



CSESA

The Center on Secondary Education
for Students with Autism

Transition & Families Supplemental Materials

(Student Portfolio & Glossary)

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Student Portfolio

Introduction

All students must exit high school with a summary of their academic and functional performance, intended to assist them in the transition to the next phase of their life (IDEA, 2004). The Transition Component of the CSESA Curriculum prompts the teacher and student to regularly identify products completed that might be saved into an electronic portfolio system, so that the student has a permanent and mobile product which may inform his or her transition planning and post-school success. At a minimum, students should upload one product from each module to create a portfolio that can be used as part of the ongoing transition assessment process, monitor progress within the CSESA curriculum, as well as contribute to student assessment upon exiting high school.

The sections below provide a list of products, by topical area, that may be selected to reflect a student's progress. There should be enough products included to get a sense of students' strengths, interests, and accomplishments; but not so many that it becomes cumbersome. While, students may need assistance in selecting "the best" or "most representative" samples from their work in this curriculum, student input and preference in selection should be valued. There are four possible methods for compiling the portfolio (a) an online portfolio system, (b) a school or district based "shared" drive, (c) a USB drive, or (d) a paper binder version. A task analysis is provided for each of the choices, which would be selected based on school and student factors. Other permanent products from the academic and behavioral interventions in CSESA might also be documented in the Student Portfolio. The Portfolio may serve to not only track student progress in the CSESA Program, but as valuable transition planning information and contribute to the student's Summary of Performance documentation upon exit from high school.

Possible Student Portfolio Products from Student Involvement in the IEP

Whose Future is it Anyway?

Chapter 2 – Activity 2: Fill Out Your Planning Team Pie Chart; Activity 4: Who Should Come to Your Next IEP Meeting

Chapter 3 – Activity 6: After You Graduate; Activity 7: Abilities and Interests

Chapter 5 – Activity 10: Things I Can Change and Things I Cannot Change

Chapter 6 – Activity 13: Get Support or Not?

Chapter 7 – Activity 15: Outcomes of Where to Live; Activity 17: Goals for Your Next IEP

Chapter 8 – Activity 21: Resources for Employment Outcomes

Chapter 9 – Activity 22: Post-Secondary Education Outcomes; Activity 24: Resources for Post-secondary Education Outcomes; Activity 27: Resources for Independent Living Outcomes

Chapter 10 – Activity 28: Things You Like to Do for Fun; Activity 31: Resources for Recreational and Leisure Outcomes

Chapter 11 – Activity 33: Writing Your Own Goal; Activity 34: A Goal for Work

Chapter 12 – Activity 35: More Practice Writing Goals; Activity 36: A Goal for More School;
Activity 37: A Goal for Where to Live
Chapter 13 – Activity 38: A Goal for Fun
Chapter 15 – Activity 44: Be Prepared!

Self-Directed IEP

Step 5 – from Student Workbook

Self-Advocacy Strategy

Stage 1

Stage 3B: Lesson 1: Transition Inventory

Stage 6: Optional PowerPoint or Voki

Stage 7: Generalization Part II – Management Chart

Stage 7: Part III – updated Transition Inventory

Possible Student Portfolio Products from WBLE

Apprenticeship

Career Readiness: Apprenticeship Toolkit Reading

College Readiness: Career Development Center

Career Exploration

Career Readiness: Company Tour/Field Trip; Career Cluster Survey; Search a Career of Interest;
Job Application Preparation

College Readiness: Visit a College Career Center

Internships

Career Readiness: About Internships

College Readiness: Career Development Center – Internships

Job Shadowing

Career Readiness: Disability Mentoring Day; Creating a Task Analysis; Job Characteristics

College Readiness: Student in a Major of Interest

Mentoring

Career Readiness: Project Eye-to-Eye; Professionalism

College Readiness: Communication; College Mentorship Programs

Paid Employment

Career Readiness: Job Search; Career Interest Questionnaire; Job Application

College Readiness: College Graduates' Careers; College Majors and Careers

Service Learning

Career Readiness: Volunteer Opportunities; Volunteer Opportunities Search

College Readiness: College Career Development Center – Volunteer Programs; Volunteer Opportunities Search

