

Autism Spectrum Disorders Key Terms and Acronyms

504 Plans

See Academic adjustments

ABA

See applied behavior analysis

A-B-C Cycle of Behavior

Understanding of antecedents, behaviors and consequences provides three points of intervention – antecedent interventions (preventive), behavior interventions – (teaching a skill) and consequence interventions – (reinforcement of new skills).

ABC Antecedent, Behavior, Consequence

What happens before, during and after the behavior (ABC), specifying setting(s).

Academic adjustments

Such modifications to the academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of [disability] against a qualified ... applicant or student [with a disability]. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. [34 C.F.R. § 104.44(a) Section 504 of the Rehabilitation Act]

Academic content standards

Statements of what all students should know and be able to do in subject areas; No Child Left Behind Act requires academic content standards specify what all students are expected to know and be able to do, contain coherent and rigorous content, and encourage the teaching of advanced skills

Accommodations

Alterations to the environment, equipment, or format of a curriculum to allow equal access to the content; accommodations do not alter the actual content of the material being taught

Adaptive behavior

An individual's manner of dealing with the demands of daily life, including self-care skills, organizational skills, basic interpersonal skills, and conformance to community standards (obeying rules, taking responsibility, etc)

Adult services

Services needed for people when they reach adulthood; often including, but not limited to, assistance in finding a job, assistance in the home, assistance at work, employment-related supports such as housing and transportation, and provision of various therapies or medications

Age-appropriate transition assessment

Ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future work, education, living, and personal and social environments

Aggression

Refers to a range of behaviors that can result in both physical and psychological harm to oneself, other or objects in the environment. The expression of aggression can occur in a number of ways, including verbally, mentally and physically.

Aging out

Term applying to a student who is nearing the end of his/her school career based on chronological age

Americans with Disabilities Act (ADA) (Americans with Disabilities Amendment Act 2008)

Federal disability antidiscrimination legislation passed in 1990 to guarantee basic civil rights to people with disabilities; similar to those provided to individuals on the basis of race, sex, national origin and religion; guarantees equal opportunities for individuals with disabilities in areas of employment, transportation, government services, telecommunications, etc.

Antecedent:

An event or activity that immediately precedes a behavior

Applied behavior analysis (ABA)

Based on behavioral theory, a prescribed set of interventions designed to improve socially relevant behaviors and skills

ASD Nest Model

A public school program that has (a) a curriculum that includes instruction in necessary and meaningful areas (common core included); (b) administrators who support and advocate for their staff and students; (c) highly qualified professionals who value collaboration and have the skills and support to develop meaningful instructional programs; (d) families who are valued and informed; and (e) a system whose goal is "SUCCESS FOR ALL".

Assistive technology

Means any device or service that is used to increase, maintain, or improve the functional capabilities of a child with a disability

Assistive technology (AT) service

As defined by the IDEA, any service that directly assists a learner with a disability in the selection, acquisition, or use of an assistive technology device

Attention

The ability to concentrate as needed

Attention-deficit/hyperactivity disorder (ADHD)

Any of a range of behavioral disorders in children that are characterized by symptoms that includes poor concentration, an inability to focus on tasks, difficulty in paying attention, and impulsivity. A person can be predominantly inattentive (often referred to as ADD), predominantly hyperactive-impulsive, or a combination of these two.

Attribution

The ability to connect cause and effect, and to understand why things happen to us

Auditory processing

How the brain processes and interprets what is heard through the ear

Authentic environment

Authentic environments provide a realistic context to an authentic task; is the actual environment in which a task is performed

Autism Spectrum Disorders (ASD)

ASD is a complex developmental disability that typically appears during the first three years of life and affects a person's ability to communicate and interact with others. Autism is defined by a certain set of behaviors and is a "spectrum disorder" that affects individuals differently and to varying degrees. There is no known single cause for autism. *ASD is a lifelong disorder with no single cause.*

Baseline

Data collected prior to starting an intervention

Behavior Intervention Plan (BIP)

A plan that defines how a setting will be changed to improve a learner's behavioral success

Body language

Information about a person's thoughts or feelings that is unconsciously conveyed through physical mannerisms

Brain Stem

"Body brain": breathing, heart rate, digestion, muscle tension

Career and technical education

Sequence of courses that provide opportunities for students to become proficient in relevant technical knowledge and skills as well as the core academic standards

Career / Vocational assessment

Global term used to designate any and all types of evaluation or measurement of vocational functioning; may include both formal and informal methodologies

Cartooning

Cartooning is a method that takes an abstract social situation and makes it into a concrete visual representation. When a student is involved in social circumstances that didn't go as expected, drawing it out as a cartoon with speech and thought bubbles can

help the student “see” what happened. The cartooning allows the student to better understand the interactions, gain perspective on what others were thinking, and identify the hidden rules that were involved

Cause and effect

The ability to connect how a certain action leads to a certain reaction

Center for Applied Special Technology (CAST)

An educational research & development organization that works to expand learning opportunities for all individuals through Universal Design for Learning

Central Coherence

The ability to see the big picture from a collective set of details

Child with a disability

IDEIA TITLE I / A / 602 / 3

(3) Child with a disability.--

(A) In general.--The term ‘child with a disability’ means a child--

(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as ‘emotional disturbance’), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services.

