

Vocabulary Exercise 1, Meaning

Match the definition below with the appropriate term.

<u>I</u>	The primary component of healthy social development: acts of kindness, interactions, joint attention.	A Joint attention
<u>A</u>	Social communication skills used to show and/or share interest about an outside object or event with a communication partner.	B Early intervention
<u>H</u>	Any form of or attempt at unspoken or "physical" communication.	C Individualized Education Program (IEP)
<u>G</u>	A disorder that shows up in the areas of inattention, hyperactivity, and impulsiveness.	D ASD
<u>K</u>	Methods used to promote or increase positive behavior by providing motivators such as praise, a favorite toy, or a cookie.	E Individualized Family Service Plan (IFSP)
<u>J</u>	An approach to understanding behavior by examining the Antecedent (the cause), the Behavior, and the Consequence (the result).	F Behavior Intervention Plan (BIP)
<u>E</u>	A written plan describing a child's current level of development, the family's strengths and needs related to enhancement of that development, goals for the child and the other family members, the criteria to evaluate progress and the specific early intervention services needed to meet the goals.	G Attention Deficit Hyperactivity Disorder (ADHD)
<u>L</u>	Sensory avoidance, sensory defensiveness, sensory-seeking behavior.	H Nonverbal communication
<u>F</u>	A plan to improve a student's behavior in school created based on the results of a Functional Behavior Assessment.	I Social reciprocity
<u>B</u>	Programs or services designed to meet the developmental needs of infants and toddlers (birth to three years old) and their families.	J A-B-C Analysis
<u>D</u>	A neurodevelopmental disorder characterized by problems with social communication and the presence of restricted, repetitive patterns of behavior, interests, or activities.	K Reinforcement strategies
<u>C</u>	A written statement of a child's current level of development and an individualized plan of instruction.	L Sensory issues

Interpreting for ASD Services Vocabulary Exercise 2, Meaning

Match the definition below with the appropriate term.

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| <u>C</u> A strategy or process put in place in order to improve or modify an individual's behavior. | A Function of behavior |
| <u>G</u> A repetitive behavior that a person appears to use in a systematic way in order to promote calm or prevent anxiety, | B Augmentative and Alternative Communication (AAC) |
| <u>A</u> The purpose or reason behind a specific behavior for an individual. | C Intervention |
| <u>F</u> Effective and appropriate communication that an individual uses across his daily activities to meet his or her needs. | D Executive control / Executive functioning |
| <u>I</u> The immediate and involuntary repetition of words or phrases just spoken by others, often a symptom of autism or some types of schizophrenia. | E Applied Behavior Analysis (ABA) |
| <u>L</u> Help given to a learner to assist in using a specific skill or behavior, such as words, example, gestures, models, and partial or full physical contact. | F Functional communication |
| <u>K</u> A teaching strategy or practice that has been proven through research studies to improve skills or behaviors for a certain population. | G Ritual |
| <u>D</u> A group of skills that helps people plan, organize, control behavior, focus on multiple streams of information at the same time, self-monitor, and revise action plans as necessary. | H Restricted interests |
| <u>H</u> Topics or tangible items that individuals with autism pursue with great intensity and focus for long durations of time. | I Echolalia |
| <u>B</u> Any method of communicating without speech, such as by signs, gestures, picture boards, or electronic or non-electronic devices. | J Interdisciplinary evaluation team |
| <u>J</u> A group of health care professionals from diverse disciplines who form a team to work collaboratively in conducting a cohesive patient evaluation. | K Evidence-based practice |
| <u>E</u> The process of systematically determining the function of behaviors, usually inappropriate, that are displayed by people. | L Prompting |

Interpreting for ASD Services Vocabulary Exercise 3, Meaning

Genetic material has often been likened to an instruction book for each cell, telling it how to grow, how to perform life functions, how to reproduce and how to die. With that in mind, fill in the blanks using the terms provided below.

1. _____ **DNA** _____ is like all the text in the book.
2. A ___ **chromosome** ___ is like one chapter in the book.
3. A ___ **gene** ___ is like one sentence in one chapter.
4. A ___ **nucleotide** ___ is like a letter in a word in a chapter.
5. A ___ **chromosome abnormality** ___ is like having an extra chapter in the book, or having a chapter missing, or having whole chunks of the chapter out of order.
6. A ___ **gene variant** ___ is like have a typo in a word, or a mix-up in the word order.

Circle the genetic condition to which each characteristic applies.

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| 1. A gene variant that appears on gene MECP3. | Rett Syndrome |
| 2. More serious in boys than in girls. | Fragile X Syndrome |
| 3. A gene variant that appears on gene FMR1. | Fragile X Syndrome |
| 4. Can result in developmental delays, learning disabilities, social and behavior problems. | Fragile X Syndrome |
| 5. Exclusively found in girls | Rett Syndrome |
| 6. Can result in the loss of control over all motor functions, including hands, legs and speech. | Rett Syndrome |