



**The National Coordinating Center for the  
Regional Genetics Networks**

**国家区域遗传学  
网络协调中心**

**Glossary of  
Autism Spectrum Disorder (ASD) Genetics Terms  
自闭症  
谱系障碍 (ASD) 遗传学术语表**

**English – Chinese  
英文 – 中文**

**2022 Edition**

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In collaboration with:  
**The Cross Cultural Health Care Program (CCHCP)  
(CCHCP)**

**2022 年版**

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**跨文化医疗保健计划**

Glossary of Autism Spectrum Disorder (ASD) Genetics Terms – Chinese  
自闭症谱系障碍 (ASD) 遗传学术语表

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## Acknowledgments

### Mission of the NCC

The National Coordinating Center for the Regional Genetics Networks (NCC) has been funded by the Health Resources and Services Administration (HRSA) since 2004. Our mission is to improve access to genetics for underserved populations. This mission is accomplished through different programs, many of which are educational tools and resources for non-genetics professionals. Learn more at <https://nccrcg.org>.

### NCC Funding Acknowledgment

This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under Cooperative Agreement #UH9MC30770 from 6/2020-5/2024 for \$800,000 per award year. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

## 致谢

### NCC 的使命

自 2004 年以来，国家区域遗传学网络协调中心 (NCC) 一直由卫生资源和服务管理局 (HRSA) 资助。我们的使命是改善服务水平不足的人群了解遗传学的机会。这一使命是通过不同的计划来完成的，其中许多是针对非遗传学专业人士的教育工具和资源。访问 <https://nccrcg.org> 可了解更多信息。

### NCC 资助致谢

该项目由美国卫生与公众服务部 (HHS) 的卫生资源和服务管理局 (HRSA) 根据合作协议 #UH9MC30770 于 2020 年 6 月至 2024 年 5 月期间以每年 800,000 美元的金额提供支持。这些信息或内容和结论出自作者，不应被理解为 HHS 的 HRSA 或美国政府的官方立场或政策，也不应被推断为其的任何赞许。

## Additional Acknowledgments

### Cynthia E. Roat, MPH

Cindy Roat is an international consultant in language access in health care and patient navigation. She provides training and consulting for health care interpreters, providers, administrators, and patient navigators. Cindy compiled and edited this glossary for the NCC.

### The Cross Cultural Health Care Program

The mission of The Cross Cultural Health Care Program (CCHCP) is to serve as a bridge between communities and health care institutions to advance access to quality health care that is culturally and linguistically appropriate. CCHCP provides resources, such as bilingual medical glossaries, as well as medical interpreter, patient navigator, and cultural competence training for individuals and institutions with the goal of systems change. Learn more at:

<https://xculture.org>

CCHCP is supporting and coordinating the translation process of this glossary and is providing the glossary free of charge in its online store: <https://xculture.org/store/>

## 特别致谢

### Cynthia E. Roat, MPH

Cindy Roat 是一位医疗保健和患者导航语言访问方面的国际顾问。她为医疗保健口译员、提供者、管理人员和患者导航员提供培训和咨询。Cindy 为 NCC 编译和编辑了本术语表。

### 跨文化医疗保健计划

跨文化医疗保健计划 (CCHCP) 的使命是充当社区和医疗保健机构之间的桥梁，以促进获得在文化和语言上适当的优质医疗保健。CCHCP 以系统变革为目标，为个人和机构提供双语医学词汇表、医学口译员、患者导航员和文化能力培训等资源。访问 <https://nccrcg.org> 可了解更多信息。

CCHCP 支持和协调本术语表的翻译过程，并在其在线商店免费提供术语表：  
<https://xculture.org/store/>

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## Preface

The seven Regional Genetics Networks (RGNs), the National Genetics Education and Family Support Center (Family Center), and the National Coordinating Center for the Regional Genetics Networks (NCC) mission is to improve access to quality genetic services for medically underserved populations. This bilingual glossary of terms related to Autism Spectrum Disorders (ASD) is provided to help enable access to ASD medical services to limited English proficiency populations.

## 前言

七个区域遗传学网络 (RGN)、国家遗传学教育和家庭支持中心（家庭中心）和国家区域遗传学网络协调中心 (NCC) 的使命是改善医疗服务水平不足人群获得优质遗传学服务的机会。提供与自闭症谱系障碍 (ASD) 相关的双语术语表，以帮助英语能力有限的人群获得 ASD 医疗服务。

## How to Use the Glossary

This glossary is organized alphabetically in English. The first column shows the term in English. The second column has the definition of the term in English. The third column has the translation of the term.

At the end of the translations is a list of references used for the definitions and places where you can find more information.

## 如何使用该术语表

本术语表按英文字母顺序排列。第一列显示英文术语。第二列提供术语的英文定义。第三列是术语的翻译。

翻译的后面是用于定义的参考资料列表以及你可以找到更多信息的出处。

## Glossary of Terms

### 术语表

English – Chinese

英文 – 中文

(n) – noun (v) – verb (adj) – adjective (adv) – adverb  
(n) – 名词 (v) – 动词 (adj) – 形容词 (adv) – 副词

Term/术语	Definition/定义	Traditional/ 繁体中文	Simplified/ 简体中文
<b>A-B-C analysis (n)</b>	An approach to understanding behavior by examining the Antecedent (the cause), the Behavior, and the Consequence (the result). <sup>1</sup>  一种通过检查前因（原因）、行为和后果（结果）来理解行为的方法。 <sup>1</sup>	理性情緒行為分析	理性情绪行为分析
<b>Abstract language (n)</b>	Any vocabulary or phrases with meanings that are not clearly stated. Examples include idioms like, “it’s raining cats and dogs” or “break a leg” where the intended meaning does not match the literal meaning. There are also many examples of this in books and poetry where the author may describe something using abstract language like “it felt like a weight on my chest.” <sup>5</sup>  任何没有明确表达含义的词汇或短语。示例包括诸如 “it’s raining cats and dogs”（正在下雨的猫和狗）或 “break a leg”（打断一条腿）之类的成语，其意图表达的含义与字面含义不符。在书籍和诗歌中也有很多这样的例子，作者可能会使用抽象语言来描述某事，例如 “it felt like a weight on my chest”（感觉就像是我胸口上的负担）。 <sup>5</sup>	抽象語言	抽象语言
<b>Adaptive behavior or adaptive skills (n)</b>	Includes communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work. These are skills that help the person be successful in their environment and are learned skills rather than innate abilities. <sup>2</sup>  包括沟通、自我照护、家庭生活、社交技能、社区使用、自我指导、健康和安全、实用性学业、休闲和工作。这些是帮助人们在其环境中取得成功的技能，是习得的技能，而不是与生俱来的能力。 <sup>2</sup>	適應行為 / 適應技巧	适应行为或适应技巧

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<b>Age of majority (n)</b>	The age established under state law when an individual is no longer a minor and has the right to make certain legal decisions without consent. <sup>1</sup>  国家法律规定的年龄，达到此年龄时，一个人不再是未成年人并有权在未经同意的情况下做出某些法律决定。 <sup>1</sup>	成年年齡	成年年龄
<b>Anxiety disorder (n)</b>	A pattern of constant worry or tension under many different circumstances. <sup>1</sup> 一种在许多不同情况下持续担心或紧张的模式。 <sup>1</sup>	焦慮症	焦虑症
<b>Applied Behavior Analysis (ABA) (n)</b>	ABA is the name of a professional field that uses principles of learning to increase performance of socially desirable behaviors. ABA practitioners carefully observe and measure behaviors and the context in which they occur in order to individualize teaching plans to improve specific behaviors. ABA is commonly used as one component in interventions for Autism Spectrum Disorders. <sup>2</sup> ABA 是一个专业领域的名称，它使用学习原则来提高社会期望行为的表现。ABA 从业者仔细观察和衡量行为及其发生的环境，以便制定个性化的教学计划以改善特定行为。ABA 通常用作自闭症谱系障碍干预措施的一个组成部分。 <sup>2</sup>	應用行為分析 (ABA)	应用行为分析 (ABA)
<b>Apraxia (n)</b>	See "Dyspraxia." <sup>2</sup> 参见 "Dyspraxia." <sup>2</sup>	失用症	失用症
<b>Attention Deficit Hyperactivity Disorder (ADHD) (n)</b>	A disorder that shows up in the areas of inattention, hyperactivity, and impulsiveness. It is evidenced by frequent shifting from one activity or focus to another, having difficulty organizing and completing tasks correctly, impulsive response, or failure to follow rules. It may occur with or without hyperactivity which includes behaviors such as excessive running, talking, fidgeting, and/or restlessness. <sup>2</sup> 一种表现在注意力不集中、多动和冲动方面的疾病。这表现为经常从一项活动或专注点转移到另一项活动或专注点、难以正确组织和完成任务、冲动反应或不遵守规则。它可能伴有或不伴有过度活跃，包括过度奔跑、说话、坐立不安和/或焦躁不安等行为。 <sup>2</sup>	專注力不足過度活躍症 / 注意缺陷多动障碍 (ADHD)	注意力缺陷多动障碍 (ADHD)



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<b>Audiologist (n)</b>	A specialist who evaluates for hearing loss as a potential cause or contributor to developmental delay, and designs/supports interventions to minimize the impact of hearing loss when it is found. <sup>2</sup> 评估听力损失作为发育迟缓的潜在原因或促成因素并设计/支持干预措施以在发现听力损失时将其影响降至最低的专家。 <sup>2</sup>	聽力學家	听力学家
<b>Augmentative and Alternative Communication (AAC) (n)</b>	Any method of communicating without speech, such as by signs, gestures, picture boards, or electronic or non-electronic devices. These methods can help individuals who are unable to use speech or who need to supplement their speech to communicate effectively. <sup>2</sup> 任何无需言语的交流方式，例如通过动作、手势、画板或电子或非电子设备。这些方法可以帮助无法使用音语或需要补充音语的个人进行有效交流。 <sup>2</sup>	輔助溝通系統 (AAC)	增强和替代沟通 (AAC)

