

## Glossary

The National Professional Development Center for Autism has published a report in which it identifies evidence-based practices. Within the glossary, you will note an \* (asterisk) next to the practices that have been identified within that report. Please visit <http://autismpdc.fpg.unc.edu/content/ebp-update> to download the full report.

**Adapted Physical Education (APE):** A program that provides instruction to meet individual student needs in the development of motor skills, physical fitness, and self-image.

**Advocate:** A person that works for the rights and needed services of a disabled individual. That person can be the parent, guardian, or a professional.

**Antecedent based intervention\*:** Modification of situational events that typically precede the occurrence of a target behavior.

**Applied Behavior Analysis (ABA):** An evidence-based treatment for individuals with autism that utilized positive reinforcement to encourage positive behavior while at the same time reducing interfering behaviors. ABA can also help children and adults learn new skills.

**Assessment:** An assessment provides an accurate and thorough understanding of a child's strengths and weaknesses. There are several tests used to determine cognition/developmental level, social and emotional skill, sensory regulation, motor skills, behavior, play/leisure activities, pre-academic/academic skills, self-help, independent living skills, and community based skills. The results of the assessment are integrated into the IFSP and IEP.

**Assessment Team:** A team that gathers information for decision-making. In addition to parents, this team can include Psychologist, Speech Therapist, Adapted Physical Education Specialist, Nurse, Family Facilitator, Teacher and Administrator.

**Auditory Integration Training:** The presentation of modulated sounds through headphones in an attempt to retrain an individual's auditory system.

**Augmentative & Alternative Communication device:** Use of high or low tech device to assist with communication.

**Board Certified Behavior Analyst (BCBA):** A credentialed professional who has specific training and expertise in the analysis and treatment of behaviors.

**Case Manager:** The primary person responsible for coordinating a child's services; works in partnership with the family and providers of special programs.

**Child Find:** A federal program that requires states to actively identify children, birth to age 21, with developmental disabilities or who are at risk for developmental disabilities, focusing on individuals not enrolled in school programs.

**Cognitive/Cognition:** Term that describes the mental process people use for remembering, reasoning, understanding and using judgment.

**Cognitive Behavioral Intervention\*:** instructions on management or control of thoughts that lead to changes in behavior.

**Comprehensive Behavioral Treatment for Young Children:** A combination of applied behavior analytic procedures that are delivered to young children.

**Curriculum:** A master teaching plan in which the specific features reflect the skills, tasks, and behaviors that a school or program had decided are important for children to acquire.

**Developmental Relationship-Based Treatment:** A combination of procedures based on developmental theory and emphasize the importance of building social relationships (e.g. the Denver Model, Relationship Development Intervention, Responsive Teaching).

**Diagnostic and Statistical Manual, 5th edition (DSM-V):** Most recent version of the American Psychological Association's classification and description of all mental health disorders for children and adults.

**Differential Reinforcement\*:** Providing a desirable consequence only for an appropriate replacement behavior and withholding a consequence for an undesired behavior that results in reduction.

**Discrete Trial Training\*:** Specific training procedures based on principles of applied behavior analysis that simplify learning into small segments that a child can more easily master. This form of therapy can be beneficial in eliminating unwanted behaviors as well as encouraging positive behaviors.

**Due Process:** A legal statement that certain principles and practices exist and must be respected in order to ensure that each child is treated in a manner that guarantees his/her rights to equal education opportunities.

**Early Intervention:** Program or services designed to identify and treat a developmental problem as early as possible, usually before the age 3.

**Echolalia:** The verbal repetition of words without using those words for any communication or meaning.

**Evaluation:** A way of collecting information about a student's learning needs, strengths, and interest. An evaluation is part of the process of determining whether a student qualifies for special education programs and services.

**Exercise Invention\*:** Involves increasing physical exertion as a means of reducing problem behaviors and increasing appropriate behaviors.

**Expressive Language:** What is said or written to communicate an idea or a question.

**Extinction\*:** Withdrawal or removal of a consequence that maintains a challenging behavior that results in its reduction. Typically used with differential reinforcements, functional behavior assessment, and/or functional communication training.