Work Sampling

Career Readiness: Sampling Job Tasks; Career Assessment

College Readiness: Review a Course Syllabus

Task Analysis for Using Electronic Student Portfolio

Using Dropbox

1. Click the Internet Browser
2. Type www.dropbox.com into web link box
3. Press 'Enter' on keyboard
4. Watch the Dropbox home page appear on the screen
5. Click 'Sign In' on the upper right hand side of the screen
6. Type email address
7. Type password
8. Click 'Go'
9. Watch Dropbox files and folders appear
10. Click 'Upload' icon
11. Find project/file
12. Click 'Choose...'
13. Project/file will upload
14. Loading bar will fill
15. Project/file will appear in the list of files and folders

Using Your School's Shared Drive

1. Sign into computer
2. Click a folder
3. Click 'Computer'
4. Shared Drive is a folder in this section
5. Drag project/file into Shared Drive
6. Click Shared Drive
7. Right click
8. Choose 'New folder'
9. Name folder (Last Name _ First Name)
10. Drag project/file into Last Name _ First Name folder
11. Rename project/file (Last Name _ First Name _ Project Name)

Using a USB

1. Plug USB Drive into USB slot
2. Click 'Computer'
3. Watch USB Drive name appear
4. Find project/file
5. Drag project/file into USB Drive name on left side of the screen
6. Click USB Drive
7. Right click
8. Choose 'New folder'
9. Name folder (Last Name _ First Name)
10. Drag project/file into Last Name _ First Name folder
11. Rename project/file (Last Name _ First Name _ Project Name)

Using Learner Journey

1. Click the Internet Browser
2. Type www.learnerjourney.com into web link box
3. Press 'Enter' on keyboard
4. Watch the Learner Journey home page appear on the screen
5. Click 'Sign In' on the upper right hand side of the screen
6. Type email address
7. Type password
8. Click 'Go'
9. Watch Learner Journey files and folders appear
10. Click 'Upload' icon
11. Find project/file
12. Click 'Choose...'
13. Project/file will upload
14. Loading bar will fill

Project/file will appear in the list of files and folder.

Glossary

This glossary is a tool used to reference words you may hear throughout the transition process that are unfamiliar to you.

Source: <http://www.autismconnectmd.org/files/autismtaskforcememoandreport.pdf>

ABA – The abbreviation for Applied Behavior Analysis. *See Applied Behavior Analysis.*

ADA – The abbreviation for Americans with Disabilities Act. *See Americans with Disabilities Act.*

Adaptive Behavior – The ability to adjust to new situations and to apply familiar or new skills to those situations. For example, a two-year-old is displaying his ability to adapt when he says, “Mine!” to the child who is attempting to take his toy. A five-year-old shows adaptive behavior when he is able to use the same table manners he uses at home at a friend’s house.

Advocate – An individual who represents or speaks out on behalf of another person’s interests (for example, a parent on behalf of his or her child).

Age-appropriate intervention – Materials and activities designed to teach the child with special needs are appropriate for the child’s typically developing same-age peers. For instance, a toy designed for use with typically developing one-year-old children would not be encouraged with a child who is eight years old, but who has the developmental abilities of a one-year-old.

Americans with Disabilities Act (ADA) – Federal civil rights law protecting individuals with disabilities. Enacted in 1990.

Annual Goal – A statement of the desired outcome of early intervention services or education for a specific child. Annual goals are developed by a team that includes the child’s parents, and are stated in the *Individual Education Plan* (IEP). Objectives may also be stated to provide developmentally appropriate activities and measurement of progress toward attainment of the goal.

Applied Behavior Analysis (ABA) – Applied Behavior Analysis (ABA) is not a particular treatment or therapy. ABA is the name of a professional field that uses principles of learning to increase performance of socially desirable behaviors. It always relies upon the collection of objective data to measure performance and the effectiveness of an intervention. ABA is used in

industry, business and education as well as in the field of disabilities. The term “ABA” is sometimes used to refer to a one-on-one therapy that is named discrete trial training, however it can also be applied using an incidental teaching approach. Some educational professionals as well as parents will use the term ABA when referring to discrete trial training. *See Discrete Trial Training.*

Approach - The philosophy or paradigm that governs treatment selection and implementation.

Arc – A national organization, formerly known as the Association for Retarded Citizens, which provides advocacy services to individuals with intellectual disability and their families and publishes information. The Arc has local and state branches throughout the U.S.

ASA – The abbreviation for Autism Society of America. *See Autism Society of America.*

Asperger’s Disorder – Condition found in the DSM-IV-TR manual under Pervasive Developmental Disorders. The essential features are severe and sustained impairment in social interaction and the development of restricted, repetitive patterns of behavior, interests and activities. Additional criteria are listed in the DSM-IV-TR.

