwhelm]

HOW I LEARN & COMMUNICATE BEST

[Blank space for learning and communication preferences]

[Blank space for how to work through it]

HOW I WORK THROUGH IT

[Blank space for motivation]

MY MOTIVATION

WHAT'S IMPORTANT TO ME

[Blank space for important things]

[Blank space for safe people on the team]

MY SAFE PEOPLE ON THE TEAM



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