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<b>Autism Spectrum Disorder (ASD) (n)</b>	<p>A neurodevelopmental disorder. ASD symptoms are typically evident before a child is 3 years of age. The symptoms range from mild to severe – and individuals often have varied skills levels in different domains of functioning. Autism affects the person’s overall development in 2 primary areas:</p> <ol style="list-style-type: none"> <li>1. <i>social communication</i>, or the way a person uses gestures, body language, and language to communicate and interact socially and relate with others.</li> <li>2. the presence of <i>restricted, repetitive patterns of behavior, interests, or activities</i> (e.g., repetitive motor movements, echolalia/repeating speech, idiosyncratic phrases, extreme distress at small changes/difficulty with transitions, strong attachment to unusual objects/topics, adverse or intense responses to sensory input).<sup>2</sup></li> </ol> <p>一种神经发育障碍。ASD 症状通常在儿童 3 岁之前就很明显。症状从轻微到严重不等 – 并且个人通常在不同的功能方面具有不同的技能水平。自闭症影响人在 2 个主要方面的整体发展：</p> <ol style="list-style-type: none"> <li>1. 社交交流，或一个人使用手势、肢体语言和语言进行社交交流和互动以及与他人交往的方式。</li> <li>2. 存在受限的、重复的行为、兴趣或活动模式（例如重复的动觉功能、回声/重复讲话、特殊短语、微小变化时的极度痛苦/过渡困难、对不寻常的物体/主题的强烈依恋、对感官输入的负面或强烈反应）。<sup>2</sup></li> </ol>	自閉症譜系障礙 (ASD)	自闭症谱系障碍 (ASD)
<b>Aversive (adj)</b>	<p>An unwanted stimulus designed to change an individual's behavior through punishment. These should rarely be used in the treatment of autism.<sup>1</sup></p> <p>一种不需要的刺激，旨在通过惩罚改变个人的行为。这些应该很少用于自闭症的治疗。<sup>1</sup></p>	厭惡感的	厌恶感的
<b>Behavior Intervention Plan (BIP) (n)</b>	<p>A plan to improve an individual’s behavior, created based on the results of a Functional Behavior Assessment.<sup>1</sup></p> <p>根据功能行为评估的结果制定的改善个人行为的计划。<sup>1</sup></p>	行為介入治療計畫 (BIP)	行为干预治疗计划 (BIP)
<b>Behavioral disorder (n)</b>	<p>A condition in which behavior significantly deviates from acceptable norms.<sup>1</sup></p> <p>行为明显偏离可接受规范的一种情况。<sup>1</sup></p>	行為障礙	行为障碍

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<b>Biomarker (n)</b>	An indicator of a certain biological state. <sup>1</sup> 某种生物状态的指标。 <sup>1</sup>	生物標記	生物标志
<b>Bipolar disorder (n)</b>	A brain disorder that causes unusual shifts in mood, energy, activity levels, and the ability to carry out day-to-day tasks; also known as manic-depressive illness. <sup>1</sup> 导致情绪、精力、活动水平和执行日常任务的能力发生异常变化的大脑疾病；也称为躁郁症。 <sup>1</sup>	躁鬱症	躁郁症
<b>Board Certified Behavior Analyst (BCBA) (n)</b>	A professional certified to provide ABA therapy by the Behavior Analyst Certification Board (BACB). <sup>1</sup> 经行为分析师认证委员会 (BACB) 认证可提供 ABA 治疗的专业人士。 <sup>1</sup>	國際認證行為分析師 (BCBA)	国际认证行为分析师 (BCBA)
<b>Body language (n)</b>	A form of non-verbal communication that is an important part of social communication. It includes things like gestures (head nodding or shaking), personal space, facial expressions, and eye contact. <sup>5</sup> 一种非语言交流形式，是社交交流的重要组成部分。它包括手势（点头或摇头）、私人空间、面部表情和眼神交流等内容。 <sup>5</sup>	肢體語言	肢体语言
<b>Case manager (n)</b>	A professional from a school or service agency such as the Department of Developmental Disabilities who serves as a direct contact for families and helps gather resources, team members and ideas. <sup>1</sup> 来自学校或服务机构（如发育障碍部）的专业人士，作为家庭的直接联系人，帮助收集资源、团队成员和想法。 <sup>1</sup>	個案經理	个案经理
<b>Catatonia (n)</b>	A state in which a person does not move and does not respond to others. <sup>1</sup> 一个人不动也不回应他人的状态。 <sup>1</sup>	緊張症	紧张症
<b>Challenging behaviors (n)</b>	Behaviors that are destructive and harmful to the individual or others (e.g., hitting, biting, running away), that prevent learning and cause others to label or isolate the individual for being odd or different. <sup>1</sup> 对个人或他人具有破坏性和伤害性的行为（例如打人、咬人、逃跑），阻碍学习并导致他人将个人标记或孤立为奇怪或奇异的人。 <sup>1</sup>	具挑戰性行為	具挑战性行
<b>Civil commitment (n)</b>	A legal process in which an individual experiencing a mental health crisis is ordered into treatment against his or her will, including to a hospital. <sup>1</sup> 一套法律程序，在该程序中，遭受精神健康危机的个人被命令违背他或她的意愿接受治疗，包括去医院治疗。 <sup>1</sup>	民事拘押	民事拘禁

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<b>Cognitive behavioral therapy (n)</b>	Type of therapy designed to help improve an individual's inappropriate or challenging behaviors by replacing the negative thoughts that cause these behaviors with positive thoughts. <sup>1</sup> 旨在通过用积极的想法代替导致这些行为的消极想法来帮助改善个人不适当或具有挑战性的行为的治疗类型。 <sup>1</sup>	認知行為治療	认知行为疗法
<b>Cognitive development (n)</b>	How children learn to think, interpret information, make decisions, and solve problems. Areas of cognitive development include verbal reasoning (using language), non-verbal reasoning (using visual/spatial information), as well as executive control/functioning. <sup>2</sup> 儿童如何学习思考、解释信息、做出决定和解决问题。认知发展领域包括语言推理（使用语言）、非语言推理（使用视觉/空间信息）以及执行控制/功能。 <sup>2</sup>	認知發展	认知发展
<b>Communication (n)</b>	The developmental area that involves skills which enable people to understand (receptive communication) and share (expressive communication) thoughts and feelings. Waving goodbye, smiling, nodding, making eye-contact, using spoken language, following directions, and reading and writing are examples of communication. <sup>2</sup> 涉及使人们能够理解（接受性沟通）和分享（表达性沟通）思想和感受的技能的发展领域。挥手告别、微笑、点头、眼神交流、使用口语、听从指示以及阅读和写作都是沟通的例子。 <sup>2</sup>	溝通	沟通

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<b>Communication disorder (n)</b>	Difficulty with understanding and/or expressing messages. <sup>2</sup> Communication disorders include problems with hearing, with making speech sounds (articulation), with having a clear voice (voice disorders), stuttering (fluency disorders), difficulty learning, knowing, and using grammar (language disorders), difficulty using language to get things done (social communication or pragmatic language disorders), and using language to learn (language-based learning disabilities such as dyslexia). <sup>2</sup> 理解和/或表达信息有困难。 <sup>2</sup> 沟通障碍包括听力、发出语音（发音）、声音清晰性（语音障碍）问题、口吃（流利性障碍），学习、认识和使用语法困难（语言障碍），难以使用语言完成任务（社交沟通或语用语言障碍），以及使用语言学习（基于语言的学习障碍，如阅读障碍）。 <sup>2</sup>	溝通障礙	沟通障碍
<b>Comorbid (adj)</b>	Pertaining to a disease or disorder that occurs simultaneously with another. <sup>1</sup> 与同时发生的疾病或紊乱有关。 <sup>1</sup>	合併症的	合并症的
<b>Compulsion (n)</b>	The drive to do something in particular or in a particular way, such as the need to straighten all the forks at the dinner table. <sup>1</sup> 在特定情况下或以特定方式做某事的动力，例如需要在餐桌上放直所有叉子。 <sup>1</sup>	強迫症	强迫症
<b>Conservatorship (n)</b>	The legal right given to a person to be responsible for the assets and finances of a person deemed fully or partially incapable of providing these necessities for himself or herself. <sup>1</sup> 赋予一个人对一个人的资产和财务负责的法律权利，而这些资产和财务被认为完全或部分无法为他或她自己提供这些必需品。 <sup>1</sup>	託管(照管)權	监管权
<b>Crisis plan (n)</b>	A document that outlines in specific detail the necessary strategies and steps that must be taken when a crisis occurs. <sup>1</sup> 一份文件，详细概述了危机发生时必须采取的 必要策略和步骤。 <sup>1</sup>	危機應對計畫	危机应对计
<b>Data analysis (n)</b>	The process of thoroughly inspecting information related to challenging behaviors in order to draw out useful information and conclusions that may result in strategies to improve behavior. <sup>1</sup> 彻底检查与挑战行为相关的信息以得出有用的信息和结论的过程，这些信息和结论可能会导致改善行为的策略。 <sup>1</sup>	數據分析	数据分析

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<b>De-escalation (n)</b>	The process of stopping a challenging behavior or crisis from intensifying and calming the situation. <sup>1</sup> 阻止具有挑战性的行为或危机加剧和平静局势的过程。 <sup>1</sup>	逐步降級	逐步降级
<b>Depression (n)</b>	A mood disorder in which feelings of sadness, anger, or frustration interfere with everyday life for an extended period of time. <sup>1</sup> 一种情绪障碍，其中悲伤、愤怒或沮丧的感觉会在很长一段时期内干扰日常生活。 <sup>1</sup>	憂鬱症	抑郁症
<b>Developmental assessment (n)</b>	A structured evaluation of a child's development in one or more areas including cognitive, language, motor, social/emotional, and adaptive. Professionals that conduct developmental assessments include developmental behavioral pediatricians, psychologists, speech language pathologists, occupational therapists, physical therapists, educators, and audiologists. Types of tests that are used during developmental assessments include interview, observation, questionnaires, standardized tests, and non-standardized tests. <sup>2</sup> 对儿童在认知、语言、运动、社交/情感和适应性等一个或多个方面的发育进行结构化评估。进行发育评估的专业人士包括发育行为儿科医生、心理学家、语言病理学家、职业治疗师、物理治疗师、教育工作者和听力学家。发育评估中使用的测试类型包括访谈、观察、问卷、标准化测试和非标准化测试。 <sup>2</sup>	成長發展評估	发育评估
<b>Developmental delay (n)</b>	The term used to describe the condition of an infant or young child who is not achieving new skills in the typical time frame and/or is exhibiting behaviors that are not appropriate for his or her age. Some children who are developmentally delayed eventually have a specific diagnosis of a particular developmental disability. Other children with delays catch up with their typically developing peers. <sup>2</sup> 该术语用于描述在典型时间范围内未获得新技能和/或表现出不适合他或她年龄的行为的婴儿或幼儿的状况。一些发育迟缓的儿童最终会被诊断为特定的发育障碍。其他发育迟缓的儿童赶上他们发育正常的同龄人。 <sup>2</sup>	發展遲緩	发育迟缓