Assistive Technology – Special items or equipment used to increase, maintain or improve one’s functioning. The term covers items such as computers, pencil holders, specialized switches, and calculators.

Audiologist – A specialist who determines the presence and type of hearing impairment. An audiologist conducts hearing tests and makes recommendations for hearing aids.

Audiology – The study of hearing and hearing disorders.

Audiometric Testing – Tests to measure the ability to hear sounds of varying frequency (pitch) and intensity (loudness), thereby revealing any hearing impairment. Results are then recorded on an *audiogram*. Also known as audiometry.

Augmentative Communication – 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.

Autism Spectrum Disorder – Autism is a developmental disability that typically appears during the first three years of life. The result of a neurological disorder that affects functioning of the brain, autism and its associated behaviors occur in approximately 1 out of every 88 individuals. It is important to note that some children with mental retardation, fragile X syndrome, psychiatric disorders, sensory deficits such as vision or hearing impairments, and certain rare neurological diseases have autistic-like characteristics, but do not have autism. In older literature, autism may be called infantile autism or Kanner’s syndrome. *See Pervasive Developmental Disorder.*

Autism Society of America (ASA) – National nonprofit organization that promotes lifelong Access to resources and opportunities for persons within the autism spectrum. The ASA has state and local chapters throughout the United States. **Autism Spectrum Disorder** – A term encompassing the condition(s) known as pervasive developmental disorder(s). *See Pervasive Developmental Disorder.*

Behavior Intervention Plan – A written document that becomes part of the IEP and which identifies problem behaviors; sets goals for decreasing unwanted behaviors and increasing desired behaviors; and outlines interventions to use when specific behaviors occur. Sometimes called a behavior management plan.

Behavioral Assessment – Gathering (through direct observation and by parent report) and analyzing information about a child’s behaviors. The information may be used to help the child change unwanted behaviors. Variables that are noted include when a behavior occurs as well as its frequency and duration. *See Functional Assessment of Behavior.*

Blissymbols - A system of approximately 100 basic symbols used singly or in combination to represent virtually any message.

Central Nervous System (CNS) – The structure that consists of the brain, the spinal cord and related systems that controls all aspects of learning, thinking and movement.

Cognitive – Referring to the developmental area that involves thinking skills, including the ability to receive, process, analyze and understand information. Matching red circles and pushing the button on a mechanical toy to activate it are examples of cognitive skills.

Communication – The developmental area that involves skills which enable people to understand (receptive language) and share (expressive language) thoughts and feelings. Waving

goodbye, using spontaneous single-word utterances and repeating five-word sentences are examples of communication skills.

Communication Aid – A nonverbal form of communication such as gesture, sign language, communication boards and electronic devices (for example, computers and voice synthesizers).

Communication Board/Book – A board or book with pictures or symbols that a child or adult can point to for expression of his or her needs.

Communication Disorder – Difficulty with understanding and/or expressing messages. Communication disorders include problems with articulation, voice disorders, stuttering, language disorders and some learning disabilities.

Descriptive assessment – A type of functional assessment which is based on direct observation of the behavior in the natural environment.

Developmental Delay – 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.

Developmental Disability (DD) – 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.

Developmentally appropriate intervention – Teaching of skills acquisition is targeted at the child's current developmental level, looking at the child's current abilities across developmental domains (communication, social, cognitive, adaptive behavior, fine motor, gross motor). This practice relies upon principles of child development, with the expectation that skills acquisition typically occurs in a predictable sequence, even though the rate at which individual children learn may vary. For instance, it is generally expected that children will learn to use one or two word sentences before they will progress to three or four word sentences.

Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) – The fourth edition of the reference manual published by the American Psychiatric Association, for which the text was revised in 2000. The DSM-IV-TR appears to be the most widely used manual of diagnostic criteria for autism spectrum disorders in the United States. Under the heading of Pervasive Developmental Disorders, the manual lists and describes Autistic Disorder, Rett’s Disorder, Childhood Disintegrative Disorder, Asperger’s Disorder and Pervasive Developmental Disorder Not Otherwise Specified (including Atypical Autism).

Diagnostic and Statistical Manual of Mental Disorders (DSM-5) – The fifth edition of the reference manual published by the American Psychiatric Association published in 2013. Autism Spectrum Disorder is a new category classification in the latest edition of the diagnostic manual. Support level needs are incorporated within the listing of symptomatology.