Cognition

Conscious mental activity, including thinking, perceiving, reasoning, and learning

Collaboration

Working together for a common goal

Common Core’s Curriculum Maps

Curriculum planning documents that teachers can use as a resource for making their own more detailed curricula and lesson plans. They translate the new Common Core State Standards for Kindergarten through 12th grade into unit maps that teachers can use:

- to plan their year,
- craft their own more detailed curriculum,
- and create lesson plans.

Common Core State Standards

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;

- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

Common Core Standards Initiative

A state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers

Common triggers

The events or situations that precede an inappropriate response to that situation

Communication

The deliberate conveying of information to another person

Communication disorder

Stuttering, impaired articulation, language or voice impairment that adversely affects a child's educational performance

Community-based instruction

Integrating students into their community as part of their educational curriculum and instruction

Community-based services

Services provided in a community setting; preferably in the individual's home community

Community of Practice (CoP)

Concept referring to the process of social learning that occurs when people who have a common interest in some subject or problem collaborate over an extended period to share ideas, find solutions, and build innovations. This work is meant to expand knowledge and/or improve practice

Competitive employment

Working either full- or part-time, for at least minimum wage or an equivalent payment after leaving high school in:

- a. an integrated competitive employment setting
- b. the military
- c. a community-based supported employment setting
- d. family business (e.g., farm)
- e. self-employment

Connecting cause and effect

Although students with autism may be able to repeat a rule or a consequence about a social situation, they may not connect how the rule or consequence can apply to them personally. A universal support for all students is teaching why a social behavior can result in a given effect. This can be done using a social situation that has happened, or when teaching subject matter in language arts or history, or by using video clips of social situations and discussing what was the cause and effect. Embedding the teaching of cause and effect as it applies to social situations naturally makes it an ongoing experience, rather than a separate topic to teach.

Consequence

The response (positive or negative) to a behavior

Consequence interventions

Strategies that address the stimuli (i.e. a verbal response, the acquisition of a reinforcing item or an activity) that contingently follow a behavior. Two strategies can be used when problem behavior occurs more frequently than appropriate behavior: increase reinforcement for appropriate behavior, and decrease reinforcement received for engaging in problem behavior.

Contextual factors

Those factors in the learning environment that determine whether or not the student can be successful. Information regarding those factors collected both indirectly and directly, allows school personnel to predict the circumstances under which the problem behavior is likely and not likely to occur. For instance, if the student acts out when given a worksheet, it may not be the worksheet that caused the acting-out, but the fact that the student does not know what is required and thus anticipates failure or ridicule

Contingency

Something that occurs as a result of another factor

Cortex

“Thinking brain”: reasoning, logic, impulse control, following plans

Counseling

Advice or guidance provided by a trained, licensed professional such as a psychiatrist, psychologist, or a social worker; e.g., rehabilitative counseling, career counseling, guidance counseling, mental health counseling, peer counseling

Courses of study

A multi-year description of coursework necessary to achieve the student’s desired post-school goals, from the student’s current to anticipated exit year

Crisis Behavior

Crisis behavior occurs when a student in distress loses the ability to exert self-control and an outburst or meltdown occurs. Crisis behavior is:

- 1) The disruption of classroom activities requiring the immediate intervention on the part of the teacher, or
- 2) Behavior that escalates to present an imminent danger to the student or others

Crisis Management

Set of procedures applied in handling, containment, and resolution of an emergency in planned and coordinated steps

Data

A well-developed assessment plan and a properly executed functional behavioral assessment should identify the contextual factors that contribute to behavior. Determining the specific contextual factors for a behavior is accomplished by collecting information on the various conditions under which a student is most and least likely to be a successful learner. Information collected both indirectly and directly, allows school personnel to predict the circumstances under which the problem behavior is likely and not likely to occur. This information collection becomes the data upon which decisions can be based

Data based decision-making

Instructional decisions based on student performance data

Data collection

Any method of recording behavioral data for subsequent analysis

Dialogue Guides

Tools for building shared understanding and shared implementation efforts through conducting interactive discussions that seek common ground and encourage application

Disability

... a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such impairment [Americans with Disabilities Act Sec. 12102(2)]; forms the basis of civil rights of people with disabilities and is used as the core definition of disability for all federal government legal and regulatory compliance responsibilities as it relates to both physical and programmatic access

Division on Career Development and Transition

A Division of the Council for Exceptional Children (CEC), the Division on Career Development and Transition (DCDT) focuses on the career development of individuals with disabilities and/or who are gifted and their transition from school to adult life

Duration

How long a behavior last

Dynamic Learning Maps Alternative Assessment System Consortium (DLMAASC)

A consortium of 13 states that are focused on:

- Common Core Essential Elements (CCEE) and achievement level descriptors (ALD) of levels of demonstration of the common core
- Learning maps
- Inclusion of instructionally-relevant tasks; do more than test concepts; they also model good instruction.
- Dynamic assessment

- Universal design
- Evidence-centered design including cognitive labs
- Structured scaffolding
- Professional development to understand learning maps and choose appropriate tasks for students

