
Professional Certificate in Advocacy Studies for Autism Spectrum Disorder

Supporting Individuals with ASD in Education

****ABA (Applied Behavior Analysis):**** ABA is an evidence-based therapy that focuses on improving socially significant behaviors in individuals with ASD. It is based on the principles of learning theory and involves systematic instruction, positive reinforcement, and data-driven decision making. Related terms include: discrete trial training, verbal behavior, and early intensive behavioral intervention.

****Accommodations:**** In the context of education, accommodations refer to changes in the way tasks are presented or completed to reduce barriers for individuals with ASD. Examples include: extended time on tests, use of technology, and visual aids. Related terms include: modifications, assistive technology, and universal design for learning.

****Asperger's Syndrome:**** Asperger's Syndrome is a now outdated term used to describe a form of ASD characterized by average to above average intelligence, difficulties with social interaction and nonverbal communication, and restricted interests and repetitive behaviors. It is now included under the umbrella diagnosis of ASD in the DSM-5.

****Autism Spectrum Disorder (ASD):**** ASD is a neurodevelopmental disorder characterized by difficulties in social communication and interaction, and the presence of restricted interests and repetitive behaviors. It is a spectrum disorder, meaning that it affects individuals to varying degrees and in unique ways.

****Behavioral Phenotype:**** A behavioral phenotype refers to the pattern of behavioral characteristics that are commonly associated with a particular genetic disorder, such as ASD.

****Challenging Behaviors:**** Challenging behaviors refer to behaviors that interfere with an individual's ability to learn and function in their environment. In individuals with ASD, challenging behaviors may include: aggression, self-injury, and property destruction.

****Circle of Friends:**** A circle of friends is a group of students who provide support and encouragement to an individual with ASD. The group is typically made up of peers and may be facilitated by a teacher or other school staff member.

****Co-occurring Conditions:**** Co-occurring conditions refer to the presence of one or more additional disorders in an individual with ASD. Common co-occurring conditions include: ADHD, anxiety, and depression.

****Communication Supports:**** Communication supports refer to strategies and tools used to help individuals with ASD communicate effectively. Examples include: visual schedules, communication boards, and assistive technology.

****Differential Diagnosis:**** A differential diagnosis is the process of distinguishing between two or more conditions that have similar symptoms. In the context of ASD, a differential diagnosis may be used to

distinguish ASD from other developmental disorders, such as ADHD or intellectual disability.

****Discrete Trial Training (DTT):**** DTT is a teaching method used in ABA to break down skills into small, discrete steps and teach them through a series of repetitive trials.

****Early Intensive Behavioral Intervention (EIBI):**** EIBI is a form of ABA that is delivered intensively (20-40 hours per week) to young children with ASD. It is typically delivered in the home and focuses on building foundational skills in areas such as: communication, social interaction, and self-help.

****Echolalia:**** Echolalia is the repetition of words or phrases that have been heard previously. It is a common characteristic of ASD and can serve a variety of functions, such as: requesting, commenting, and protesting.

****Executive Functioning:**** Executive functioning refers to a set of cognitive skills that are necessary for goal-directed behavior, such as: planning, organization, and self-regulation. Individuals with ASD may have difficulties with executive functioning.

****Inclusion:**** Inclusion refers to the practice of educating students with disabilities in general education classrooms. Related terms include: least restrictive environment and mainstreaming.

****Individualized Education Program (IEP):**** An IEP is a legal document that outlines the special education services and supports that will be provided to an student with a disability. It is developed by a team of educators, parents, and the student (when appropriate) and is reviewed and updated annually.

****Joint Attention:**** Joint attention refers to the shared focus of two individuals on an object or event. It is an important skill for social interaction and communication and may be delayed in children with ASD.

****Least Restrictive Environment (LRE):**** LRE refers to the educational setting that is most similar to a general education classroom and that can meet the needs of an student with a disability.

****Modifications:**** In the context of education, modifications refer to changes in the content or expectations of a task to reduce barriers for individuals with ASD. Examples include: simplifying language, reducing the number of problems on a test, and providing additional visual aids.

****Neurodiversity:**** Neurodiversity is the concept that differences in brain function and behavior, such as those seen in ASD, are normal variations in the human population. It emphasizes the importance of accepting and valuing these differences rather than trying to "fix" or "cure" them.

****Occupational Therapy (OT):**** OT is a therapy that focuses on helping individuals with ASD develop the skills necessary for daily living, such as: dressing, feeding, and grooming. It may also address sensory integration issues and fine motor skills.

****Pervasive Developmental Disorder (PDD):**** PDD is a now outdated term used to describe a group of disorders that are characterized by delays in social interaction, communication, and play. It is now included under the umbrella diagnosis of ASD in the DSM-5.

****Positive Behavior Support (PBS):**** PBS is a approach to addressing challenging behaviors that focuses on

teaching new, replacement behaviors and modifying the environment to support the individual. It is based on the principles of ABA and is individualized to meet the needs of the person.

****Regression:**** Regression refers to the loss of previously acquired skills. In the context of ASD, regression may occur in areas such as: language, social interaction, and play.

****Restricted Interests:**** Restricted interests refer to intense, focused interests in specific topics or objects. They are a common characteristic of ASD and can interfere with social interaction and learning.

****Sensory Integration:**** Sensory integration refers to the ability to process and organize information from the senses in order to respond appropriately to the environment. Individuals with ASD may have difficulties with sensory integration, which can result in sensory seeking or avoidance behaviors.

****Social Narratives:**** Social narratives are short stories that describe social situations and expectations. They are often used as a teaching tool for individuals with ASD to help them understand and navigate social interactions.

****Speech-Language Therapy (SLT):**** SLT is a therapy that focuses on improving communication skills in individuals with ASD. It may address areas such as: articulation, language, and pragmatics (social use of language).

****Stimming:**** Stimming refers to repetitive, self-stimulatory behaviors, such as: hand-flapping, rocking, and spinning. These behaviors are common in individuals with ASD and may serve a variety of functions, such as: self-regulation, self-calming, and communication.

****Transitions:**** Transitions refer to the changes that occur between activities or environments. Individuals with ASD may have difficulty with transitions due to changes in routine, uncertainty, or sensory issues.

****Universal Design for Learning (UDL):**** UDL is an educational framework that aims to create inclusive classrooms by providing multiple means of representation, expression, and engagement. It is based on the principles of flexibility, accessibility, and inclusivity.

****Visual Schedules:**** Visual schedules are visual representations of daily routines and activities. They are often used as a teaching tool for individuals with ASD to help them understand and anticipate what is happening next.

****Vocal Stimming:**** Vocal stimming refers to repetitive, self-stimulatory vocalizations, such as: humming, repeating words or phrases, and making animal noises. These behaviors are common in individuals with ASD and may serve a variety of functions, such as: self-regulation, self-calming, and communication.

****Wraparound Services:**** Wraparound services are a team-based approach to addressing the needs of individuals with complex disabilities. They involve the coordination of multiple services and supports, such as: education, mental health, and social services, to create a comprehensive plan of care.