Diphtheria, Pertussis and Tetanus Vaccine (DPT) – An immunization against diphtheria, pertussis and tetanus that is usually given to infants and young children. Research suggests that consideration should be given as to whether or not the pertussis vaccine should be administered to some children, specifically infants with a non-stable neurological disorder, such as seizures, or infants who have had a serious reaction to a prior DPT shot.

Discrete Trial – A method for teaching desired behaviors, skills or tasks. The skill being taught is “broken” down or sequenced into small, “discrete steps” that are taught in a highly structured and hierarchical manner. Discrete trials consist of four parts: (a) the instructor’s presentation (the instruction) (prompt if needed), (b) the child’s response, (c) the consequence, (e.g., reinforcement or correction) and (d) a short pause between the consequence and the next instruction (between-trials interval). The instruction should be clear, concise, phrased as a statement, and given only once.

Early Intervention – Individualized services for infants and toddlers who are at risk for or are showing signs of developmental delay.

Echolalia – The repetition of speech that is produced by others (a relatively common symptom of autism). Echoed words or phrases can include the same words and inflections as were originally heard or they may be somewhat modified. *Immediate echolalia* refers to words immediately repeated or repeated a brief time after they were heard. *Delayed echolalia* refers to the repetition of speech much later – even after days or years.

Environmental modifications – Environmental modifications are not direct instruction, but are therapeutic adaptations that are intended to reduce barriers to instruction.

Epilepsy – Sometimes called a *seizure disorder*. Epilepsy is a condition characterized by recurrent seizures that are caused by abnormal electrical activity in the brain. Seizures can occur for many reasons, including damage to the brain due to infection, injury, birth trauma, tumor, stroke, drug intoxication and chemical imbalance. Epilepsy is usually treated with antiepileptic drugs. It is estimated that about one third of individuals with autism have seizures at some time during their lifetime. *Also see Seizure*.

Experimental (functional) analysis – A type of functional assessment in which the effects of various consequences are experimentally tested on the behavior.

Expressive Language – The ability to communicate thoughts and feelings by gesture, sign language, verbalization, or written word. *Compare to Receptive Language*.

Extended School Year – Special education and related services provided beyond the normal school year, in accordance with the child’s IEP and at no cost to the parents.

Extinction – Eliminating or decreasing a behavior by removing reinforcement from it.

Functional Behavior Analysis– 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. Sometimes an inappropriate behavior can have a communicative function. A temper tantrum can sometimes be communicating “I am upset”, or “I am bored”. Sometimes a functional analysis of behavior is conducted for research purposes, but it can also be performed in order to develop behavior interventions and supports that address the display of challenging or inappropriate behavior. *See Functional Assessment of Behavior*.

Functional Assessment of Behavior – It is similar to the functional analysis of behavior, but it differs in that those events before and after the behavior are not systematically changed in order to prove the function of the behavior. Based on the information gathered a judgment is made about the possible communicative function of the behavior(s). Functional Assessments are usually performed in order to develop behavior interventions and supports that address challenging or inappropriate behaviors. *See Behavioral Assessment and Functional Behavior Analysis*.

Functional intervention – A behavioral intervention that addresses the reinforcer or purpose of a problem behavior.

Generalization – The ability to take a skill learned in one setting, such as the classroom, and use it in another setting like the home or community.

Hand-Over-Hand Guidance – Physically guiding an individual through the movements involved in a fine motor task. Helping someone to grasp a spoon and bring it to his or her mouth is an example of hand-over-hand guidance.

Head Banging – A form of self-stimulation in which the child repetitively bangs head on the floor or another surface. *Refer to Self-Stimulation and Self-Injurious Behavior.*

Hyper- – A prefix meaning above, elevated or excessive. *Compare to Hypo-*.

Hyperactivity – Abnormally increased motor activity, resulting in difficulty with concentrating on one task or sitting still. Due to their overactivity and impulsivity, children who are hyperactive often have difficulty with learning, even if they score in the normal range on IQ tests. Hyperactivity can occur with attention deficit disorder, mental retardation, seizure disorder, sensory deficit disorders (such as hearing impairment) or other central nervous system damage. Also known as hyperkinetic.

Hypo- – Prefix for under, beneath, down or less than normal. Opposite of Hyper-.