**Facilitated Communication:** Involves having a facilitator support the arm/hand of an individual with limited communication skills as they use a communication board or typing device.

**Family Education Rights and Privacy Act (FERPA):** Federal law that protects the privacy and transfer of student education records.

**Free and Appropriate Public Education (FAPE):** Programs for education that are individualized, meeting a student's needs and providing an education that progresses and is satisfactory.

**Fine Motor:** In physical development, the use of the small muscles of the body, especially the hands and fingers.

**Functional Behavior Assessment (FBA)\*:** A process for collecting data on the child's behaviors and the environment in order to determine the possible causes of the problem behavior and to identify specific strategies to address those behaviors.

**Functional Communication Training (FCT)\*:** Teaching an individual to use an appropriate communicative behavior that serves the same purpose as the challenging behavior. Typically used with functional behavior assessment, extinction, and differential reinforcement.

**Gross Motor:** In physical development, the use of the large muscles of the body for activities such as running, climbing, throwing and jumping.

**Health Insurance Portability Accountability Act (HIPAA):** Federal regulation outlining the confidentiality and protection of medical records.

**Inclusion:** The placement of students with disabilities in classrooms with typically developing students of the same age. Full inclusion has two central features: moving students with disabilities into regular education classrooms and sending special education support services into those same classrooms.

**Individualized Education Program (IEP):** An IEP outlines the child's unique education plan by defining broad goals and specific objectives for the school year, the services needed to implement those goals and objectives, and a method of evaluating your child's progress. The IEP must include a report of the child's present academic and nonacademic performance, a statement of annual goals which may be reasonably accomplished within the next 12 months, and the specific special educational instruction and related services required to achieve the goals by the child.

**Individual Family Service Plan (IFSP):** A plan for providing early intervention services to eligible children and their families. It must include a statement of the infant or toddler's present levels of physical development including hearing, vision and health status. The IFSP must include a statement of the specific early intervention services necessary to meet the unique needs of the child and family to achieve identified goals.

**Intelligence Quotient (IQ):** The number that is considered a standard for measuring a person's intelligence and capacity for understanding.

**Joint Attention Intervention:** Involves building foundational skills involved in regulating the behavior of others (ex. Pointing and eye gaze).

**Least Restrictive Environment(LRE):** Placement or program that can best meet the individual student's needs and which does so with a minimum loss of contact with regular programs. The intent is to place the child with exceptional needs in a program as close to regular school program as possible.

**Mainstreaming:** Refers to the placement of children with disabilities into education programs for and with normally developing children.

**Medical Home:** A model in which medical care is delivered by a trained physician that is known to the patient in an accessible, continuous, comprehensive, family-centered, coordinated, compassionately, culturally effective way.

**Maladaptive:** Refers to types of behaviors that inhibit a person's ability to adjust to particular situations.

**Modeling\*:** Relies on adult or peer providing a demonstration of the target behavior that should result in an imitation of the target behavior by the individual with ASD.

**Naturalistic Intervention\*:** Using primarily child-directed interactions to teach functional skills in the natural environment.

**Occupational Therapy (OT):** A therapy or treatment provided by an occupational therapist that helps individual development or physical skills that will aid in daily living. It focuses on sensory integration, coordination of movement, and on fine motor and self-help skills, such as dressing and eating with utensils.

**Parent-implemented Intervention\*:** Parents provide individualized intervention to their child to improve/increase a wide variety of skills and/or reduce interfering behaviors. Parents learn to deliver interventions in their home and/or community through a structured parent training program.

**Peer-mediated instruction and intervention\*:** Typically developing peers interact with and/or help children and youth with ASD to acquire new behavior, communication, and social skills by increasing social and learning opportunities within naturalistic environments.

**Perception:** The process of organizing or interpreting the information obtained through the five senses.

**Perseveration:** Repetitive movement or speech, or sticking to one idea or task, which has a compulsive quality to it.

**Person-Centered Practice:** Treatment and care that places the person at the center of their own care and considers first and foremost the needs of the person receiving the care. It is also known as person-centered care, patient-centered care and client-centered care. Person-centered practice is treating persons/patients/clients as they want to be treated.

