

## Supporting Students with Autism

### Diagnostic Criteria

- Autism significant symptoms include **(1)** Behaviors of *excess* including vocal and motor stereotypies, echoic speech, and rigidity, and **(2)** behaviors of *deficit* such as delays in the areas of communication, peer relations, and independent functioning.
- Refer to DSM 5 for an in-depth breakdown of the five criteria that must be met for a diagnosis and measurement of presence and severity

### Evidence-Based Support

- **Applied Behavior Analysis** as a method for teaching prosocial behavior, expressing emotion, and skills necessary for school, life, and career settings
  - Types: Discrete Trial Training, Early Intensive Behavioral Intervention, Early Start Denver Model
- **Preventative Structured Teaching Model:** (1) Physical organization and structure, (2) Daily schedules, (3) Work systems, and (4) Task structure
  - Treatment and Education of Autistic and Communication Handicapped Children (TEACCH)

### Educator & Counselor Tools

- **School Community Tool kit**
  - <https://www.autismspeaks.org/tool-kit/school-community-tool-kit>
- **Collaboration is key!** School Counselors, Teachers, Special Education, Occupational, and Speech Therapists all help students with ASD succeed in school.

### Student & Family Resources

- Local Resource Guide <https://www.autismspeaks.org/resource-guide>

### References

**Autism Speaks (2020)** Available at [www.autismspeaks.org](http://www.autismspeaks.org)

**Centers for Disease Control (2020)** Available at <https://www.cdc.gov/ncbddd/autism/index.htm>

Ringdahl J.E., Kopelman T., Falcomata T.S. (2009) **Applied Behavior Analysis and Its Application to Autism and Autism Related Disorders**. In: Matson J. (eds) Applied Behavior Analysis for Children with Autism Spectrum Disorders. Springer, New York, NY. [https://doi-org.libproxy.chapman.edu/10.1007/978-1-4419-0088-3\\_2](https://doi-org.libproxy.chapman.edu/10.1007/978-1-4419-0088-3_2)