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<b>Developmental Disability (DD) (n)</b>	A severe chronic disability that is attributed to a physical or mental impairment, other than the sole diagnosis of mental illness, or to a combination of mental and physical impairments, is manifested before the individual attains the age of 22, is likely to continue indefinitely, results in the inability to live independently without external support or continuing and regular assistance, reflects the need for a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services that are planned and coordinated for that individual. <sup>2</sup> 一种严重的慢性残疾，由身体或精神障碍引起（而非精神疾病的唯一诊断），或精神和身体障碍的组合，在个人年满 22 岁之前表现出来，可能会无限期地持续下去，导致在没有外部支持或持续和定期援助的情况下无法独立生活，反映需要为该个人计划和协调的特殊、跨学科或通用护理、治疗或其他服务的组合和顺序。 <sup>2</sup>	發展障礙 (DD)	发育障碍 (DD)
<b>Developmental pediatrician (n)</b>	Also known as a developmental-behavioral pediatrician, these professionals have training and experience to assess and treat a wide range of medical and psychosocial aspects of a child's developmental and behavioral difficulties. Their expertise may make them a good choice for children with complicated medical or developmental problems. <sup>2</sup> 也被称为发育行为儿科医生，这些专业人士具有评估和治疗儿童发育和行为困难的广泛医学和社会心理方面的培训和经验。他们的专业知识可能使他们成为有复杂医疗或发育问题的儿童的理想选择。 <sup>2</sup>	行為發展兒科 醫生	发育儿科医生
<b>Differential diagnosis (n)</b>	Distinguishing between two or more diseases with similar symptoms to identify which is causing distress or challenging behavior. <sup>1</sup> 区分具有相似症状的两种或多种疾病，以确定导致痛苦或具挑战性行为的疾病。 <sup>1</sup>	鑑別診斷	鉴别诊断
<b>Disruption (n)</b>	An event that causes an unplanned deviation from a situation. <sup>1</sup> 导致情况偏离计划的事件。 <sup>1</sup>	中斷	中断



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<b>Down syndrome, also known as trisomy 21 (n)</b>	The most common and readily identifiable chromosomal condition associated with intellectual disability. Children with Down syndrome typically have developmental delays, but this can range from mild to severe. Common physical signs of Down syndrome include decreased muscle tone; short neck; flattened facial profile and nose; small head, ears, and mouth; upward slanting eyes; white spots on the colored part of the eye (called Brushfield spots); wide, short hands with short fingers; a single, deep, crease across the palm of the hand; a deep groove between the first and second toes. <sup>2</sup> 与智力残疾相关的最常见和最容易识别的染色体疾病。患有唐氏综合症的儿童通常有发育迟缓，但这可能从轻微到严重不等。唐氏综合症的常见体征包括肌肉张力下降；脖子短；扁平的面部轮廓和鼻子；小头、耳朵和嘴巴；向上倾斜的眼睛；眼睛有色部分的白点（称为灌木丛斑点）；宽而短的手，手指短；一条单一、深、横跨手掌的折痕；第一个和第二个脚趾之间的深沟。 <sup>2</sup>	唐氏綜合症, 也被稱為 21 號 - 三染色體	唐氏综合症, 也称为 21 号三染色体
<b>Dual diagnosis (n)</b>	The identification of an additional mental health disorder individuals with developmental disabilities. <sup>1</sup> 识别具有发育障碍的其他心理健康障碍的个人。 <sup>1</sup>	合併診斷	合并诊断
<b>Dysarthria (n)</b>	A term used to describe the impact on speech production of muscle weakness and/or reduced muscle control due to neural damage. <sup>2</sup> 用于描述由于神经损伤而导致肌肉无力和/或肌肉控制能力下降对语言产生的影响的术语。 <sup>2</sup>	構音障礙	构音障碍
<b>Dyspraxia (n)</b>	A condition characterized by a difficulty with planning and performing coordinated movements although there is no apparent damage to muscles. Dyspraxia can impact any motor system and will be described based on the motor system affected (e.g., upper limb dyspraxia, speech/verbal dyspraxia). The term “apraxia” is often used as a synonym for dyspraxia. <sup>2</sup> 一种以难以计划和执行协调运动为特征的疾病，尽管对肌肉没有明显损伤。运动障碍会影响任何运动系统，将根据受影响的运动系统进行描述（例如上肢运动障碍、言语/语言运动障碍）。“失用症”一词通常用作运动障碍的同义词。 <sup>2</sup>	失用症	运动障碍



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<b>Early intervention (n)</b>	Programs or services designed to meet the developmental needs of infants and toddlers (birth to three years old) and their families. 旨在满足婴幼儿（出生至三岁）及其家庭发育需求的计划或服务。	早期介入	早期干预
<b>Echolalia or Echophrasia (n)</b>	The immediate and involuntary repetition of words or phrases just spoken by others, often a symptom of autism or some types of schizophrenia. Also called echophrasia. <sup>3</sup> 立即和不自觉地重复他人刚刚说过的单词或短语，通常是自闭症或某些类型的精神分裂症的症状。也称为模仿言语。 <sup>3</sup>	模仿言語 / 仿語	仿语或模仿言语
<b>Elopement (n)</b>	A situation in which an individual leaves a safe place, a caretaker, or supervised situation, either by “bolting,” wandering or sneaking away. <sup>1</sup> 个人通过“狂奔”、游荡或偷偷溜走而离开安全地方、看守人或受监督的情况的一种情况。 <sup>1</sup>	潛逃	潜逃
<b>Epilepsy (n)</b>	A brain disorder in which a person has repeated seizures (episodes of disturbed brain activity or convulsions) over time. <sup>1</sup> 一种脑部疾病，患者随着时间的推移反复癫痫发作（脑部活动紊乱或抽搐发作）。 <sup>1</sup>	癲癇症	癫痫症
<b>Escalating (v)</b>	Increasing or worsening rapidly. <sup>1</sup> 迅速增加或恶化。 <sup>1</sup>	升級	升级
<b>Evidence-Based Practice (EBP) (n)</b>	A teaching strategy or practice that has been proven through research studies to improve skills or behaviors for a certain population. <sup>5</sup> 通过研究证明可以提高特定人群的技能或行为的教学策略或实践。 <sup>5</sup>	循證實踐 (EBP)	循证实践 (EBP)
<b>Executive control / executive functioning (n)</b>	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. Acquiring these skills is one of the most important tasks of the early childhood years. <sup>2</sup> 一组帮助人们计划、组织、控制行为、同时关注多个信息流、自我监控和根据需要修改行动计划的技能。获得这些技能是幼儿时期最重要的任务之一。 <sup>2</sup>	管控/執行功能	管控/执行功能
<b>Extinction (n)</b>	A response used to eliminate a behavior that involves ignoring a mild behavior when it is used for attention. <sup>1</sup> 一种用于消除行为的反应，该行为涉及在用于引起注意时忽略轻微行为。 <sup>1</sup>	消除（不良行為）	消除（不良行为）

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<b>Extinction burst (n)</b>	Short term response to extinction in which there is a sudden and temporary increase in the response's frequency, followed by an eventual decline. <sup>1</sup> 对消除（不良行为）的短期反应，其中反应频率突然和暂时增加，然后最终下降。 <sup>1</sup>	消除爆發行為	消除爆发行为
<b>Face blindness (n)</b>	An impairment in the recognition of faces. <sup>1</sup> 面部识别障碍。 <sup>1</sup>	臉盲症	面盲症
<b>Fading (v)</b>	Gradually reducing the number of prompts or types of prompts to encourage more independence for the learner. <sup>5</sup> 逐渐减少提示的数量或提示的类型，以鼓励学习者更加独立。 <sup>5</sup>	漸減	渐减
<b>Fecal digging (v)</b>	The process in which an individual puts his fingers into his rectum. <sup>1</sup> 一个人将手指伸入直肠的过程。 <sup>1</sup>	指挖糞便	指挖粪便
<b>Fecal smearing (v)</b>	The process in which feces are spread on property or the individual himself. <sup>1</sup> 粪便散布在财产或个人身上的过程。 <sup>1</sup>	糞便塗抹	粪便涂抹
<b>Fetal Alcohol Spectrum Disorder (FASD) (n)</b>	Children whose mothers drank during pregnancy, and who have developmental impairment may be diagnosed with one of several FASDs. The developing brain is the organ most vulnerable to prenatal alcohol exposure, but the range of impact of prenatal alcohol exposure includes both physical and neurodevelopmental impairment. These can include growth difficulty, minor facial anomalies, general developmental delays, seizures, learning disabilities, ADHD, executive functioning and processing challenges, as well as mental health or behavioral challenges. The most severe FASD is Fetal Alcohol Syndrome (FAS – see FAS), but other FASDs are far more common. <sup>2</sup> 母亲在怀孕期间饮酒并且有发育障碍的儿童可能会被诊断出患有几种 FASD 中的一种。发育中的大脑是最容易受到产前酒精暴露的器官，但产前酒精暴露的影响范围包括身体和神经发育障碍。这些可能包括生长困难、轻微的面部异常、一般发育迟缓、癫痫发作、学习障碍、多动症、执行功能和处理挑战，以及心理健康或行为挑战。最严重的 FASD 是胎儿酒精综合症 (FAS – 参见 FAS)，但其他 FASD 更为常见。 <sup>2</sup>	胎兒酒精譜系障礙 (FASD)	胎儿酒精谱系障碍 (FASD)

