
Professional Certificate in Advocacy Studies for Autism Spectrum Disorder

Advocacy Ethics and Standards

****ABA (Applied Behavior Analysis):**** ABA is a evidence-based therapy that focuses on improving specific behaviors, such as social skills, communication, and adaptive living skills, through the use of positive reinforcement and other behavioral principles. Related terms include: positive reinforcement, behavioral principles, discrete trial training, and verbal behavior. ABA is a widely accepted and effective treatment for Autism Spectrum Disorder (ASD), and is often used as a foundation for other therapeutic approaches.

****Advocacy:**** Advocacy is the process of actively supporting and promoting the rights, needs, and interests of individuals or groups, with the goal of creating positive change. Related terms include: self-advocacy, systems advocacy, and legislative advocacy. Advocacy can take many forms, including education, awareness-raising, and direct action. In the context of ASD, advocacy may involve promoting the rights and needs of individuals with ASD, challenging stereotypes and discrimination, and working to improve access to services and supports.

****Adversity:**** Adversity refers to difficult or challenging circumstances, such as poverty, discrimination, or trauma, that can negatively impact an individual's well-being and development. Related terms include: resilience, coping, and adversity-related disorders. Adversity can have a particularly significant impact on individuals with ASD, who may be more vulnerable to the effects of stress and trauma.

****Assessment:**** Assessment is the process of evaluating an individual's strengths, needs, and abilities, in order to inform the development of an individualized plan of support. Related terms include: diagnostic assessment, functional behavior assessment, and psychoeducational assessment. Assessment is an ongoing process, and may involve the use of a variety of tools and techniques, including interviews, observations, and standardized tests.

****Autism Spectrum Disorder (ASD):**** ASD is a neurodevelopmental disorder that affects communication, social interaction, and behavior. Related terms include: Autism, Asperger's Syndrome, and Pervasive Developmental Disorder. ASD is a complex and heterogeneous condition, with a wide range of symptoms and severity. There is no known cause or cure for ASD, but early intervention and appropriate supports can significantly improve outcomes.

****Behavioral Principles:**** Behavioral principles are the fundamental concepts and techniques of Applied Behavior Analysis (ABA), which include positive reinforcement, negative reinforcement, punishment, and extinction. Related terms include: reinforcement schedule, shaping, and chaining. Behavioral principles are used to modify and shape behavior, and to promote the development of new skills.

****Challenging Behavior:**** Challenging behavior refers to behavior that is disruptive, harmful, or interferes with an individual's ability to function in daily life. Related terms include: maladaptive behavior, problem behavior, and self-injurious behavior. Challenging behavior can be a significant obstacle for individuals with ASD, and can be difficult to manage and address.

****Communication:**** Communication is the process of exchanging information, ideas, and emotions through the use of language, gestures, and other forms of expression. Related terms include: verbal communication, nonverbal communication, and augmentative and alternative communication (AAC). Communication is a fundamental skill for social interaction, and can be a significant challenge for individuals with ASD.

****Compliance:**** Compliance refers to the degree to which an individual follows rules, instructions, or expectations. Related terms include: noncompliance, resistance, and oppositional behavior. Compliance can be a challenge for individuals with ASD, who may have difficulty understanding and following rules, or may resist authority figures.

****Cultural Competence:**** Cultural competence is the ability to understand, respect, and effectively interact with individuals from diverse cultural backgrounds. Related terms include: cultural humility, cultural sensitivity, and cultural responsiveness. Cultural competence is an important consideration in the provision of services and supports for individuals with ASD, who may come from a wide range of cultural backgrounds.

****Disability:**** Disability is a physical, cognitive, or developmental condition that limits an individual's ability to function in daily life. Related terms include: impairment, limitation, and accommodation. Disability is a complex and multifaceted concept, and can have a significant impact on an individual's well-being and development. In the context of ASD, disability may refer to the challenges and limitations associated with the condition, as well as the social and environmental factors that can exacerbate these challenges.

****Diversity:**** Diversity refers to the variety of differences and similarities that exist among people, including race, ethnicity, culture, gender, sexual orientation, age, and ability. Related terms include: inclusion, equity, and social justice. Diversity is an important consideration in the provision of services and supports for individuals with ASD, who may come from a wide range of backgrounds and experiences.

****Empowerment:**** Empowerment is the process of giving individuals the resources, knowledge, and skills they need to take control of their own lives and make informed decisions. Related terms include: self-determination, self-efficacy, and autonomy. Empowerment is an important goal in the provision of services and supports for individuals with ASD, who may have limited control over their own lives and decisions.

****Evidence-Based Practice:**** Evidence-based practice (EBP) is the use of research-based interventions and strategies to inform the provision of services and supports. Related terms include: best practices, research-based, and evidence-based. EBP is an important consideration in the provision of services and supports for individuals with ASD, as it ensures that interventions are effective and based on the best available evidence.

****Executive Functioning:**** Executive functioning refers to a set of cognitive skills that are necessary for goal-directed behavior, including planning, organization, initiation, and self-regulation. Related terms include: working memory, cognitive flexibility, and inhibitory control. Executive functioning can be a significant challenge for individuals with ASD, who may have difficulty with planning, organization, and self-regulation.

****Functional Behavior Assessment (FBA):**** FBA is a process of evaluating an individual's behavior in order to identify the underlying causes and functions of the behavior. Related terms include: antecedent, behavior,

and consequence. FBA is an important tool in the development of effective interventions for challenging behavior, as it helps to identify the specific triggers and motivations for the behavior.

****Inclusion:**** Inclusion is the practice of ensuring that all individuals have equal access to opportunities, resources, and services, regardless of their abilities, backgrounds, or experiences. Related terms include: diversity, equity, and social justice. Inclusion is an important goal in the provision of services and supports for individuals with ASD, who may be at risk of exclusion and marginalization.

****Individualized Education Program (IEP):**** An IEP is a written plan that outlines the special education and related services that a student with a disability will receive in school. Related terms include: special education, related services, and least restrictive environment (LRE). IEPs are developed through a collaborative process involving the student, parents, and school personnel, and are reviewed and updated on an annual basis.

****Least Restrictive Environment (LRE):**** LRE is a principle of special education that requires that students with disabilities be educated in the least restrictive environment that is appropriate for their needs. Related terms include: inclusion, mainstreaming, and segregation. LRE is an important consideration in the provision of special education services, as it ensures that students with disabilities have the opportunity to interact and learn with their non-disabled peers.

****Legislative Advocacy:**** Legislative advocacy is the process of influencing the development and implementation of laws and policies through direct action and engagement with policymakers. Related terms include: lobbying, advocacy, and public policy. Legislative advocacy is an important tool in the promotion of the rights and needs of individuals with ASD, who may be affected by laws and policies related to education, healthcare, and social services.

****Maladaptive Behavior:**** Maladaptive behavior refers to behavior that is disruptive, harmful, or interferes with an individual's ability to function in daily life. Related terms include: challenging behavior, problem behavior, and self-injurious behavior. Maladaptive behavior can be a significant obstacle for individuals with ASD, and can be difficult to manage and address.

****Negative Reinforcement:**** Negative reinforcement is a behavioral principle in which a behavior is strengthened by the removal of an aversive stimulus. Related terms include: positive reinforcement, punishment, and extinction. Negative reinforcement is used to modify and shape behavior, and to promote the development of new skills.

****Neurodiversity:**** Neurodiversity is the concept that differences in the brain and nervous system, such as those associated with Autism Spectrum Disorder (ASD), are normal and valuable variations in the human population