Echolalia

The repetition of sounds, words, or phrases heard in the environment

ELA

English Language Arts

Emotional regulation

Control of emotions, stabilization, ability to recognize your emotional state and make changes as necessary

Empathy

The ability to understand how another person feels or what he/she may be thinking; sometimes referred to as “putting yourself in another person’s shoes.” Sometimes referred to as theory of mind

Empirically supportive intervention

Educational practices/instructional strategies supported by relevant scientific research studies or research-based “best practice”

Employment

See competitive employment

Essential Elements

The characteristics that define an entity, practice or program and are fundamental and necessary. Community of Practice on Transition Essential Elements is a document that describes the characteristics that define a community of practice (CoP) on Secondary Transition.

Evidence-based practice

Educational practices/instructional strategies supported by relevant scientific research studies or research-based “best practice”

Executive Functioning

A collection of brain processes which are responsible for planning, flexibility, abstract thinking, rule acquisition, initiating appropriate actions and inhibiting inappropriate actions, and selecting relevant sensory information

Externship

An externship is an opportunity for a student to engage in practice based learning, by actively participating in a field of interest. It is very similar to an internship, but is generally of a shorter duration and focuses on giving someone a taste of a potential

career. Unlike an internship, there is less focus on job training. Students may or may not receive academic credit for an externship, depending on the institution they attend.

Fading

Decreasing the level of assistance needed to complete a task or activity

Fair Labor Standards Act (FSLA)

Applies to employees engaged in interstate commerce or employed by an enterprise engaged in commerce or in the production of goods for commerce, unless the employer can claim an exemption from coverage; established a national minimum wage, guaranteed time and a half for overtime in certain jobs, and prohibited most employment of minors

Free Appropriate Public Education (FAPE)

Special education and related services that – (a) Are provided at public expense, under public supervision and direction, and without charge; (b) Meet the standards of the SEA, including the requirements of this part; (c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of §§ 300.320 through 300.324. [IDEA 2004 Part B Regulations, §3

Fidelity of implementation

Implementation of an intervention, program, or curriculum according to research findings and/or on developers' specifications

Flourishing

Positive mental health

Fluency

A stage of learning, during which a person can perform an activity with little to no thought

Formative Assessment/Evaluation

Classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision-making

Frequency

How often a behavior occurs during a set period of time

Functional Behavior Assessment (FBA)

A comprehensive and individualized strategy designed to:

- Identify why a behavior occurs and the context in which it occurs
- Develop and implement a plan to modify variables that maintain the behavior
- Teach new behaviors that serve the same function using positive interventions

Functional communication

The ability to receive or to convey a message, regardless of the mode, to communicate effectively and independently in a given environment

Functional life skills

Skills required for participation in typical life spaces of adults in our society: vocational, educational (post-secondary educational environments), domestic, recreational, and community environments

Functional performance

A term that is generally understood to refer to skills and activities that are not considered academic, i.e. routine activities of everyday living

Functional vocational assessment

Assessment to determine a student's strengths, abilities, and needs in an actual or simulated work setting or in real work sample experiences; process should occur over time with repeated measures using situational assessments

Function of the behavior

The function of the behavior may usually be described as an effort to "get something", or to "avoid and/or escape something"

Generalization

Transferring a skill/behavior into other environments

Graphic organizer

Strategy for graphically representing concepts and providing links among concepts.

Grounding assumptions

The Grounding Assumptions of the Community of Practice on Secondary Transition describes the fundamental assumptions that ground the implementation of the Secondary Transition requirements in federal law (NCLB SEC. 1001 (2)) and IDEA 2004 [34 CFR 300.1 (a)] [20 U.S.C. 1400(d)(1)(A)]

Guiding principles

The unifying beliefs that are the foundation for the collaborative efforts of the Community of Practice on Secondary Transition

Hidden curriculum

A term to used to describe the unwritten social rules and expectations of behavior that we all seem to know, but were never taught

High Quality Professional Development

A coordinated set of learning experiences designed to improve student outcomes through evidence-based and standards-based instruction.

Hypothesis

An educated guess based on data collected.

IDEA – Individuals with Disabilities Education Improvement Act of 2004

Original passage in 1975; latest reauthorization 2004; federal statute relative to education and services to students with disabilities ages 3 through 21

IDEA Part B

Generally serves children who have an identified disability and are eligible for special education services (ages 3 and older)

IDEA Part C

Generally serves infants and toddlers who are eligible to receive early intervention services (Birth through age 2)

IDEA Partnership

IDEA Part D federal grant; collaboration of 55 plus national organizations, technical assistance providers, and State and local organizations and agencies, together with the Office of Special Education Programs (OSEP)

Incredible 5-Point Scale

The Incredible 5-Point Scale was developed by Kari Dunn Buron and Mitzi Curtis. The scale is a visual representation using numbers, words, and/or pictures to represent levels of a social behavior and can include supports to help at each level. The process works well with students with Asperger Syndrome/High Functioning Autism, but can work with students on the more classic end of the spectrum also