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<b>Fetal Alcohol Syndrome (FAS) (n)</b>	A permanent birth defect syndrome caused by maternal drinking during pregnancy. FAS is characterized by growth deficiency; a cluster of 3 minor facial abnormalities including a thin upper lip, a smooth philtrum (i.e., the groove between nose and upper lip); small eyes; and significant abnormalities in brain development. FAS is the leading preventable cause of intellectual disability and other neurodevelopmental conditions. <sup>2</sup> 由母亲在怀孕期间饮酒引起的永久性出生缺陷综合征。FAS 的特点是生长不足；一组 3 个轻微的面部异常，包括薄的上唇、光滑的人中（即鼻子和上唇之间的凹槽）；小眼睛和大脑发育的显著异常。FAS 是导致智力残疾和其他神经发育状况的主要可预防原因。 <sup>2</sup>	胎兒酒精綜合症 (FAS)	胎儿酒精综合征 (FAS)
<b>Function of behavior (n)</b>	The purpose or reason behind a specific behavior for an individual. <sup>1</sup> 个人特定行为背后的目的或原因。 <sup>1</sup>	功能性行為	功能性行为
<b>Functional Behavior Analysis (FBA) (n)</b>	The process of systematically determining the function of behaviors, usually inappropriate, that are displayed by people. Behaviors are defined, measured, and analyzed in terms of what happened before and after their occurrence. Over time the events before and after the behavior occurs are systematically changed in order to determine the function of the behavior for the person displaying it. <sup>2</sup> 系统地确定人们表现出的通常不恰当的功能性行为的过程。行为是根据发生之前和之后发生的事件来定义、衡量和分析的。随着时间的推移，行为发生之前和之后的事件会系统地改变，以确定行为对表现者的作用。 <sup>2</sup>	功能性行為分析學 (FBA)	功能性行为分析 (FBA)
<b>Functional communication (n)</b>	Effective and appropriate communication that an individual uses across his daily activities to meet his or her needs. <sup>1</sup> Can be verbal or non-verbal. 个人在日常活动中使用的满足他或她需求的有效和适当的沟通方式。 <sup>1</sup> 可以是口头的或非口头的。	功能性溝通	功能性沟通

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<b>Generalization (n)</b>	<p>The ability to use a target skill or behavior across the intervention timespan or timeframe, setting, and individuals (e.g., teachers, peers, parents). For example, when teaching a child to greet others, a teacher may initially implement the intervention when the student first enters classroom. Although the child may begin to independently greet others in the context of entering the classroom, she may not be able to do so when coming home from or entering a different room in the school. If she can greet others across settings and individuals, then she has engaged in generalization of the skill.<sup>5</sup></p> <p>在干预时间跨度或时间范围、环境和个人（例如教师、同伴、父母）中使用目标技能或行为的能力。例如，在教儿童打招呼时，教师可能会在学生第一次进入教室时首先实施干预。虽然儿童可能会在进入教室的情况下开始独立地问候他人，但当她从学校回家或进入学校的不同房间时可能不会这样做。如果她可以在不同的环境和个人的情况下问候他人，那么她已经融入该技能的普遍化。<sup>5</sup></p>	一般化	普遍化
<b>Gestures (n)</b>	<p>Body and hand movements used to communicate. Examples include pointing, waving, opening arms to demonstrate something is “big,” banging a fist on a table to emphasize a point or show anger, etc.<sup>5</sup></p> <p>用于交流的身体和手部动作。示例包括指点、挥手、张开双臂以证明某物是“大的”、用拳头敲击桌子以强调观点或表达愤怒等。<sup>5</sup></p>	手勢	手势
<b>Guardianship (n)</b>	<p>The legal right given to a person to be responsible for the food, health care, housing, and other necessities of a person deemed fully or partially incapable of providing these necessities for himself or herself.<sup>1</sup></p> <p>赋予一个人对一个人的食物、医疗保健、住房和其他必需品负责的法律权利，而这些被认为完全或部分无法为他或她自己提供这些必需品。<sup>1</sup></p>	監護權	监护权

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<b>Hypersensitivity (n)</b>	<p>Overly intense or exaggerated response to sensation. It may include defensive responses (like covering ears in anticipation of a sound, pulling away quickly when touched lightly) or disliking or avoiding of certain situations that involve an undesirable sensory experience (like avoiding public restrooms because the toilet flushing is aversive).<sup>5</sup></p> <p>对感觉的过度强烈或夸张的反应。它可能包括防御性反应（例如在听到声音时捂住耳朵，被轻轻地触碰时迅速离开）或不喜欢或避免某些涉及不良感官体验的情况（例如因为厌恶冲马桶而避免去公共厕所）。<sup>5</sup></p>	過度敏感 / 超敏反應	高度敏感
<b>Hyposensitivity (n)</b>	<p>Under exaggerated response to sensation. May include lack of response entirely or a reduced or slower response than expected. A child with hyposensitivity may not stop working and turn around when their name is called, may not seem to notice that another child ran into them, may smile, or laugh several seconds after you tickle them, may cry several seconds after getting hurt or not at all, etc.<sup>5</sup></p> <p>对感觉的夸张反应。可能包括完全没有反应或反应比预期减少或慢。敏感的儿童在被叫到他们的名字时可能不会停止工作并转身，可能似乎没有注意到另一个儿童撞到了他们，可能会在你搔痒他们后微笑或大笑几秒钟，可能在受伤或没有受伤后哭泣几秒钟等等。<sup>5</sup></p>	低度敏感 / 低靈敏度	低度敏感
<b>Idiosyncratic language/vocabulary (n)</b>	<p>Using language in unusual ways that may not be obvious to the communication partner. This includes using scripts from previous conversations or media applied to different contexts like saying “C is for cookie” to express that they like something. Or “Dora loves waterfall!” to request to take a bath/shower.<sup>5</sup></p> <p>以不寻常的方式使用对沟通伙伴来说可能并不明显的语言。这包括使用以前对话中的脚本或应用于不同上下文的媒体，例如说 “C is for cookie”（C 代表曲奇饼）来表达他们喜欢某样东西。或者 “Dora loves waterfall!”（朵拉喜欢瀑布！）来请求洗澡/淋浴。<sup>5</sup></p>	異常語言 / 詞彙	异常语言/词汇
<b>Incontinence (n)</b>	<p>The (usually) involuntary passing of feces or urine, generally not into a toilet or diaper.<sup>1</sup></p> <p>（通常）不自觉地排便或排尿，一般不会排入马桶或尿布。<sup>1</sup></p>	失禁	失禁

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<b>Individualized Education Program (IEP) (n)</b>	<p>A written statement of a child's current level of development (abilities and impairments) and an individualized plan of instruction, including the goals, the specific services to be received, the people who will carry out the services, the standards, and timelines for evaluating progress, and the amount and degree to which the child will participate with non-handicapped peers at school. The IEP is developed by the child's parents and the professionals who evaluated the child. It is required by the Individuals with Disabilities Education Act (IDEA) for all children in special education, ages three years and up.<sup>2</sup></p> <p>儿童当前发育水平（能力和障碍）的书面声明和个性化的教学计划，包括目标、要接受的具体服务、提供服务的人员、标准和评估进度的时间表，以及儿童将在学校与非残障同龄人一起参与的数量和程度。IEP 由儿童的父母和评估儿童的专业人士制定。残障人士教育法 (IDEA) 要求所有接受特殊教育的三岁及以上儿童都必须参加。<sup>2</sup></p>	個別化教育計劃 (IEP)	个别化教育计划 (IEP)

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<b>Individualized Family Service Plan (IFSP) (n)</b>	<p>A written plan describing the infant's or toddler's current level of development, the family's strengths and needs related to enhancement of the infant's or toddler's development, goals for the child and the other family members (as applicable), including the criteria, procedures and time lines used to evaluate progress (the IFSP should be evaluated and adjusted at least once a year and reviewed at least every six months), and the specific early intervention services needed to meet the goals (including the frequency and intensity and method of delivering services, the projected date of initiating services and the anticipated duration of services). The IFSP is developed and implemented by the child's parents and a multidisciplinary early intervention team (IFSP Team). The Individualized Family Service Plan is required by the Individuals with Disabilities Education Act (IDEA) for all infants and toddlers receiving early intervention services.<sup>2</sup></p> <p>一套描述婴幼儿当前发育水平、与促进婴幼儿发育相关的家庭优势和需求、儿童和其他家庭成员（如适用）的目标的书面计划，包括用于评估进展（IFSP 应至少每年评估和调整一次，至少每六个月审查一次）的标准、程序和时间表，以及实现目标所需的具体早期干预服务（包括提供服务的频率、强度和方法、预计开始服务的日期和预计的服务持续时间）。IFSP 由儿童的父母和一支多学科的早期干预团队（IFSP 团队）制定和实施。残障人士教育法 (IDEA) 要求所有接受早期干预服务的婴幼儿都必须参加个别化家庭服务计划。<sup>2</sup></p>	個別化家庭服務計劃 (IFSP)	个别化家庭服务计划 (IFSP)
<b>Individuals with Disabilities Education Act (IDEA) (n)</b>	<p>The federal law reauthorized in 2004 that amends the Education for All Handicapped Children Act (Public Law 94-142). Part C of the law focuses on services to infants and toddlers who are at-risk or have developmental disabilities.<sup>2</sup></p> <p>2004 年重新授权的联邦法律，其修订了所有残疾儿童教育法（公法 94-142）。该部法律的 C 部分侧重于为处于危险中或有发育障碍的婴幼儿提供服务。<sup>2</sup></p>	殘疾人士教育法案 (IDEA)	残障人士教育法 (IDEA)



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<b>Intellectual disability (n)</b>	Characterized by significantly impaired intellectual functioning, existing concurrently with related limitations in two or more of the following applicable adaptive skill areas: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work. <sup>2</sup> 以智力功能显著受损为特征，同时存在以下两个或多个适用的适应性技能方面的相关限制：包括沟通、自我照护、家庭生活、社交技能、社区使用、自我指导、健康和安全、实用性学业、休闲和工作。 <sup>2</sup>	智力障礙	智力障碍
<b>Interdisciplinary evaluation team (n)</b>	A group of health care professionals from diverse disciplines who form a team to work collaboratively in conducting a cohesive patient evaluation. <sup>2</sup> 一组来自不同学科的医疗保健专业人士，他们组成一支团队协作开展有凝聚力的患者评估。 <sup>2</sup>	跨學科評估團隊	跨学科评估团队
<b>Intervention (n)</b>	A strategy or process put in place in order to improve or modify an individual's behavior e.g., medication, Applied Behavior Analysis). <sup>1</sup> 为改善或修改个人行为而制定的策略或流程，例如药物治疗、应用行为分析。 <sup>1</sup>	介入治療	干预治疗
<b>Involuntary commitment (n)</b>	A legal process in which an individual experiencing a mental health crisis is ordered into treatment against his or her will, including to a hospital. <sup>1</sup> 一套法律程序，在该程序中，遭受精神健康危机的个人被命令违背他或她的意愿接受治疗，包括去医院治疗。 <sup>1</sup>	非自願或強制監管（治療）	非自愿治疗
<b>Joint attention (n)</b>	A set of early social communication skills used to show and/or share interest about an outside object or event with a communication partner. They include initiating joint attention where the child shifts their gaze and/or gestures toward an object with the goal of getting another person to notice it. They also include responding to gaze shifts and gestures from other people so that they can learn what others find interesting. <sup>5</sup> 一套早期社交沟通技巧，用于与沟通伙伴展示和/或分享对外部对象或事件的兴趣。它们包括启动共同注意力，其中儿童将目光和/或手势转向一个对象，目的是让另一个人注意到它。它们还包括对其他人的视线转移和手势做出反应，以便他们了解其他人感兴趣的内容。 <sup>5</sup>	共享式注意力	共享式注意力



