

My Appointment, My Way

A friendly, flexible guide for autistic children
and the grown-ups who support them



GET READY

My needs matter

ASK FOR SUPPORT

My needs matter

REST AFTER

My needs matter

This guide is for you.

An appointment might be at a doctor, dentist, clinic, school or another place. You can look at these pages, draw, point or ask someone to read with you. You can skip any part. Your grown-up can help explain what will happen and listen to what you need.

Before the appointment

Knowing what to expect can make a new place feel more familiar.



Explain the plan in clear steps

Tell me where we are going, who will be there, why we are going and what might happen. Use a photo, simple words, a social story or picture steps that work for me.

Pack what helps

I might bring ear defenders, a comfort item, something to fidget with, water, a visual card or a list of questions.

Ask ahead if useful

My grown-up can ask about waiting, quieter spaces, accessibility or any support the appointment team can offer.

What would I like to know before we go?

- | | |
|--|--|
| ☐ Who will be there? | ☐ How long might I wait? |
| ☐ What could they ask me? | ☐ Can I bring a comfort item? |
| ☐ Where can I take a break? | ☐ What happens after? |

Something I want my grown-up to know:

MY PLAN

My appointment plan

Fill this in together, draw it or add pictures.

I get to understand the plan

My grown-up can explain the reason for the appointment in words that make sense to me. I can ask questions, and it is okay if I need the information more than once.

I am going to:

I am going with:

We will travel by:

Afterwards we will:

My appointment in four steps

FIRST

Get ready

NEXT

Travel there

THEN

Talk together

LAST

Leave and rest

My pause or help signal is:

Grown-up job

My grown-up can tell the appointment team what helps me communicate, wait and feel more comfortable.

One question I want to ask:

Arriving and waiting

A waiting room can feel different from the places I know.



When we arrive

My grown-up can tell me where to check in and what will happen while we wait. If I need more time, space or help, I can show or tell them.

Waiting can change

The appointment might start later than planned. My grown-up can explain what is happening and show me what comes next.

I can make a waiting plan

I could sit somewhere quieter, look at a book or picture, use headphones, fidget or wait outside with my grown-up if that is safe.

What could help me while I wait?

- | | |
|--|---|
| ☐ Know who will call me | ☐ Know where the toilet is |
| ☐ Use a quiet space | ☐ Use my headphones |
| ☐ Have something to do | ☐ Ask how much longer |

If my name is called

My grown-up can tell me it is our turn and help me know where to go. I do not have to respond in a particular way or rush.

I can communicate

I can share what I need using the way that works best for me.



I can communicate in different ways

I might speak, point, show a picture, use AAC, sign, write, gesture or ask my grown-up to help. I do not have to make eye contact to be listened to.

I can ask or show...

- | | |
|---|--|
| ☐ Please explain that again | ☐ I do not know |
| ☐ I need more time | ☐ I feel worried |
| ☐ That hurts / feels uncomfortable | ☐ I need a break |
| ☐ Please tell me before you touch | ☐ Can my grown-up help me answer? |

My grown-up can help

They can share information I find hard to say and check that the appointment team has understood me.

Questions are welcome

I can ask what a tool is for, what will happen next or whether there is another way to do something.

Something I want the appointment person to know:

During the appointment

I can ask for information and support as we go.

One step at a time

The appointment person can explain one step before it happens and give me time to understand. My grown-up can ask them to slow down, use simpler words or show me what they mean.

Things that may help me feel more comfortable:

- | | |
|---|---|
| ☐ See an item before it is used | ☐ Hear a short explanation first |
| ☐ Sit or stand where I feel okay | ☐ Keep a comfort item with me |
| ☐ Have my grown-up nearby | ☐ Take a short pause |
| ☐ Use a visual choice | ☐ Ask what is needed today |

I can tell someone how I feel

I can tell or show my grown-up if something hurts, feels scary, confusing or too much. They can help me explain and ask about the choices available.

Before a new step

My grown-up can help me ask: "What will happen next?" or "Can you explain before you begin?"

If I need more time

My grown-up can talk with the appointment person about a pause or a different way to continue, if that is possible for this appointment.

If it feels like too much

My feelings and body signals are important information.



My signal can be words or actions

I can say or show PAUSE, HELP or FINISHED. I can point to a picture, use AAC, gesture, move closer to my grown-up or communicate another way.

My grown-up can help by...

- | | |
|---|--|
| ☐ Using fewer words | ☐ Giving me time to answer |
| ☐ Finding a quieter space | ☐ Explaining one step at a time |
| ☐ Helping me show what hurts | ☐ Asking about a pause |

Helpful grown-up words

"We can pause." "You can show me what feels hard." "Would you like me to ask a question for you?" Then wait and listen.

Please remember

I am not being difficult if I need support. My grown-up can talk with the appointment team about what is needed today and the choices available.

After the appointment

I can take time to recover before talking about what happened.



Afterwards can be part of the plan

I might need quiet, less talking, a familiar activity or time with my comfort item. My grown-up can remind me of any next steps when I am ready.

One thing I want to remember for next time:

Something that helped me:

A note for grown-ups

Share useful support needs with the appointment team in advance when possible. Explain procedures honestly in child-friendly language, respect the child's communication and arrange a pause or adjustment where you can.

The goal is for the child to be heard, understood and supported.