



RESOURCE OVERVIEW

The Resource Overview describes all of the resources, including where to go next, for Introduction to Autism Spectrum Disorder.

INTRODUCTION TO AUTISM SPECTRUM DISORDER...

Autism spectrum disorders (ASD) is a lifelong developmental disability that primarily affects social communication. This introduction to ASD describes characteristics of autism, including social communication, repetitive behaviors, thinking and learning, and how to support learners with ASD.

Suggested citation:

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>



INTRODUCTION TO ASD RESOURCES

Toolkit:

- ✓ Use the **Key Terms** to learn more about autism spectrum disorder.

Worksheet:

- ✓ Use the **Reflection Worksheet** to about students with ASD.

Consider learning more about EBPs to support learners with ASD with these AFIRM modules:

- ✓ **Reinforcement:** refers to the presentation of a reinforcer after a learner uses a target skill/behavior, therefore encouraging the learner to perform that behavior again
- ✓ **Prompting:** any help provided that will assist the learner in using specific skills. Prompts can be verbal, gestural, or physical
- ✓ **Modeling:** involves demonstrating the target skill and is used when verbal or visual prompts are not enough to help the learner with ASD use the target skill correctly
- ✓ **Time Delay:** is a response prompting procedure that systematically fades prompts during instructional activities
- ✓ **Visual Supports:** concrete cues that are paired with, or used in place of, a verbal cue to provide the learner with information about a routine, activity, behavioral expectation, or skill demonstration
- ✓ **Social Skills Training:** refers to any adult-directed instruction in which social skills are targeted for improvement
- ✓ **Peer-mediated Instruction & Intervention:** systematically teaches typically developing peers ways of engaging learners with ASD in positive and meaningful social interactions using a target skill/behavior, therefore encouraging the learner to perform that skill/behavior again