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<b>Language delay (n)</b>	A disorder in which a learner's ability to understand and/or use language is behind what would be expected based on their age. <sup>5</sup> 一种学习者理解和/或使用语言的能力落后于按其年龄所预期的障碍。 <sup>5</sup>	語言遲緩	语言延迟
<b>Language disorder (n)</b>	In children, this could mean trouble getting their meaning or message across to others (expressive language disorder), or understanding messages coming from others (receptive language disorder), as well as difficulty using language to get things done (pragmatic language/social communication disorder). <sup>2</sup> 在儿童中，这可能意味着难以将他们的意思或信息传达给他人（表达性语言障碍），或难以理解来自他人的讯息（接受性语言障碍），以及难以使用语言完成事情（语用语言/社交沟通障碍）。 <sup>2</sup>	語言障礙	语言障碍
<b>Learning disability (n)</b>	A disorder that affects how a person learns and understands primary skills such as reading, writing and math. <sup>2</sup> 一种影响人们学习和理解诸如阅读、写作和数学等主要技能的障碍。 <sup>2</sup>	學習障礙	学习障碍
<b>Least Restrictive Environment (LRE) (n)</b>	The educational setting that permits a child with disabilities to derive the most educational benefit while participating in a regular educational environment to the maximum extent appropriate. It is presumed that a child with a disability will be educated in the general education classroom, with appropriate supports, unless the IEP Team deems another setting as more appropriate. LRE is a requirement under the IDEA. <sup>2</sup> 允许残疾儿童在适当的最大程度上参与常规教育环境的同时获得最大教育利益的教育环境。除非 IEP 团队认为其他环境更合适，否则假定残疾儿童将在适当的支持下在普通教育教室接受教育。LRE 是 IDEA 下的要求。 <sup>2</sup>	最少限制的環境 (LRE)	最少限制的环境 (LRE)
<b>Maladaptive behavior (n)</b>	A type of behavior that is often used to reduce anxiety, but whose result does not provide adequate or appropriate adjustment to the environment or situation. <sup>1</sup> 一种通常用于减少焦虑的行为，但其结果不能为环境或情况提供充分或适当的调整。 <sup>1</sup>	適應不良的行為	适应不良的行为
<b>Medicaid (n)</b>	A government program that provides healthcare coverage for low-income families and individuals with disabilities in the United States. <sup>1</sup> 一项为美国低收入家庭和残障人士提供医疗保险的政府计划。 <sup>1</sup>	醫療補助計畫 (俗稱白卡)	医疗补助计划

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<b>Medical home (n)</b>	A team-based healthcare delivery model led by a physician that provides comprehensive and continuous medical care to patients. <sup>1</sup> 一种由医生领导的基于团队的医疗保健服务模式，为患者提供全面和持续的医疗服务。 <sup>1</sup>	團隊式醫療護理	团队式医疗护理
<b>Mental health hold (n)</b>	Involuntary hospitalization due to a mental health crisis. <sup>1</sup> 因精神健康危机而非自愿住院。 <sup>1</sup>	強制性滯留	强制性滞留
<b>Motor skill (n)</b>	The learned ability to perform movements, such as holding the body upright to sit, using the hands to manipulate small items, scooping food onto a spoon and bringing it to the mouth, and moving the lips and tongue to articulate different sounds. Fine motor skills involve use of the small muscles of the body while gross motor skills are associated with large muscle movements. <sup>2</sup> 学习执行动作的能力，例如保持身体直立坐下，用手操作小物件，将食物舀到勺子里送到嘴里，以及移动嘴唇和舌头以发出不同的声音。精细运动技能涉及使用身体的小肌肉，而粗大运动技能与大肌肉运动有关。 <sup>2</sup>	運動技能	运动技能
<b>Neurodevelopmental conditions (n)</b>	Problems affecting the development of the central nervous system or brain, resulting in delayed or unusual motor, speech, social or learning deficits. 影响中枢神经系统或大脑发育的问题，导致延迟或异常的运动、言语、社交或学习缺陷。	神經發育障礙	神经发育障碍
<b>Nonverbal communication (n)</b>	Any form of or attempt at unspoken or “physical” communication. Examples are temper tantrums, gestures, pointing and leading another person to a desired object. <sup>2</sup> 任何形式的或试图不言而喻的或“身体”的交流。示例包括发脾气、手势、指点和引导另一个人到想要的对象。 <sup>2</sup>	非語言溝通/身體語言	非语言交流
<b>Nutritionist (n)</b>	Nutrition services are provided by Registered Dietitian Nutritionists (RDNs). The nutritionist evaluates the child’s growth, energy intake, and nutritional status to make sure they are getting appropriate nutrients from their diet. A nutritionist often will work with a feeding therapist (e.g., speech or occupational therapist), to develop a plan when feeding problems are suspected. <sup>2</sup> 营养服务由注册营养师 (RDN) 提供。营养师评估儿童的成长、能量摄入和营养状况，以确保他们从饮食中获得适当的营养。营养师通常会与喂养治疗师（例如言语治疗师或职业治疗师）合作，在怀疑有喂养问题时制定计划。 <sup>2</sup>	營養師	营养师

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<b>Obsession (n)</b>	A repetitive thought or feeling dominated by a particular idea, image, or desire, such as a person who only wants to talk about elevators. <sup>1</sup> 受特定想法、形象或欲望支配的重复想法或感觉，例如只想谈论电梯的人。 <sup>1</sup>	執念	执念
<b>Obsessive Compulsive Disorder (OCD) (n)</b>	An anxiety disorder in which people have unwanted and repeated thoughts, feelings, ideas, or sensations (obsessions) that make them feel driven to do something (compulsions). <sup>1</sup> 一种焦虑症，其中人们有不想要的和重复的思想、感受、想法或感觉（强迫症），使他们感到被驱使去做某事（强迫症）。 <sup>1</sup>	強迫症 (OCD)	强迫症 (OCD)
<b>Occupational Therapist (OT) (n)</b>	A skilled healthcare provider that assists people across the lifespan participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Occupational therapy benefits individuals who have physical, developmental, or cognitive limitations. With children, treatment is geared toward development of fine motor skills (e.g., writing, cutting), gross motor skills (e.g., climbing stairs, jumping), self-care (e.g., dressing, eating), and play. OT is the primary profession that addresses sensory processing differences. <sup>2</sup> 熟练的医疗保健提供者，其通过使用日常活动治疗方法（职业），帮助人们在整个生命周期中参与他们想要和需要做的事情。职业治疗有益于身体、发育或认知受限的个人。对于儿童，治疗旨在发展精细运动技能（例如写作、切割）、粗大运动技能（例如爬楼梯、跳跃）、自我保健（例如穿衣、饮食）和玩耍。OT 是解决感官处理差异的主要职业。 <sup>2</sup>	職能治療師 (OT)	职业治疗师 (OT)
<b>Ototoxic (n)</b>	Damaging to the ears, causing sound sensitivities, dizziness, or balance issues. <sup>1</sup> 对耳朵造成伤害，导致声音敏感、头晕或平衡问题。 <sup>1</sup>	耳毒性	耳毒性
<b>Overcorrection(n)</b>	A punishment mechanism for a challenging behavior that involves requiring an individual to engage in repetitive behavior to an excessive extent in an attempt to prevent the behavior from reoccurring. <sup>1</sup> 一种针对具有挑战性的行为的惩罚机制，其要求个人过度从事重复行为，以防止该行为再次发生。 <sup>1</sup>	過度更正	过度校正

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<b>Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal infections (PANDAS) (n)</b>	A subset of children and adolescents who have Obsessive Compulsive Disorder (OCD) and/or tic disorders, and in whom symptoms worsen following infections such as strep throat and scarlet fever. <sup>1</sup> 患有强迫症 (OCD) 和/或抽动障碍的儿童和青少年的子集，并且在他们之中在感染链球菌性咽喉炎和猩红热等感染后症状恶化。 <sup>1</sup>	鏈球菌感染導致兒童自體免疫神經精神異常, 暱稱熊貓症 (PANDAS)	链球菌感染导致儿童自身免疫性神经精神疾病 (PANDAS)
<b>Phenylketonuria (PKU) (n)</b>	An inherited disorder that increases the levels of a substance called phenylalanine in the blood. Phenylalanine is found in food proteins and in some artificial sweeteners. If PKU is not treated, phenylalanine can build up to harmful levels in the body, causing intellectual disability and other serious health problems such as seizures, delayed development, behavioral problems, and psychiatric disorders. <sup>2</sup> 一种遗传性疾病，其会增加血液中一种叫做苯丙氨酸的物质的浓度。苯丙氨酸存在于食物蛋白和一些人造甜味剂中。如果不治疗 PKU，苯丙氨酸会在体内积累到有害浓度，导致智力残疾和其他严重的健康问题，如癫痫发作、发育迟缓、行为问题和精神疾病。 <sup>2</sup>	苯丙酮尿症 (PKU)	苯丙酮尿症 (PKU)
<b>Physical Therapist (PT) (n)</b>	A healthcare team member who treats conditions that limit the ability to move and perform functional activities of daily life. Physical therapists provide services to improve body structures (e.g., muscles), enhance functional activities (e.g., walking), and promote improved participation in daily life. Goals for children may include developing improved strength, range of motion, coordination, balance, and acquisition of new motor skills. <sup>2</sup> 治疗限制移动和执行日常生活功能性活动能力的疾病的医疗团队成员。物理治疗师提供服务以改善身体结构（例如肌肉）、增强功能性活动（例如步行）并促进更好地参与日常生活。对于儿童而言，其目标可能包括提高力量、运动范围、协调性、平衡和获得新的运动技能。 <sup>2</sup>	物理治療師 / 理療師 (PT)	物理治疗师 (PT)
<b>Pica (n)</b>	An eating disorder that involves eating things that are not food (e.g., dirt, plastic). <sup>1</sup> 一种饮食失调，其涉及吃非食物的东西（例如污垢、塑料）。 <sup>1</sup>	異食癖	异食癖

