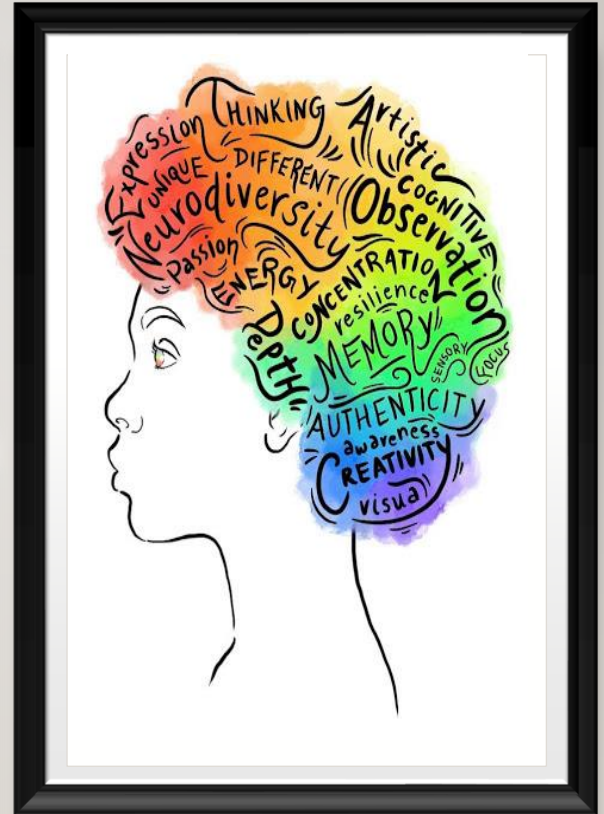
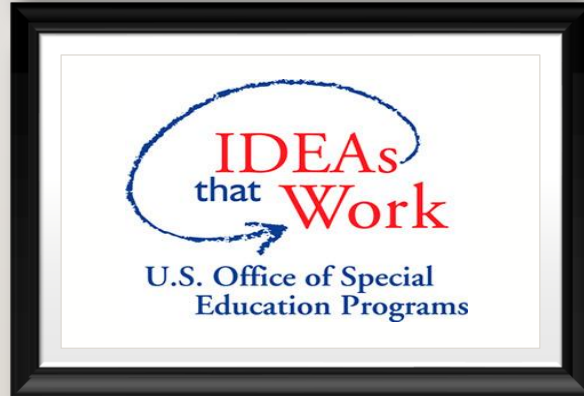


# ABC'S OF ASD

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# WHO ARE WE?

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- We are Arkansas' Parent Training and Information Center
- We are a statewide organization with regional mentors who assist parents
- We are funded by The U.S. Office of Special Education Programs (OSEP), grants, and private donations.



# PARENT TRAINING AND INFORMATION CENTERS (PTI)

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<b>Serve</b>	Serve families of children from birth to age 26 with disabilities
<b>Help</b>	Help families and other agencies including schools understand the benefits of IDEA and Section 504
<b>Provide</b>	Provide a variety of services free of charge including individual support, workshops, publications, community events, social media connections, etc.
<b>Work</b>	Work together with home, school and community stakeholders to improve outcomes for youth and adults with disabilities

**TCFEF  
DIRECTOR  
SHELBY KNIGHT**

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TEAM WORK MAKES  
THE DREAM WORK!

STAFF MEMBERS –  
THE CENTER FOR  
EXCEPTIONAL  
FAMILIES

# OUTLINE

## Basics about ASD

Acronyms and Definitions  
Facts and features of Autism

## Diagnosis

Diagnosing Autism and some  
co-occurring conditions



## Education

Individuals with Disabilities  
Education Act and Section 504

## Additional Resources

National and Arkansas  
Resources



# BASICS

Some acronyms that you may see used in this presentation



**ASD/AS**

Autism Spectrum Disorder  
Aspergers



**ND/NT**

Neurodivergent  
Neurotypical



**DD/ID**

Developmental Delay  
Intellectual Disability



**IDEA**

Individuals with  
Disabilities Education Act



**504**

Section 504 of the  
Rehabilitation Act of 1973



**SpEd/GenEd**

Special Education  
General Education

# CHARACTERISTICS

## Social Interaction and Impairments in Communication



Difficulty with social communication and/or social cues



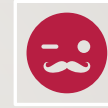
Less or inconsistent eye contact.



Appearing to be inattentive to people conversing.



