

Worksheet

Creating Meaningful Faith Formation Opportunities for Children and Youth with Autism Spectrum Disorders

Foundational Information	
Name of Child	
Identify the context of the faith routine (home, Mass, faith community, CRE class, world, other).	
Identify and describe the routine.	
Is the routine developmentally appropriate for the child?	
What interpersonal/learning supports might be helpful?	
Key Criteria (Relational, Experiential, Affective)	
Relational: Who are the faith partners that will be a part of this routine (e.g., who will the child be directly interacting with)?	
Experiential: How is the routine experiential? <ul style="list-style-type: none"> • Seeing • Doing • Listening • Talking 	
Affective: How is this routine affect-based? (i.e., what emotions might be evoked? Ex: happy, sad, angry, silly, proud, anxious, curious, hopeful, grateful, joyous, delighted, awestruck)	
Other Considerations	
What core catechetical and/or ministerial theme(s) might this routine reflect? (e.g., ministries of Worship, Word, Witness, Welfare)	
What parallel routine/ritual/practice correlates to the liturgy of the Mass (if applicable)?	