Incidental teaching – Incidental teaching typically involves child-directed activities. The instructor observes and interacts with the child and uses any naturally occurring opportunities to provide relevant instruction (e.g., the child indicates that he wants a drink by pointing to the refrigerator, and the instructor models the correct language).

IEP – The abbreviation for Individualized Education Program. *See Individualized Education Program.*

IFSP – The abbreviation for Individualized Family Service Plan for children under three years of age. *See Individualized Family Service Plan.*

Inclusion – The general concept of including people with disabilities in all aspects of life, such as (but not limited to) education, community living, employment and recreation. *See Least Restrictive Environment.*

Individualized Education Program (IEP) – 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 time lines 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, age’s three years and up.

Individualized Family Service Plan (IFSP) – 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 infant 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 name of the person responsible for implementation of the IFSP, the case manager, should be listed on the IFSP. If it is likely at age three that the child will require special education services, a transition plan should also be stated in the IFSP. The Individualized Family Service Plan is required by the Individuals with Disabilities Education Act (IDEA) for all infants receiving early intervention services. *Refer to Early Intervention.*

Individuals with Disabilities Education Improvement Act (IDEA) – A federal law last amended in 2004 that reauthorizes and amends the Education for All Handicapped Children Act (Public Law 94-142) passed in 1975. Part B of the law focuses on K – age 21 services, including mandated transition planning and services. Part C of the law focuses on services to infants and toddlers who are at-risk or have developmental disabilities.

Intellectual Disability – *see Mental Retardation*

Least Restrictive Environment (LRE) – 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.

Local Education Agency (LEA) – The agency responsible for providing special educational services on the local (county) level. Also called Local School System (LSS).

Medically Fragile – Referring to an infant or child whose health status either is unstable or renders him at risk for developmental delay, often due to poor health.

Mental Retardation – According to the American Association on Mental Retardation, “Mental retardation refers to substantial limitations in present functioning. It is characterized by significantly subaverage 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.” In other words, someone with mental retardation performs significantly below his age level in both intellectual functioning (intelligence) and adaptive behavior. Mental retardation is the most common developmental disorder, affecting about two to three percent of the total population. This term has been more frequently replaced by *Intellectual Disability*.

MMR – The abbreviation for Measles, Mumps, and Rubella vaccine.

Motor Skill – The learned ability to perform movements, such as holding the body in an upright position to sit, using the hands to manipulate small items, scooping food onto a spoon and bringing the spoon to the mouth, and moving the lips and tongue to articulate different sounds.

Non-functional intervention – A behavioral intervention that does not directly address the reinforcer or purpose of a problem behavior.

Nonverbal Communication – Any form of or attempt at unspoken or “physical” communication. Examples are temper tantrums, gestures, pointing and leading another person to a desired object.

Occupational Therapy (OT) – Therapeutic treatment aimed at helping the injured, ill or disabled individual to develop and improve self-help skills and adaptive behavior and play. The occupational therapist also addresses the young child’s motor, sensory and postural development with the overall goals of preventing or minimizing the impact of impairment and developmental delay. The therapist also promotes the acquisition of new skills to increase the child or adult’s ability to function independently.

Parent-Professional Partnership – The teaming of parents and teachers, doctors, nurses, therapists and other professionals to work together to facilitate the development of children and adults with special needs.

PDD- the abbreviation for Pervasive Developmental Disorder – See *Pervasive Developmental Disorder*.

Peer-mediated – Using trained single and multiple peers to promote social interaction and academic skills in children with disabilities.

Perseveration – Redundant repetition of word(s) or action(s) without stopping or moving on.

Pervasive Developmental Disorder (PDD) – A diagnostic *category* in the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) that includes Autistic Disorder. The DSM uses the term Pervasive Developmental Disorder to refer to a “severe and pervasive impairment in several areas of development: reciprocal social interaction skills, communication skills, or the presence of stereotyped behavior, interests, and activities.” Sometimes doctors use the abbreviation PDD alone when diagnosing a child who has some, but not all, of the symptoms of autism.

Physical Therapy (PT) – Therapeutic treatment designed to prevent or alleviate movement dysfunction through a program tailored to the individual child. The goal of the program may be to develop muscle strength, range of motion, coordination or endurance; to alleviate pain; or to attain new motor skills. Therapeutic exercise may include passive exercise (in which the therapist moves and stretches the child’s muscles) or the child may actively participate in learning new ways to acquire and control positions and movement.

