

## Glossary of Acronyms

These are commonly used by professionals working with children with autism spectrum disorders and will be used throughout our course.

<b>AAC</b>	Augmentative and Alternative Communication
<b>ABA</b>	Applied Behavior Analysis
<b>ABC</b>	Autism Behavior Checklist
<b>ABC's</b>	Antecedent, Behavior, Consequence
<b>ADA</b>	Americans with Disabilities Act
<b>Adaptive PE</b>	Adaptive Physical Education
<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>ADI-R</b>	Autism Diagnostic Interview Revised
<b>ADOS-G</b>	Autism Diagnostic Observation Scale-Generic
<b>AS</b>	Asperger Syndrome
<b>ASA</b>	Autism Society of America
<b>ASD</b>	Autistic Spectrum Disorders
<b>ASL</b>	American Sign Language
<b>AT</b>	Assistive Technology
<b>BIP</b>	Behavior Intervention Plan
<b>CAI</b>	Computer-assisted instruction
<b>CARS</b>	Childhood Autism Rating Scale
<b>CDC</b>	Center for Disease Control
<b>CHAT</b>	Checklist for Autism in Toddlers
<b>DAP</b>	Developmentally appropriate practices
<b>DD</b>	Developmental Disability
<b>DTT</b>	Discrete Trial Training
<b>DSM-IV</b>	Diagnostic and Statistical Manual, Fourth Edition
<b>DTT</b>	Discrete Trial Training
<b>DVD</b>	Developmental Verbal Dyspraxia
<b>FAPE</b>	Free and Appropriate Education
<b>FBA</b>	Functional Behavioral Assessment
<b>FC</b>	Facilitated Communication
<b>GARS</b>	Gilliam Autism Rating Scale
<b>GF or g/f</b>	Gluten Free
<b>HFA</b>	High-functioning Autism
<b>ID</b>	Intellectual Disability (formerly referred to as mental retardation)
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IDEIA</b>	Individuals with Disabilities Education Improvement Act
<b>IEP</b>	Individualized Educational Plan
<b>IFSP</b>	Individualized Family Service Plan
<b>IJA</b>	Initiating joint attention
<b>JARS</b>	Joint action routines

<b>LD</b>	Learning Disability
<b>LFA</b>	Low-functioning Autism
<b>LRE</b>	Least Restrictive Environment
<b>NCLB</b>	No Child Left Behind
<b>ICHCY</b>	National Information Center for Children and Youth with Disabilities
<b>NOS</b>	Not Otherwise Specified
<b>NRC</b>	National Research Council
<b>OCD</b>	Obsessive Compulsive Disorder
<b>ODD</b>	Oppositional Defiant Disorder
<b>OT</b>	Occupational Therapy or Occupational Therapist
<b>PD</b>	Postural Disorder
<b>PDD</b>	Pervasive Development Disorder
<b>PDD-NOS or PDD/NOS</b>	Pervasive Development Disorder-Not Otherwise Specified
<b>PECS</b>	Picture Exchange Communication System
<b>PEP-R</b>	Psycho-Educational Profile-Revised
<b>PMI</b>	Peer-Mediated Intervention
<b>PRT</b>	Pivotal Response Training
<b>PT</b>	Physical Therapy
<b>RJA</b>	Response to Joint Attention
<b>SES</b>	Socioeconomic Status
<b>SCERTS</b>	Social Communication Emotional Regulation Transactional Supports
<b>SI</b>	Sensory Integration
<b>SIB</b>	Self-Injurious Behavior
<b>SIT</b>	Sensory Integration Therapy
<b>SLP</b>	Speech-Language Pathologist
<b>SPD</b>	Sensory Processing Disorder
<b>SMD</b>	Sensory Modulation Disorder
<b>SBMD</b>	Sensory-Based Motor Disorders
<b>SPS</b>	Social Problem Solving
<b>SSRI</b>	Selective Serotonin Reuptake Inhibitor
<b>STAR</b>	Strategies for Teaching based on Autism Research
<b>TEACCH</b>	Treatment and Education of Autistic and Related Communication Handicapped Children
<b>VB</b>	Verbal Behavior
<b>VSM</b>	Video Self-Modeling