**Physical Therapy (PT):** Services provided by trained physical therapists, in the general area of motor performance, to help the person improve the use of bones, muscles, joints and nerves.

**Picture Exchange Communication System (PECS)\*:** Utilization of a specific augmentative and alternative communication system designed to teach functional communication.

**Pivotal Response Training\*:** Focuses on targeting pivotal areas of behavior (i.e. social communication, self-management), parental involvement in delivery of intervention and delivery in natural environment.

**Prompting\*:** Physical, visual, or verbal assistance to increase the likelihood that an individual performs a correct response.

**Reinforcement\*:** An event, activity, or other circumstance occurring after a learner engages in a desired behavior that leads to the increased occurrence of the behavior in the future.

**Relationship Development Intervention (RDI):** A parent-based intervention program where parents are provided the tools to effectively teach Dynamic Intelligence Skills and motivation to their child.

**Respite:** Temporary help provided by a professional to caregivers to allow them a break in caring for a family member with an illness or a disability.

**Response Interruption and Redirection\*:** Inserting a prompt, comment, or when an individual is engaging in interfering behavior in order to direct their attention to another verbal or motor response.

**Scripting\*:** An intervention in which a verbal/written script is developed that serves as a model for the individual with ASD.

**Secondary Providers:** Individuals that provide care to the general public but that required specialized understanding of individuals with ASD to provide sufficient services. These individuals include law enforcement, teachers, and medical providers to name a few.

**Self-Management\*:** Promotes independence by teaching individuals with ASD to regulate their behavior.

**Self-Stimulatory Behavior:** Repetitive, stereotyped, atypical behaviors (e.g. head banging, hand-flapping).

**Sensory Integration (SI):** This is a term applied to the way the brain processes sensory stimulation or sensation from the body and then translates that information into specific, planned and coordinated motor activity.

**Sibshops:** Workshops for brothers and sisters of children with special needs.

**Social Narratives\*:** Interventions focusing on building interaction skills in children with ASD by targeting basic responses to complex social skills.

**Social Skills Training\*:** Group or individual instruction designed to teach learners with autism spectrum disorders ways to appropriately interact with peers, adults, and other individuals

**Social Stories:** Personalized, short stories developed and written by teachers, therapists or family members. Social stories utilize the strength as a visual learner that many persons with autism exhibit. They can be used for any situation or concern such as haircuts, sharing, making the bed, and gives a handle to the person with autism with which to approach the complex area of social skills.

**Structured Play Group\*:** Small group activities characterized by their occurrences in a defined area and with a defined activity, the specific selection of typically developing peers to be in the group, a clear delineation of theme and roles by adult leading, prompting, or scaffolding as needed to support students' performance related to the goals of the activity.

**System of Care:** An organizational philosophy and framework that involves collaboration across agencies, families and youth for the purpose of improving services and access and expanding the array of coordinated community-based, culturally and linguistically competent services and supports.

**Task Analysis\*:** A process by which a complex skill is broken down into smaller steps and is systemically prompted and reinforced by an instructor.

**TEACCH:** An evidence-based service, training, and research program for individuals of all ages and skill levels with autism spectrum disorders.

**Technology-aided instruction and intervention\*:** Instruction or interventions in which technology is the central feature supporting the acquisition of a goal for the learner.

**Theory of Mind:** The ability to understand that others have beliefs, desires and intentions that are different from one's own.

**Time Delay\*:** In a setting or activity in which a learner should engage in a behavior or skill, a brief delay occurs between the opportunity to use the skill and any additional instructions or prompts.

**Transition Planning:** Helping an individual with disabilities move from the school setting into adult services. Areas to be considered include post secondary education options, housing, employment, public benefits, recreation and social interests.

**Video Modeling\*:** A method of instruction in which the learner watches a video of themselves or another person performing a targeted skill.

**Visual Supports\*:** Written words, pictures and/or icons that convey information in visual medium. Individuals with ASD are typically visual learners and conveying information visually assists with comprehension.