Independent living skills

Skills or tasks that contribute to the successful independent functioning of an individual in adulthood; may address leisure recreation, home maintenance and personal care, and community participation

Individualized education program (IEP)

A written plan developed by a specified group of people who know the child, including parents, that specifies the services and accommodations the school will provide to a child with a disability

Individualized education program (IEP) team

... group of individuals ... responsible for developing, reviewing, or revising an IEP for a child with a disability. [IDEA 2004 Part B Regulations, §300.23(a)]

Individualized family service plan (IFSP) – Individualized family service plan or IFSP means a written plan for providing early intervention services to an infant or toddler with a disability under this part and the infant's or toddler's family that—

- a) Is based on the evaluation and assessment;
- b) Includes the content;
- c) Is implemented as soon as possible once parental consent for the early intervention services in the IFSP is obtained; and
- d) Is developed in accordance with the IFSP procedures.

Individual Transition Plan (ITP)

A transition plan developed for every child transitioning from the Early Intervention Program to programs under Education Law, Section 4410, and/or to other early childhood services. The transition plan shall include procedures to prepare the child and family for changes in service delivery.

Individualized plan for employment (IPE)

Legal document outlining a plan leading a person with a disability to competitive employment; utilized by Vocational Rehabilitation

Integrated play groups

Based on the work of Pamela Wolfberg, Ph.D., an Integrated Play Group places children with autism and peer partners who have demonstrated capable play experience in a play situation guided by an adult facilitator to teach how to play and socialize with each other

Interest inventory

Self-assessment tool used in career planning that matches a person's interests, likes, and dislikes with activities and possible career options

Internship

Expanding and connecting classroom learning in a full-time/part-time supervised work-based setting

Intervention

Specialized activities that target students' individual needs to develop their knowledge or skills in their area of weakness

Intervention strategies

See Intervention

Job analysis

Identification of the specific tasks and subtasks involved in completing a specific job

Job coach

Person providing assistance to an individual to learn or maintain a job; can include training and support at the job site

Job shadowing

Exploring different occupations and types of work environments by following and watching people actually performing the jobs

Joint attention

Consciously focusing one's attention on the same event or object as another person

Least Restrictive Environment (LRE)

A student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent possible

LEA– Local Education Agency

Refers to a specific school district or a group of school districts in a cooperative or regional configuration

Limbic System

“Feeling brain”: emotions, feeling safe, memory

Linguistic

Related to language

Medicaid

Federal health program for individuals and families with low incomes and resources; an entitlement program jointly funded by the states and federal government, managed by the states; low-income parents, children, seniors, and people with disabilities may be served

Medicare

Federal health insurance program mainly for persons aged 65 or older; some limited benefits for younger persons eligible for Social Security disability benefits for more than two years

Mental health

“a state of successful performance of mental function, resulting in productive activities, fulfilling relationships with people, and the ability to adapt to change and cope with adversity” (U.S. Department of Health and Human Services, 1999, p. 4). Mental health is not merely the absence of mental illness but the presence of something positive

Mentoring

A supportive relationship between a youth or young adult and someone more senior in age and experience, who offers support, guidance, and concrete assistance

“Mindblindness”

Another term for weak Theory of Mind which is difficulty “putting oneself in another person’s shoes” (Baron-Cohen, 1995)

Mobility skills

Ability to travel safely and efficiently from one location to another; any means an individual with a motor impairment ambulates; e.g., walking, wheelchair, using a cane

Modification

Service or support related to a child’s disability that helps him or her to access subject matter and demonstrate knowledge; modifications fundamentally alter the standard or expectation of the task

Motivation

Wanting to partake of an object or activity. Intrinsic desire within one’s self.

National Center and State Collaborative Partnership (NCSC)

A collaboration of 13 states that are focused on:

- Alternate assessments based on alternate achievement standards (AA-AAS)
 - To evaluate performance of students who are unable to participate in general state assessments even with accommodations
 - Provide mechanism for students with the most significant cognitive disabilities to be included in an educational accountability system
- Based on the grade-level content covered by the general assessment

- Different achievement expectations that are appropriately challenging for students with significant cognitive disabilities
- Curriculum, instruction, and professional development will be made available throughout the project
- Final product to be a summative assessment for students in grades 3 through high school

National Collaborative on Workforce and Disability for Youth, (NCWD-Y) The National Collaborative on Workforce and Disability for Youth (NCWD-Y) is a comprehensive technical assistance resource to assist the workforce development community to address issues affecting the employment of youth with disabilities

Natural reinforcers

Reinforcers that are logically related to the task at hand For example, if the student points at a book and says “book,” handing him the book is the natural reinforcer. Consequences that increase the likelihood of the reoccurrence of the behavior

Next Generation Learners Initiative

An initiative of the Council of Chief State School Officers to create a system of supports that engages each child—from birth through early adulthood, in the totality of his or her circumstance—in learning so they are prepared for life, meaningful work, and citizenship. Concentrates on the elements of education that have direct bearing on students and their learning experiences and focuses on learners and learning, rather than on schools and schooling.