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<b>Picture Exchange Communication Systems (PECS) (n)</b>	A unique augmentative/alternative communication intervention package that involves teaching an individual to give a picture of a desired item to a "communicative partner," and goes on to teach discrimination of pictures and how to put them together in sentences. <sup>1</sup> 一种独特的辅助/替代沟通干预包，包括教个人将所需物品的图片提供给“沟通伙伴”，并继续教授对图片的辨别力以及如何将它们放在句子中。 <sup>1</sup>	圖片交換溝通系統 (PECS)	图片交换沟通系统 (PECS)
<b>Polypharmacy (n)</b>	The use of multiple medications by a patient. <sup>1</sup> 患者使用多种药物。 <sup>1</sup>	多重用藥	多重用药
<b>Positive Behavior Supports (PBS) (n)</b>	An approach to helping people improve their difficult behavior by understanding what is causing it, and then developing strategies to increase positive behaviors. <sup>1</sup> 一种帮助人们改善困难行为的方法，方法是了解导致困难行为的原因，然后制定策略来增加积极行为。 <sup>1</sup>	正向行為支持 (PBS)	积极行为支持 (PBS)
<b>Post-Traumatic Stress Disorder (PTSD) (n)</b>	An anxiety disorder that can occur after witnessing or experiencing a traumatic event. <sup>1</sup> 目睹或经历创伤性事件后可能发生的焦虑症。 <sup>1</sup>	創傷後壓力綜合症 (PTSD)	创伤后应激障碍 (PTSD)
<b>Prematurity (n)</b>	A premature birth is a birth that takes place more than three weeks before a baby is due. Normally, a pregnancy lasts about 40 weeks, so a premature birth is one occurring before the start of the 37 <sup>th</sup> week of pregnancy. <sup>2</sup> 早产是指在婴儿预产期前三周以上分娩。通常，怀孕持续约 40 周，因此早产是在怀孕 37 周开始之前发生的。 <sup>2</sup>	早產	早产
<b>Prompting (v)</b>	Any help given to a learner to assist in using a specific skill or behavior. Prompts can come in many different forms including visual, verbal, gestural, models, and partial or full physical. <sup>5</sup> 为帮助学习者使用特定技能或行为而提供的任何帮助。提示可以有多种不同的形式，包括视觉、口头、手势、模型以及部分或全部身体动作。 <sup>5</sup>	提示	提示

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<b>Psychologist (n)</b>	Someone with a PhD or PsyD, trained in the evaluation, study and/or treatment of psychiatric and cognitive disorders. A school psychologist is a professional trained in psychology and education who collaborates with children, educators, parents, and other professionals to create healthy and supportive learning environments for students based on careful evaluation of cognitive, executive, and adaptive skills. <sup>2</sup> 拥有博士学位或心理学博士的人，在精神和认知障碍的评估、研究和/或治疗方面受过培训。学校心理学家是受过心理学和教育培训的专业人士，基于对认知、执行和适应技能的仔细评估，与儿童、教育工作者、家长和其他专业人士合作，为学生创造健康和支持性的学习环境。 <sup>2</sup>	心理學家	心理学家
<b>Psychosis (n)</b>	A loss of contact with reality that usually includes delusions and hallucinations. <sup>1</sup> 与现实失去联系，通常包括妄想和幻觉。 <sup>1</sup>	精神病（香港稱之為思覺失調）	精神病
<b>Psychotropic (adj)</b>	A medication or intervention that affects brain activity, behavior, or perception. <sup>1</sup> 影响大脑活动、行为或感知的药物或干预措施。 <sup>1</sup>	精神藥物的	精神药物的
<b>Puberty (n)</b>	The process of physical changes that occur when a child's body matures into an adult. <sup>1</sup> 当儿童的身体成熟为成人时发生的身体变化过程。 <sup>1</sup>	青春期	青春期
<b>Red flags (n)</b>	Behaviors that cause caregivers concern in an area of a child's development. They warn you to stop, look, and think, and then observe and document. <sup>2</sup> 在儿童发育的某个方面引起照顾者关注的行为。他们警告你停下来、观察和思考，然后观察和记录。 <sup>2</sup>	危險訊號	危险信号
<b>Reinforce (v)</b>	To strengthen with additional material or support. <sup>1</sup> 用额外的材料或支持来加强。 <sup>1</sup>	加強	巩固
<b>Reinforcement strategies (n)</b>	Methods used to promote or increase positive behavior by providing motivating reinforcers, such as praise, a favorite toy, a cookie, or a preferred activity. Also called a "reward" or an "incentive." 用于通过提供激励强化物来促进或增加积极行为的方法，例如表扬、喜爱的玩具、饼干或偏好的活动。也称为“奖励”或“激励。”	加強策略 / 強化策略	强化策略



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<b>Resilience (n)</b>	An ability to recover from or adjust easily to change or a difficult situation. <sup>1</sup> 从变化或困难的情况中恢复或轻松调整的能力。 <sup>1</sup>	抗逆力 / 快速恢復的能力 / 還原能力 / 恢復力	应变能力
<b>Respite care (n)</b>	A service that provides short -term breaks that can relieve stress, restore energy, and promote balance for caregivers. <sup>1</sup> 一项提供短期休息的服务，其可以缓解压力、恢复精力并促进照顾者的平衡。 <sup>1</sup>	短期暫替療護 / 喘息服務 / 臨時護理 / 住宿暫託服務	喘息照护
<b>Restraints (n)</b>	Physical restrictions immobilizing or reducing the ability of an individual to move their arms, legs, body, or head freely. This can be someone holding a person so they cannot move, or it can be an item that restrains their body such as a device that holds their hands or bodies down. <sup>1</sup> 身体上的限制削弱个人自由移动手臂、腿、身体或头部的能力。这可以是某人扶着一个人使他们不能移动，或者它可以是一个限制他们身体的物品，例如一个可以让他们的手或身体不能移动的设备。 <sup>1</sup>	約束 / 限制	约束
<b>Restricted or repetitive behaviors or interests (n)</b>	Topics or tangible items that individuals with autism pursue with great intensity and focus for long durations of time. <sup>4</sup> 自闭症患者长时间坚持追求的主题或有形物品。 <sup>4</sup>	限制或重複性行為或興趣	限制或重复性行为或兴趣
<b>Reward (n)</b>	A prize, token, or preferred activity given to an individual for good behavior, designed to promote the same behavior in the future. <sup>1</sup> 因良好行为而授予个人的奖品、代币或首选活动，旨在鼓励未来的相同行为。 <sup>1</sup>	獎勵	奖励
<b>Risk factor (n)</b>	Conditions that increase the likelihood of aggression. <sup>1</sup> 增加攻击可能性的条件。 <sup>1</sup>	風險因素	风险因素
<b>Ritual (n)</b>	A repetitive behavior that a person appears to use in a systematic way in order to promote calm or prevent anxiety, such as arranging all the pillows in a certain way before being able to settle into sleep. <sup>1</sup> 一个人似乎以系统的方式使用以促进平静或防止焦虑的重复行为，例如在能够安顿下来睡觉之前以某种方式安排所有枕头。 <sup>1</sup>	常規 / 習慣	常规

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<b>Rumination (n)</b>	The practice of (voluntarily or involuntarily) spitting up partially digested food and re-chewing it, then swallowing again or spitting it out. Rumination often seems to be triggered by reflux or other gastrointestinal concerns. <sup>1</sup> (自愿或非自愿) 吐出部分消化的食物并重新咀嚼, 然后再次吞咽或吐出的做法。反刍似乎通常是由反流或其他胃肠道问题引发的。 <sup>1</sup>	反芻	反刍
<b>Schizophrenia (n)</b>	A chronic, severe, and disabling brain disorder that makes it hard for individuals to think clearly and tell the difference between what is real and not real. <sup>1</sup> 一种慢性、严重和致残的脑部疾病, 使个人难以清晰思考并区分真实与非真实。 <sup>1</sup>	精神分裂症 (日本和台灣也稱之為思覺失調)	精神分裂症
<b>Screening test or tool (n)</b>	An evaluation tool to identify children who are at-risk for having or developing a developmental disability. This is different from a diagnostic tool that is used to determine if a person has, or does not have, a neurodevelopmental disability. <sup>2</sup> 一种评估工具, 用于识别有发育障碍风险的儿童。这与用于确定一个人是否患有或不患有神经发育障碍的诊断工具不同。 <sup>2</sup>	篩檢測試或工具	筛检试验或工具
<b>Seclusion (n)</b>	A situation in which an individual is isolated in a room in response to a behavior they have exhibited. <sup>1</sup> 个人因表现出的行为而被隔离在房间中的一种情况。 <sup>1</sup>	隔離	隔离
<b>Sedating (v)</b>	Calming, sleep-inducing, or numbing an individual experiencing challenging behaviors or struggling during difficult situations. <sup>1</sup> 使正在经历具有挑战性的行为或在困难情况下挣扎的人平静、催眠或麻木。 <sup>1</sup>	鎮靜	镇静
<b>Seizure disorder (n)</b>	A seizure disorder, which can also be called epilepsy, is a disorder in which brain activity is disturbed and causes seizures. There are many types of seizures. Some involve uncontrollable jerking movements or losing awareness, but some can just look like a staring spell. <sup>5</sup> 癫痫症, 也可以称为羊角风, 是一种大脑活动受到干扰并导致癫痫发作的疾病。癫痫发作有很多种。有些涉及无法控制的抽搐动作或失去知觉, 但有些可能看起来像一个凝视的呆子。 <sup>5</sup>	癲癇障礙	癫痫症
<b>Self-advocacy (n)</b>	The ability of an individual to communicate his or her wants and concerns and make his or her own decisions. <sup>1</sup> 个人表达自己的需求和关切并做出自己的决定的能力。 <sup>1</sup>	自我倡導	自我倡导