Picture Exchange Communication System (PECS) – Is a communication training program for helping children with autism acquire functional communication skills. Children using PECS are taught to give a picture of a desired item to a communicative partner in exchange for the item, thus initiating a communicative act for a concrete outcome within a social context.

Pivotal response training – Is a set of procedures designed to increase motivation and promote generalization. It was developed to overcome problems of stimulus over selectivity and motivation. The intervention focuses on a set of specific procedures that increase responsively to simultaneous multiple cues. The logic of teaching pivotal target behaviors is that educators might indirectly affect a large number of individual behaviors.

Prognosis – An estimate of the course and outcome of a disease or other condition, including the chances of recovery.

Prompt – Input that encourages an individual to perform a movement or activity. A prompt may be verbal, gestural or physical. An example of a prompt is tapping beneath one’s chin as a visual reminder to the child to close her mouth to prevent drooling. Also known as a cue.

Rebus - A Latin word meaning “thing.” A rebus symbol is a picture that visually represents a word or syllable. There are many types of rebuses, but the most common collection was developed as a mechanism for teaching young children to read.

Receptive Language – The ability to understand what is being expressed, including verbal and nonverbal communication, such as sign language. *Compare to Expressive Language.*

Regression – Reverting to a more immature form of behavior or decreased skill level. For example, a child who resumes sucking her thumb after a substantial period (months or years) of no thumb-sucking. Regression is usually felt to be an unconscious protective mechanism.

Reinforcement – A behavior modification technique used to increase the likelihood of a desired response or behavior. Positive reinforcement is accomplished by immediately strengthening or rewarding a desirable behavior. The reward can be a social reinforcer, such as praise or a hug, or it can be material, such as a sticker or cookie.

Resource Specialist – A teacher who provides special education instruction to children who are taught by general content teachers in integrated settings, primarily with children without disabilities, for the majority of the school day. Sometimes called resource teachers.

Screening Test or Tool – An evaluation tool designed 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, autism.

Seizure – Involuntary physical movement or changes in consciousness or behavior brought on by abnormal bursts of electrical activity in the brain. *See Epilepsy.*

Seizure Disorder – *Refer to Epilepsy.*

Self-Injurious Behavior (SIB) – Abnormal behaviors that are harmful to oneself, such as headbanging or scratching or biting oneself. *See Self-Stimulation.*

Self-Stimulation – Defined as abnormal behaviors that interfere with the individual’s ability to pay attention or participate in meaningful activity, such as head banging, watching the fingers wiggle or rocking side to side. It is often referred to as “self-stimming” or “stimming.”

Observed as unpurposeful play with a toy can be self-stimulating, such as repetitively spinning the wheels of a toy truck instead of exploring the different ways it can be used. In children, self-stimulation is most common when there is a diagnosis of mental retardation, autism or a psychosis.

Sensory Impairment – A problem with receiving information through one or more of the senses (sight, hearing, touch, etc.). For example, deafness is a sensory impairment.

Sensory Integration – The ability of the central nervous system to receive, processes, and learn from sensations in order to develop skills. The sensations include touch, movement, sight, sound, smell and the pull of gravity.

Sensory Stimulation – Any arousal of one or more of the senses. For example, a play activity that includes touching strips of shiny cellophane, listening to them crinkle, and watching while a bright light is shining on them against a contrasting background might be fun and stimulating for a child with visual impairment.

SIB – The abbreviation for self-injurious behavior. *See Self-Injurious Behavior.*

Speech Therapy – Therapy to improve the individual’s speech and language skills, as well as oral motor abilities.

Stereotypic behavior – Repetitive motor movements that occur frequently; examples include body rocking, hand flapping, and object manipulation.

Stimulus preference assessment – Any systematic method used to predict which stimuli will function as positive reinforcers for a child’s behavior.

Strategies – A group of interventions (techniques) that share a common approach.

Task Analysis – Process of breaking a skill down into smaller steps.

Technique – A specific intervention (e.g., reinforcing appropriate behaviors).

Verbal Behavior – A behavioral approach to teaching communication skills to children with autism and other developmental disabilities, based on B.F. Skinner’s analysis of verbal behavior.

The creation of these materials was supported by the Institute of Education Sciences, U.S. Department of Education through Grant R324C120006 awarded to UNC-Chapel Hill. The content expressed represents those views of the authors and do not represent views of the Institute or the U.S. Department of Education.