Nonverbal behaviors

Deliberate behaviors other than speech/vocalizing

Nonverbal communication

Facial expression, gestures, body language, and distance you keep from other people when talking to them. There are some estimates that say as much of 90% of our communication messages come from the nonverbal elements of our communication

Nonverbal cues

Facial expression, gestures, and body language that indicate another person’s thoughts, feelings, intentions and beliefs

Obsessive-compulsive disorder (OCD)

A chronic anxiety disorder most commonly characterized by obsessive, distressing, repetitive thoughts and related compulsions

Office of Civil Rights (OCR)

The Office for Civil Rights ensures equal access to education and to promote educational excellence throughout the nation

On-the-job-training

Knowledge and skills a person acquires while in the workplace, doing some activities related to an existing position description

Operational definition

Describes a behavior in observable and measurable terms such that any person may identify the behavior when it occurs

Overt behaviors

Behaviors that can be observed

P-16

A P-16 system integrates a student's education beginning in preschool (as early as 3 years old) through a four-year college degree

Paraprofessional (Paraeducator, Instructional assistant)

Paraprofessionals assist special education teachers with providing special education and related services to students with disabilities

Partnership for Assessment of Readiness for College and Careers (PARCC)

A consortium of 25 states and the District of Columbia that are focused on the development of:

- More Meaningful Standards - assessment system will be anchored in the CCSS which are consistent across states, clear to the public, and provide an on-ramp to college and careers
- Higher Quality Tests - will include sophisticated items and performance tasks to measure critical thinking, strategic problem solving, research and writing
- Through-Course Testing - parts of the assessment will be administered at key times during the school year
- Maximize Technology - assessments at most grades will be computer based
- Cross-State Comparability – with adopt common assessments and common performance standards

Patterns of Behavior

As data is analyzed, it is often helpful to determine if there are any patterns of behavior, e.g., “when Trish doesn't get her way, she reacts by hitting someone”

Peer network

A group of peers that includes an individual with ASD and is structured around a specific purpose such as tutoring or play

Performance-based learning

Performance-based learning puts students at the center of the learning process by enabling demonstration of mastery based on clear and commonly-shared expectations

Person-centered planning

Person-centered Planning (PCP) is a process that assists people with disabilities and their families to plan for the future to enable the individual with a disability to be active and contributing members of the community through structured exercises focusing on the individual's strengths and preferences

Personal care assistant

Provides personal health care related needs to individuals with disabilities, including promoting self-care, independent living, personal health, mobility, and personal finance skills

Portfolio

Collection of evidence representing a person's academic and/or work performance; e.g., papers, pictures, descriptions, recommendations, summary of performance

Positive Behavior Supports (PBS)

Evidence-based practices embedded in the school curriculum/culture/expectations that have prevention focus; teaching, practice, and demonstration of pro-social behaviors. A decision making framework that guides the selection, integration, and implementation of the best evidence practices for improving important academic and behavior outcomes for all students. Services are often organized within a three-tiered approach including universal, targeted and tertiary prevention

Positive psychology

The study of processes and conditions that promote optimal functioning in people including positive affect, positive character strengths, and positive institutions (Seligman & Csikszentmihalyi, 2000)

Positive reinforcement

Presentation of something immediately following a behavior that makes that behavior more likely to occur in the future

Positive Youth Development

Building and improving assets that enable youth to grow and flourish throughout life (Larson, 2000)

Postsecondary education/training

In-school years: type of instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation, listed in association with meeting the post-secondary goal(s)

Post-school years: enrolled full- or part-time for at least 1 complete term or training program at any time since leaving high school in:

- a. post-high school completion program (e.g., GED) or adult basic education program (e.g., independent living training)
- b. short-term education or employment training program (e.g., WIA, Job Corps, certificate program)
- c. vocational-technical school
- d. community college
- e. college/university

Postsecondary goal

...generally understood to refer to those goals that a child hopes to achieve after leaving secondary school; i.e., high school [IDEA 2004 Part B Regulations, §300.320(b),

discussion of Final Rule p. 46,668]; a postsecondary goal must have a related annual goal for a student 16 years of age or older, or younger if the state has determined

Postsecondary outcomes

Participation in postsecondary education or competitive employment one year after exiting high school

Pre-service training

Initial teacher training in higher education

Pre-vocational

Preparation for a job; includes teaching job-related skills

Present level of academic achievement and functional performance

Description of current levels of student performance in academic and functional skill areas utilized in developing the individualized education program

Priming

See rehearsal below

Proactive strategies

Approach that focuses on ways to eliminate a problem behavior before it becomes a problem

Promising practice

Promising practices have a limited degree of success, but not yet evidence-based. Educators should use with caution and following the literature to ensure the practices develop into research-based or evidence-based

Prompts

Supplemental support to elicit the target behavior

Psychological evaluation

Evaluation of performance and capabilities which uses psychological assessments to guide the establishment of appropriate interventions

Psycho-social evaluation

Assessment of an individual's thoughts, emotions, and interactions with others

Punishment

Events that follow a behavior and decrease the likelihood of the behavior reoccurring

Reciprocal interactions/conversation

Social situations that involve give-and-take or back-and-forth exchanges

Referral

Sending a youth or young adult to another source or provider for advice, treatment, support services, etc.