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<b>Sensory avoidance (n)</b>	Blocking or staying away from something that is painful or bothersome. <sup>1</sup> 阻止或远离痛苦或烦人的事情。 <sup>1</sup>	感覺規避 / 感官迴避	感官回避
<b>Sensory defensiveness (n)</b>	A tendency to react negatively or with alarm to sensory input which is generally considered harmless or non-irritating. <sup>1</sup> 对通常被认为无害或无刺激性的感觉输入做出负面反应或警觉的倾向。 <sup>1</sup>	感覺防禦	感觉防御
<b>Sensory input (n)</b>	Any source that creates sensation and activates one or more of the senses-vision, smell, sound, taste, and touch. <sup>1</sup> 任何能产生感觉并激活一种或多种感官（视觉、嗅觉、声音、味觉和触觉）的来源。 <sup>1</sup>	感官輸入	感官输入
<b>Sensory processing disorder (n)</b>	Refers to difficulty detecting, organizing, or responding to sensory information received and interpreted in the brain via all seven senses <u>and</u> that interferes with participation in daily life, development, behavior, and social interactions. <sup>2</sup> 指难以检测、组织或响应大脑通过所有七种感官接收和解释的感觉信息， <u>并且</u> 干扰参与日常生活、发育、行为和社会互动。 <sup>2</sup>	感覺處理障礙	感官处理障碍
<b>Sensory-seeking behavior (n)</b>	Behaviors caused by a need for additional stimulation of certain senses as a way of maintaining attention or achieving a calmer state. <sup>1</sup> 因需要额外刺激某些感官以保持注意力或达到平静状态而引起的行为。 <sup>1</sup>	感覺尋求行為	感官寻求行为
<b>Sleep apnea (n)</b>	A usually chronic, common disorder in which an individual has one or more pauses in breathing or shallow breaths up to 30 or more times per hour during sleep, and results in daytime sleepiness. <sup>1</sup> 一种通常为慢性的常见疾病，患者在睡眠期间会出现一次或多次呼吸暂停或浅呼吸，每小时最多 30 次，并导致白天嗜睡。 <sup>1</sup>	睡眠窒息症	睡眠窒息症
<b>Sleep disturbances (n)</b>	Sleep disturbances can include a variety of issues including difficulties falling asleep or staying asleep, being on different sleep rhythms (e.g., awake at night), or needing increased amounts of sleep. <sup>5</sup> 睡眠障碍可能包括多种问题，包括入睡困难或保持睡眠困难、处于不同的睡眠节奏（例如夜间醒着）或需要增加睡眠量。 <sup>5</sup>	睡眠障礙	睡眠障碍

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<b>Social communication disorder (n)</b>	Applies to children who have deficits in the social use of language, but do not have the restricted interests or repetitive behavior commonly found in autism spectrum disorders. <sup>2</sup> 适用于在语言社交方面存在缺陷但没有自闭症谱系障碍中常见的有限兴趣或重复行为的儿童。 <sup>2</sup>	社交溝通障礙	沟通障碍
<b>Social reciprocity (n)</b>	The primary component of healthy social development – acts of kindness – interactions. It is about “joint attention” where there is purposeful language including body language and pretend play. Lack of social reciprocity is a key red flag, whether the child is not engaged in the world around him. This concern should not be ignored. <sup>2</sup> 健康社会发展的主要组成部分 – 善举 – 互动。它是关于“共同注意力”，其中有有目的的语言，包括肢体语言和假装游戏。缺乏社会互动是一个关键的危险信号，无论儿童是否不参与他周围的世界。这一问题不应被忽视。 <sup>2</sup>	社交互動	社会互动
<b>Social work or social worker (n)</b>	Social work practice is aimed at assisting individuals, groups, or communities to enhance or restore their capacity for social functioning and creating societal conditions favorable to reach their goals. The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. <sup>2</sup> 社会工作实践旨在帮助个人、团体或社区增强或恢复他们的社会功能能力，并创造有利于实现其目标的社会条件。社会工作专业的主要使命是提高人类福祉并帮助满足所有人的基本人类需求，特别关注弱势、受压迫和生活贫困人群的需求和权益。 <sup>2</sup>	社工	社会工作或社会工作者
<b>Special Needs Parent Advocate (n)</b>	An advocate for parents of children with special needs who helps ensures that the child's rights and needs are met in school and in the community. <sup>1</sup> 有特殊需要儿童的父母的倡导者，帮助确保儿童的权利和需要在学校和社区中得到满足。 <sup>1</sup>	為特殊需要兒童家長的倡導	特殊需要家长代言人

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<b>Specific learning disability (n)</b>	A disorder that manifests itself with a deficit in areas such as attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence, and emotional maturity. Often identified by a discrepancy between school performance and the performance expected based on overall intelligence. <sup>2</sup> 一种表现为注意力、推理、处理、记忆、交流、阅读、写作、拼写、计算、协调、社交能力和情感成熟等方面缺陷的疾病。通常通过学校表现与基于整体智力的预期表现之间的差异来识别。 <sup>2</sup>	特殊學習障礙	特定学习障碍
<b>Speech generating device or Voice output technology (n)</b>	A technological device that helps people who are unable to use speech to express their needs and exchange information with other people. <sup>1</sup> 一种技术设备，其可帮助无法使用语言的人表达他们的需求并与他人交换信息。 <sup>1</sup>	語音生成裝置	语音生成装置或语音输出技术
<b>Speech sound disorder (n)</b>	Speech disorders in which some speech sounds in a child's native language are not produced, not produced correctly, or are not used correctly. <sup>2</sup> 语音障碍，其中儿童母语中的某些语音没有发出、没有正确发出或没有正确使用。 <sup>2</sup>	語音障礙	语音障碍
<b>Speech-language pathologist (n)</b>	A clinician who assesses, diagnoses, treats, and helps prevent speech, language, cognitive, communication, voice, swallowing, fluency, and other related disorders. <sup>2</sup> 评估、诊断、治疗和帮助预防语音、语言、认知、交流、声音、吞咽、流利和其他相关疾病的临床医生。 <sup>2</sup>	語言病理學家	语言病理学家
<b>Standardized test (n)</b>	A test administered and scored in a consistent or standard manner. It is administered in controlled conditions that specify where, when, how, and for how long children respond to the questions. In standardized tests, the questions, conditions for administering, scoring procedures, and interpretations are consistent. A well designed standardized test provides an assessment of an individual's mastery of a domain of knowledge or skill. <sup>2</sup> 以一致或标准的方式管理和评分的测验。它是在受控条件下进行的，这些条件指定儿童回答问题的地点、时间、方式和时间。在标准化测验中，问题、管理条件、评分程序和解释是一致的。精心设计的标准化测验可以评估个人对某个知识或技能领域的掌握程度。 <sup>2</sup>	標準化測驗	标准化测验

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<b>Staring spells (n)</b>	Occasions when an individual is in a trance staring into space, which can often signal seizure activity. <sup>1</sup> 个人处于恍惚状态凝视太空的情况，这通常是癫痫发作的信号。 <sup>1</sup>	凝視呆滯	凝视呆滞
<b>Stereotypy (n)</b>	Repetitive or ritualistic movements such as body rocking or crossing and uncrossing of legs. <sup>1</sup> 重复或仪式性的动作，例如身体摇摆或交叉和不交叉双腿。 <sup>1</sup>	重複性行為 / 刻板行為	重复性行为/刻板行为
<b>Stimulation (n)</b>	Excitement or activity triggered by a stimulus either internally or externally. <sup>1</sup> 由内部或外部刺激引发的兴奋或活动。 <sup>1</sup>	刺激	刺激
<b>Supplemental Security Income (SSI) (n)</b>	A Federal income supplement program designed to help aged, blind, and disabled people who have little or no income, and provides cash to meet basic needs for food, clothing, and shelter. <sup>1</sup> 一项联邦收入补助计划，旨在帮助收入很少或没有收入的老年人、盲人和残疾人，并提供现金以满足食品、衣服和住所的基本需求。 <sup>1</sup>	聯邦收入補助金 (SSI)	联邦收入辅助金 (SSI)
<b>Tangibles (n)</b>	Items or rewards that can be touched, such as a toy or piece of candy. <sup>1</sup> 可以触摸的物品或奖励，例如玩具或糖果。 <sup>1</sup>	有形 / 實體	有形
<b>Time delay (n)</b>	A prompting procedure that fades prompts during activities by having longer delays before a prompt is provided. 一种提示过程，它在活动期间通过在提供提示之前有更长的延迟来淡化提示。	延時提示	延时提示
<b>Tourette syndrome or Tourette's syndrome (n)</b>	A neurological disorder characterized by tics, or repetitive, stereotyped, involuntary movements and vocalizations. <sup>1</sup> 一种以抽动或重复、刻板、不自主的运动和发声为特征的神经系统疾病。 <sup>1</sup>	妥瑞綜合症（俗稱抽動症）	图雷特综合症
<b>Tracking scales (n)</b>	A document or other tool used to track information such as changes in an individual's behaviors, side effects of medications, school performance, etc. <sup>1</sup> 用于跟踪个人行为变化、药物副作用、学校表现等信息的文件或其他工具。 <sup>1</sup>	跟蹤量表	跟踪量表

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<b>Transition plan / transition services (n)</b>	<p>Part of IDEA, transition services means a coordinated set of activities for a child with a disability that is results-oriented and focused on improving the academic and functional achievement of the child with a disability in order 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. Transition services will be based on the individual child's needs, taking into account the child's strengths, preferences, and interests.<sup>2</sup></p> <p>作为 IDEA 的一部分，过渡服务是指针对残障儿童的一系列协调一致的活动，这些活动以结果为导向，侧重于提高残障儿童的学业和功能成就，以促进儿童从学校过渡到毕业后的活动，包括中学后教育、职业教育、综合就业（包括支持性就业）、继续教育和成人教育、成人服务、独立生活或社区参与。过渡服务将根据每个儿童的需求，考虑儿童的长处、偏好和兴趣。<sup>2</sup></p>	過渡期計劃 / 過渡期服務	过渡计划/过渡服务
<b>TRICARE (n)</b>	<p>The health care program for Uniformed Service members, retirees, and their families worldwide.<sup>1</sup></p> <p>面向全球军警人员、退休人员及其家人的医疗保健计划。<sup>1</sup></p>	軍事醫療護理	军事医疗护理
<b>Visual cues (n)</b>	<p>An image or symbol presented to the learner that either prompts him to complete the target behavior/skill or assists in supporting the understanding of a particular activity, instruction, or direction. Visual cues can be used as prompts or supports.<sup>5</sup></p> <p>呈现给学习者的图像或符号，可以提示他完成目标行为/技能，或者有助于支持对特定活动、指令或方向的理解。视觉线索可用作提示或支持。<sup>5</sup></p>	視覺線索	视觉线索

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<b>Visual schedules (n)</b>	A display that shows the activities of a day or steps of an activity to support the learner in moving between activities or through activities. The displays can be made from objects, pictures, photos, or written text, and may be created for a full day, part of a day, or just the next two activities. <sup>5</sup> 显示一天的活动或活动的步骤以支持学习者在活动之间或通过活动移动的显示装置。显示装置可以由物体、图片、照片或书面文字组成，可以为一整天、一天的一部分或接下来的两个活动创建。 <sup>5</sup>	視覺時間表	视觉时间表
<b>Vocational rehabilitation(n)</b>	A state and federally funded program designed to help people with disabilities become employed and to help those already employed perform more successfully through training, counseling, and other support methods. 一项由州和联邦资助的计划，旨在帮助残障人士就业，并通过培训、指导和其他支持方法帮助已经就业的人士更出色地工作。	職業康復/訓練中心	职业康复
<b>Voice output technology or Voice output communication aid or Speech generating device (n)</b>	A technological device that helps people who are unable to use speech to express their needs and exchange information with other people. <sup>1</sup> 一种技术设备，其可帮助无法使用语言的人表达他们的需求并与其他人交换信息。 <sup>1</sup>	語音輸出科技或語音輸出溝通輔助器或言語生成裝置	语音输出技术或语音输出沟通辅助或语音生成设备
<b>Wraparound (n)</b>	An integrated, multi-agency, community-based planning process designed to build teams of providers, family members and natural supports to help keep complex youth in their homes and communities. <sup>1</sup> 一套综合、多机构的、基于社区的规划流程，旨在建立由提供者、家庭成员和自然支持组成的团队，以帮助复杂的青少年留在家中和社区中。 <sup>1</sup>	包圍式服務方案	全纳式服务

## References

<sup>1</sup>The definition for these terms were taken from “Challenging Behaviors Glossary” published in 2012 by Autism Speaks. This glossary is part of a downloadable toolkit available at:  
<https://www.autismspeaks.org/tool-kit/challenging-behaviors-tool-kit>

<sup>2</sup>The definitions for these terms were taken from “Glossary of Terms Related to Neurodevelopmental Disabilities” by John Thorne, PhD, CCC-SLP. The “Glossary of Terms Related to Neurodevelopmental Disabilities” was adapted by John Thorne, PhD, CCC-SLP, from a number of in-depth resources (12/16) including:  
[http://www.inclusivechildcare.org/inclusion\\_glossary.cfm](http://www.inclusivechildcare.org/inclusion_glossary.cfm)  
<http://www.ddrcco.com/resources-and-training/glossary-of-developmental-disability-terms.php>  
<http://autismnow.org/at-home/learn-and-understand-autism/autism-and-developmental-disabilities-glossary/>  
<http://www.gennextmsp.org/wp-content/uploads/2015/05/ECS-Glossary-May2015.pdf>  
[http://www.ncca.biz/Aistear/pdfs/PrinciplesThemes\\_ENG/Glossary\\_ENG.pdf](http://www.ncca.biz/Aistear/pdfs/PrinciplesThemes_ENG/Glossary_ENG.pdf)  
[http://www.johnson-center.org/downloads/pdfs/What\\_is\\_a\\_Standardized\\_Test.pdf](http://www.johnson-center.org/downloads/pdfs/What_is_a_Standardized_Test.pdf)

<sup>3</sup> The definition was taken from The American Heritage® Stedman's Medical Dictionary. Copyright ©2002, 2001, 1995 by Houghton Mifflin Company. Published by Houghton Mifflin Company.

<sup>4</sup> DSM-IV, 1994.

<sup>5</sup> Excerpted from Steinbrenner, J., Sam, A., Chin, J., Morgan, W., & AFIRM for Paras Team. (2019). *Introduction to ASD*. FPG Child Development Institute, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu/introduction-asd>

### More information is available at:

- [Autism Society](#)  
Founded in 1965 by Dr. Bernard Rimland, Dr. Ruth Sullivan and many other parents of children with autism, the Autism Society is the leading source of trusted and reliable information about autism. Through its national network, the Autism Society has spearheaded numerous pieces of federal, state and local legislation, including the 2006 Combating Autism Act, the first federal autism-specific law. The Autism Society's website is one of the most visited websites on autism in the world and our on-line resource database, [Autism Source™](#), and National Contact Center (800-3-AUTISM) provide



information and service referrals to thousands of people each year. Look online at <https://www.autism-society.org/>.

- [Autism Speaks](#)

Autism Speaks was founded in February 2005 by Bob and Suzanne Wright, grandparents of a child with autism. Recognizing the need for a powerful voice Bernie Marcus donated \$25 million to help financially launch the organization.

Building upon the legacy of three leading autism organizations, Autism Coalition for Research and Education (ACRE), the National Alliance for Autism Research (NAAR) and Cure Autism Now (CAN), who merged with the organization, Autism Speaks has made extraordinary advancements in the autism community.

Chief among these are increased global awareness of autism, better understanding of the breadth of the autism spectrum, and advocacy to increase research and access to care and support.

Today, Autism Speaks is dedicated to advancing research into causes and better treatments for autism spectrum disorders and related conditions both through direct funding and collaboration.

Look online at <https://www.autismspeaks.org/>.

- [Centers for Disease Control and Prevention](#)(CDC)

CDC [works 24/7](#) to protect America from health, safety, and security threats, both foreign and in the U.S. Whether diseases start at home or abroad, are chronic or acute, curable or preventable, human error or deliberate attack, CDC fights disease and supports communities and citizens to do the same.

CDC increases the health security of our nation. As the nation's health protection agency, CDC saves lives and protects people from health threats. To accomplish our mission, CDC conducts critical science and provides health information that protects our nation against expensive and dangerous health threats, and responds when these arise.

Look online

at: <https://search.cdc.gov/search/index.html?query=autism%20spectrum%20disorder>



## 参考资料

- <sup>1</sup> 这些术语的定义取自 Autism Speaks 于 2012 年出版的“具有挑战性的行为词汇表。”此术语表是可下载工具包的一部分，可从以下网址获得：  
<https://www.autismspeaks.org/tool-kit/challenging-behaviors-tool-kit>
- <sup>2</sup> 这些术语的定义取自 CCC-SLP 的 John Thorne 博士的“与神经发育障碍相关的术语表。”与神经发育障碍相关的术语表”由 CCC-SLP 的 John Thorne 博士根据大量深入资源 (12/16) 改编而成，包括：  
[http://www.inclusivechildcare.org/inclusion\\_glossary.cfm](http://www.inclusivechildcare.org/inclusion_glossary.cfm)  
<http://www.ddrcco.com/resources-and-training/glossary-of-developmental-disability-terms.php>  
<http://autismnow.org/at-home/learn-and-understand-autism/autism-and-developmental-disabilities-glossary/>  
<http://www.gennextmsp.org/wp-content/uploads/2015/05/ECS-Glossary-May2015.pdf>  
[http://www.ncca.biz/Aistear/pdfs/PrinciplesThemes\\_ENG/Glossary\\_ENG.pdf](http://www.ncca.biz/Aistear/pdfs/PrinciplesThemes_ENG/Glossary_ENG.pdf)  
[http://www.johnson-center.org/downloads/pdfs/What\\_is\\_a\\_Standardized\\_Test.pdf](http://www.johnson-center.org/downloads/pdfs/What_is_a_Standardized_Test.pdf)
- <sup>3</sup> 定义取自 The American Heritage® 斯特德曼医学词典。版权所有 © 2002、2001、1995 年，霍顿米夫林公司编著。由霍顿米夫林公司出版。
- <sup>4</sup> DSM-IV, 1994 年。
- <sup>5</sup> 摘自 Steinbrenner, J.、Sam, A.、Chin, J.、Morgan, W. 和 AFIRM for Paras Team。（2019 年）。ASD 简介。北卡罗来纳大学 FPG 儿童发育研究所。取自 <https://afirm.fpg.unc.edu/introduction-asd>

## 更多信息请访问：

- [自闭症协会](#)  
自闭症协会由 Bernard Rimland 博士、Ruth Sullivan 博士和许多其他自闭症儿童的父母于 1965 年创立，是有关自闭症的可信赖和可靠信息的主要来源。通过其全国网络，自闭症协会率先制定了多项联邦、州和地方立法，包括 2006 年对抗自闭症法案，这是第一部针对自闭症的联邦法律。自闭症协会的网站是世界上访问量最大的自闭症网站之一，也是我们的在线资源数据库，[Autism Source™](#) 和国家联络中心 (800-3-AUTISM) 每年为数千人提供信息和服务推荐。在线查看 <https://www.autism-society.org/>。
- [自闭症之声](#)  
自闭症之声由自闭症儿童的祖父母 Bob 和 Suzanne Wright 于 2005 年 2 月创立。Bernie Marcus 意识到需要有一个强有力的声音，于是捐赠了 2,500 万美元来帮助启动该组织。

在与该组织合并的三家领先的自闭症组织（自闭症研究和教育联盟 (ACRE)、全国自闭症研究联盟 (NAAR) 和现在治愈自闭症 (CAN)）的遗产的基础上，自闭症之声已在自闭症界取得了非凡的进步。

其中最主要的是提高了全球对自闭症的认识，更好地了解自闭症谱系的广度，以及倡导增加研究以及获得护理和支持的机会。

现如今，自闭症之声致力于通过直接资助和合作推进对自闭症谱系障碍及相关疾病的病因和更好治疗的研究。

在线查看 <https://www.autismspeaks.org/>。

- [疾病控制和预防中心](#) (CDC)

CDC [24/7 全天候工作](#)以保护美国免受外国和美国境内的健康、安全和安保威胁。无论疾病起源于国内还是国外，是慢性还是急性、可治愈还是可预防的、人为错误或蓄意攻击，CDC 与疾病作斗争并支持社区和公民也这样做。

CDC 提高了我们国家的健康安全。作为国家的健康保护机构，CDC 拯救生命并保护人们免受健康威胁。为了完成我们的使命，CDC 开展关键科学研究并提供健康信息，以保护我们的国家免受昂贵和危险的健康威胁，并在这些威胁出现时做出反应。

在线查看：

<https://search.cdc.gov/search/index.html?query=autism%20spectrum%20disorder>

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