Regression

A child appears to develop typically but then begins to lose speech and social skills, typically between the ages of 15 and 30 months, and is subsequently diagnosed with autism

Rehabilitation Act of 1973

The federal act that ensures rehabilitation services [see 504 Plan]

Rehabilitation counselors

Rehabilitation counselors work with various state departments and community programs to provide (a) services to persons with disabilities, (b) information to employers about the Americans with Disabilities Act, and (c) collaborate with adult service agencies to provide employment for persons with disabilities

Rehearsal/Priming

Acting out a situation in order to practice skills in a structured, positive environment

Reinforcement

A term used to refer to anything that increases the likelihood that a response will occur. Note that reinforcement is defined by the effect that it has on behavior - it increases or strengthens the behavior

Related services

...transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [IDEA 2004 Part B Regulations, §300.34(a)]

Replacement behavior

A more acceptable behavior that serves the same purpose as the behavior in question. For example, if the IEP team determines through a functional behavioral assessment that a student is seeking attention by acting-out, they can develop a plan to teach the student more appropriate ways to gain attention, thereby filling the student's need for attention with a replacement behavior that serves the same function as the inappropriate behavior

Replacement Skills

Some student problems are so severe they require direct instruction of new skills to replace the problem behaviors. For example, if the student finds it difficult to control his or her anger, she or he may need to be taught certain skills, such as recognizing the physical signs of anger, using relaxation skills, applying problem-solving skills, and practicing communication skills

Research-based practice

Research-based practice refers to applying research to guide program development and implementation. Practices based on published/peer reviewed research supporting effectiveness of specific strategies

Response to Intervention/Response to Instruction/Responsiveness to Intervention (RTI)

Practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals and applying child response data to important educational decisions

Rituals/Compulsive Mannerisms

A repetitive or ritualistic movement, posture, or utterance. Stereotypes may be simple movements such as body rocking, or complex, such as self-caressing, crossing and uncrossing of legs, and marching in place.

Role-playing

Acting out a situation in order to practice skills in a structured, positive environment

Scaffolding

Adjusting the level of support provided based on the child's level of comfort and competence. This can include supports in the form of modeling, prompts, direct explanations, and targeted questions

School to Work Opportunities Act (1994)

Federal act that provides funding for systemic change; includes work-based, school-based and connecting activities to create quality opportunities for all students

Screen

Quick, inexpensive assessment/evaluation to determine if further investigation is needed

SEA – State Education Agency

Refers to the Department of Education at the state level

Secondary schools redesign (High school redesign)

Secondary school redesign is based on the concept that providing students with rigorous and relevant instruction can reduce student achievement gaps, increase graduation rates, decrease drop-out rates, and improve post-school outcomes for students with disabilities

Section 504 (Sec. 504)

[See Rehabilitation Act of 1973]

Self-advocacy

Speaking up for oneself-- asking for what one needs

Self-advocacy strategies

Assist the individual in being able to articulate needed supports and to advocate for them

Self-awareness

The ability to monitor, assess, and modify one's own behavior

Self-determination

Deciding one's own fate/future

Self-Injury/Abuse

The act of deliberately harming your own body. Self-injury is an unhealthy way to cope with emotional pain, intense anger and frustration.

Self-monitoring

Recording data about one's own behavior

Self-regulation

In sensory processing, an individual's method of responding to sensory input

Self-stimulatory behaviors

Repetitive, apparently non-functional behaviors that provide some sensory input (e.g., finger flicking or rocking); also known as "stereotypies"

Semantic mapping

Incorporates visual strategies to help students stay on a selected topic

Sensory integration

The organization of sensory input for use. The use may be a perception of the body or world, an adaptive response or learning process

Sensory processing

A person's way of noticing & responding to sensory messages from their body and the environment. A complex set of actions that enable the brain to understand what is going on both inside your own body and in the world around you. Individuals with disabilities may respond to sensory input in more extreme ways. For example, persons with autism may be more sensitive to sounds and touch. Two major patterns of sensory processing:

- Over-responsive to sensory input (hypersensitive) - Responds to sensory input more intensely, more quickly, &/or for a longer period of time. The person may display patterns of sensory avoidance or hyper-reactivity to sensory input.
- Under-responsive to sensory input (hyposensitive) - Responds less to sensory input. Person misses stimuli that others notice easily; system needs stronger input to activate. (Dunn, 2007)

Service Coordinator

Designated individual to assist and support youth and families in accessing available service systems in an integrated way

Setting Event

Conditions or events that influence behavior by temporarily changing the value or effectiveness of reinforcers

Severity

Intensity of a behavior

Shaping

Development of a new target behavior by the reinforcement of closer approximations the target behavior (e.g. target behavior placing utensils appropriately in a place-setting,

reinforcement initially occurs for getting utensils to table, then placing utensils at each place-setting and then finally for placing the fork on the left and the spoon and knife on the right)

Shared leadership

Shared leadership refers to a group functioning more effectively when all members accept responsibility as a group, including administrators, teachers, families, service providers, and students willing to work together and take equal responsibility

Sheltered employment

Sheltered employment refers to “an accredited occupationally-oriented facility, including a work activities center, operated by a private nonprofit agency, which, except for its administrative and support staff, employs disabled persons certified under special provisions of federal minimum wage laws by the Wage and Hour Division, U.S. Department of Labor” (65 Del. Laws, c. 74, § 1.).

SLA - State Lead Agency

The state agency designated to provide oversight for IDEA Part C Program

Smarter Balanced Assessment Consortium (SBAC)

A consortium of 35 states that are focused on the development of:

- State-of-the-art adaptive online exams, using “open source” technology
- Online system will provide assessment information to teachers and others on the progress of all students
- Required summative exams; offered twice each school year
- Optional formative, or benchmark exams
- Variety of tools, processes and practices that teachers may use in planning and implementing informal, ongoing assessment

SOCSS (Situation, Options, Consequences, Choices, Strategies, Simulation)

SOCSS is another technique that provides a framework for tackling many situations. In this problem solving method, first the SITUATION is discussed using Wh- type questions (who, what, where, when, why). Next, OPTIONS for the problem are identified and then CONSEQUENCES for each option. Following that, the options are prioritized and the best one is selected. Then, STRATEGIES are developed so the student knows how to handle the situation next time. The final step is SIMULATION, which allows the student to practice the chosen strategies to prepare for the next time the situation occurs. A student with autism is going to need guidance and support to move through these steps, as perspective taking and flexible thinking is required to think of more than one solution or what the consequences might be

Social cognition/social thinking

How a person processes and interprets information about other people and their interactions

Social communication

The reciprocal use or exchange of information that has a deliberate effect on another person’s concentration, thought processes, or emotions

Social Emotional Learning (SEL)

Social emotional learning is the process of teaching children and youth skills needed to handle ourselves effectively in everyday life and establish meaningful relationships. These skills include recognizing and managing emotions, developing caring and positive relationships, making responsible decisions and handling life challenges effectively. (www.casel.org)

Social interaction

Dynamic, changing sequence of social actions between individuals or groups who modify their behavior in response to one another.

Social learning

Learning to understand others' perspectives and to behave in ways that others will consider socially appropriate

Social Narratives

Social narratives are phrases, sentences, or stories that help explain a social behavior or situation to an individual with autism. There are a variety of types, such as Power Cards, Social Stories TM, social scripts, or cartooning, to choose from based on the student's needs. Most of the narratives include the following steps: (1) Identify the target behavior; (2) Collect data to determine baseline; (3) Write the narrative based on the student's abilities; (4) Teach the narrative and review as determined by need; (5) Continue to collect data and evaluate the effect of the narrative (based on Texas Autism Resource Guide for Effective Teaching)

Social Security Disability Income (SSDI)

Benefits to workers or certain members of a worker's family, who may qualify, based on an impairment severe enough to prevent working for a year or more, or which is expected to result in death; benefits continue as long as the person is medically disabled and not engaged in substantial gainful employment

Socialization/Social skills

Socially acceptable learned behaviors that enable a person to interact with others in ways that elicit positive responses and assist in avoiding negative responses

Social Skills Groups

Gathering groups of students who are challenged with gaining social competence can allow for teaching and practicing positive social behaviors. The groups can be school based, agency based, or community based with a focus on social skills, social frameworks, or recreation and leisure skills

Social translator

Used to help interpret the person's behavior in the context of their characteristics, and helps to interpret situations and the behavior of others to the student with ASD

Social validity

The extent to which the people directly involved with social skills programming believe it is valuable for the child or adolescent with ASD and, therefore, are likely to be enthusiastic about supporting and implementing it

SODA (Stop, Observe, Deliberate, Act)

SODA is a framework for approaching social situations. For instance, if I were going to lunch with a group of friends, first I would STOP before entering the situation. Next, I would OBSERVE what people are doing and saying. Then, I would DELIBERATE about how I can fit into the situation. And last, I would ACT on what I decided during the deliberation phase. SODA gives a method for approaching many social situations rather than a breakdown of each and every skill

Special Education

Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classrooms, homes, hospitals, institutions, and in other settings; to ensure that all children with disabilities have ... special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living [IDEA 2004 Part B Regulations, §300.1(a)]

Specially designed instruction

Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction-to address the unique needs of the child that result from the child's disability; and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children (20 U.S.C. § 1401 sec. 300 [39]).

Stakeholder

Anyone affected by or invested in the implementation and outcomes of a process or activity. For example, teachers, students, administrators, and families are all stakeholders in education

Stress Thermometers

Stress thermometers are a visual support that can show students with autism how their emotions affect their levels of stress and what supports can be helpful for each level. Using a picture of a thermometer, the student shares what is least stressful to most stressful and those are written on the left side of the red line rising on the thermometer. On the right side, supports for each stressor are added. The visual is reviewed and taught to the student

Structured leisure participation

Participation in organized activities that possess the following characteristics: regular participation schedules, rule-guided interaction, direction by one or more adult leaders, an emphasis on skill development that increases in complexity and challenge, and performance that requires sustained active attention and the feedback (Mahoney et al., 2005). Participation in structured leisure is associated with both personal and interpersonal development

Study skills

Techniques of scheduling time, finding a quiet place, remembering, reviewing, deciding what material is important, and taking notes

Summative Assessment/Evaluation

Comprehensive in nature, provides accountability and is used to check the level of learning at the point of expected mastery; measures growth in relation to a specific set of criteria or standard/expectation

Supplemental Security Income (SSI)

Monthly disability income for those who meet social security rules for disability and who have limited income and resources

Supported employment

Competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; or for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and who, because of the nature and severity of their disability, need intensive supported employment services [Rehabilitation Act of 1973 Section 7(35)(a)]

Symbol

An abstract representation that communicates an idea; symbols can range from pictures to written and spoken language

Symbolic communication

Use of symbols of any sort to communicate meaning

Taxonomy (Kohler's Taxonomy for Transition Programming)

Kohler's Taxonomy for Transition Programming is a model for planning, organizing, and evaluating secondary transition programs for students with disabilities. The model includes 5 areas related to transition planning, which are student-focused planning, student development, family involvement, program structure, and interagency collaboration

Theory of mind

The ability to recognize and understand the thoughts, feelings, beliefs, and intentions of other people

Through-Course Testing

Students will take parts of the assessment at key times during the school year, closer to when they learn the material.

Token

An item that may be earned for displaying an appropriate behavior and redeemed later for a reinforcer Examples include stickers, points, fake coins

Transition

Any environmental change, such as a change of location, activity, or support personnel
1) Transitions can be minor, such as changing activities within the classroom, or major,

such as moving from elementary school to middle school. 2) The change from school to post-school life

Transition (IDEA 2004)

A coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation (20 U.S.C. § 1401 sec. 602 [34]).

Transition assessment (see Age-Appropriate Transition Assessment)

Transition services

A coordinated set of activities for a student with a disability that:

1. is designed to be within a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education; vocational education; integrated employment (including supported employment); continuing and adult education; adult services; independent living or community participation;
2. is based on the individual child's needs, taking into account their strengths, preferences, and interests;
3. includes *instruction, related services, community experiences*, the development of *employment and other post-school adult living objectives* and, when appropriate, acquisition of *daily living skills and functional vocational evaluation*.

[Individuals with Disabilities Education Improvement Act of 2004, Public Law No. 108-446, 20 U. S. C. 1400, H. R. 1350]

Underlying Characteristics

Characteristics across a number of domains associated with ASD

Universal Design for Learning (UDL)

Process of designing instruction that is accessible by all students; UDL includes multiple means of representation, multiple means of expression, and multiple means of engagement; the focus in creation of UDL curricula is on technology and materials

Visual schedule

A visual schedule will tell the student what activities will occur and in what sequence. Schedules can be object-based (e.g. a shopping bag means student is going shopping), photograph/picture symbol (e.g. a picture of the grocery store) or traditional orthography

Visual supports

Tools that are used to increase the understanding of language, environmental expectations, and to provide structure and support. For example a photograph of the staff member with whom the child will be working or a skittles candy wrapper that is handed-over to request a skittle snack

Vocational/career assessment (revisit within context of career development)

Systematic collection of information about the student's vocational aptitudes, abilities, expressed interests, and occupational awareness used in planning a transition from secondary school to competitive employment or postsecondary education

Vocational Rehabilitation (VR) Services Program

Program to assist States in operating a comprehensive, coordinated, effective, efficient, and accountable program of vocational rehabilitation that is an integral part of a statewide workforce investment system; and designed to assess, plan, develop, and provide vocational rehabilitation services for individuals with disabilities, consistent with their strengths resources, priorities, concerns, abilities, and capabilities, interests and informed choice, so that individuals may prepare for and engage in gainful employment. [Rehabilitation Act of 1973 Title I Section 100(a)(2)]

Vocational evaluation

Comprehensive and systematic process that uses work (real or simulated) to assess the vocational potential of individuals; incorporates other data such as a test score, medical data, information on education and work experience and the needs and interests of the individual in setting vocational goal and service requirements

Work-based learning

Meaningful and engaging educational opportunities connecting classroom learning to learning on job sites in the community; support youth to make career decisions, network with potential employers, select courses of study, and develop job skills relevant to future employment

Work-Readiness Skills

Ability to make the educational and vocational decisions and perform the kinds of educational and vocational tasks that are expected by school and the workplace; include soft skills, computer literacy, and job seeking skills

Wrap-around services

Wrap-around services are individualized, community-based mental health services for children that support them at home and in school (Furman & Jackson, 2002)

Youth

Period in life between childhood and maturity, known as adolescence; given different program requirements, the age range for youth is between 14 and 25; may extend as low as 12 and as high as 29; youth can be both in and out of school.

Youth development

Youth development is the on-going growth process that involves transition into adult life ensuring that youth are engaged in opportunities to meet personal and social needs

while building skills and competencies to become engaged and contributing members in their daily lives (Center for Youth Development and Policy, 2009).

Youth leadership

Empowering youth with meaningful opportunities to effect change within their community and within any institutions or systems that concern them; requires skill development in the form of communication, advocacy, and awareness; requires that institutions make a sustained commitment to creating meaningful leadership opportunities for youth