Infrequently sharing interest, emotion, or enjoyment of objects or activities.



Facial expressions and movements may not always match what they say.



Unusual tone of voice that may sound sing-song or flat and robot-like.



**Echolalia:** Repeating words and phrases



# CHARACTERISTICS

## Restrictive/Repetitive Behaviors



Having an intense interest in specific topics, such as numbers, details, or facts.



Focusing on moving objects, parts of objects, lining up objects, etc.



Becoming upset by changes in a routine and having difficulty with transitions.



Being more or less sensitive than others to sensory input (sight, sound, touch, taste, smell)



**Stimming:** Repeating physical movements or vocalizations

# CHARACTERISTICS

## Some Strengths



- Learning things in detail (mini professor)
- Good memory and memorization skills
- Multisensory learners
- Can excel in Math, Science, Music, and Art
- Rule or schedule followers
- Creative problem solvers
- Direct communicators

# DIAGNOSIS

## Intellectual and Language Abilities

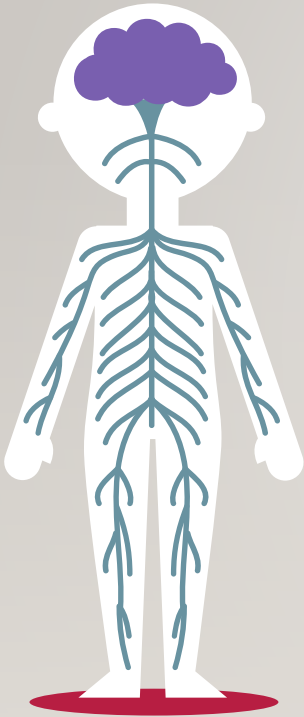
ASD can be further characterized by the individual's intellectual and language abilities. Some individuals with ASD may have intellectual disabilities, while others may have average or above-average intelligence.

## Diagnostic and Statistical Manual of Mental Disorders (DSM)

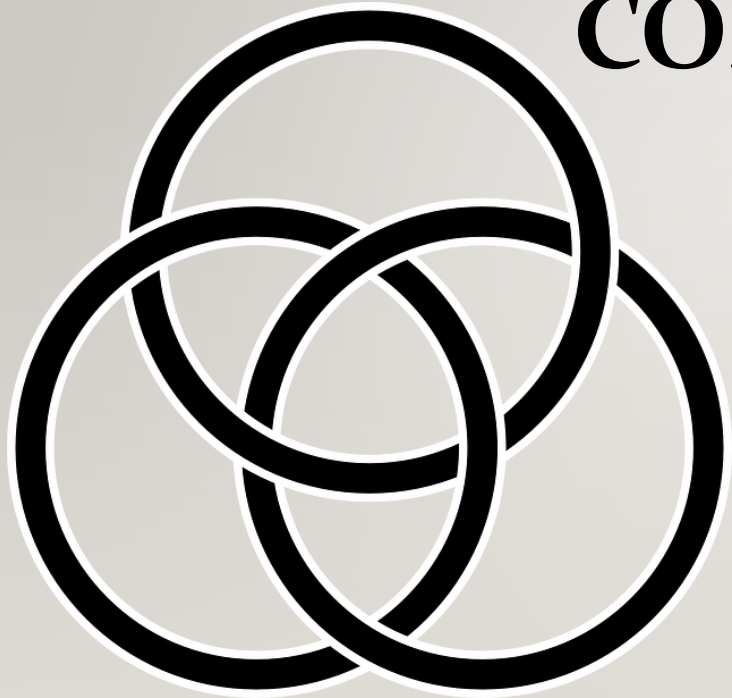
The DSM is a widely used classification system published by the American Psychiatric Association. It provides diagnostic criteria and guidelines for identifying and categorizing mental conditions and disorders, including ASD.

## Typology

The DSM-5 moved away from subtypes like Classic Autism, Asperger's syndrome, Pervasive Developmental Delay, etc. There is now a more unified diagnosis of ASD with levels such as Level 1: Requiring Support, Level 2: Requiring Substantial Support, and Level 3: Requiring Very Substantial Support.



# SOME CO-OCCURRING CONDITIONS



- ADHD
- Intellectual Disability
- Epilepsy
- Sensory Processing Disorder
- Avoidant Restrictive Feeding Intake Disorder (ARFID)
- Mental Health Conditions
- Speech impairment
- Etc.

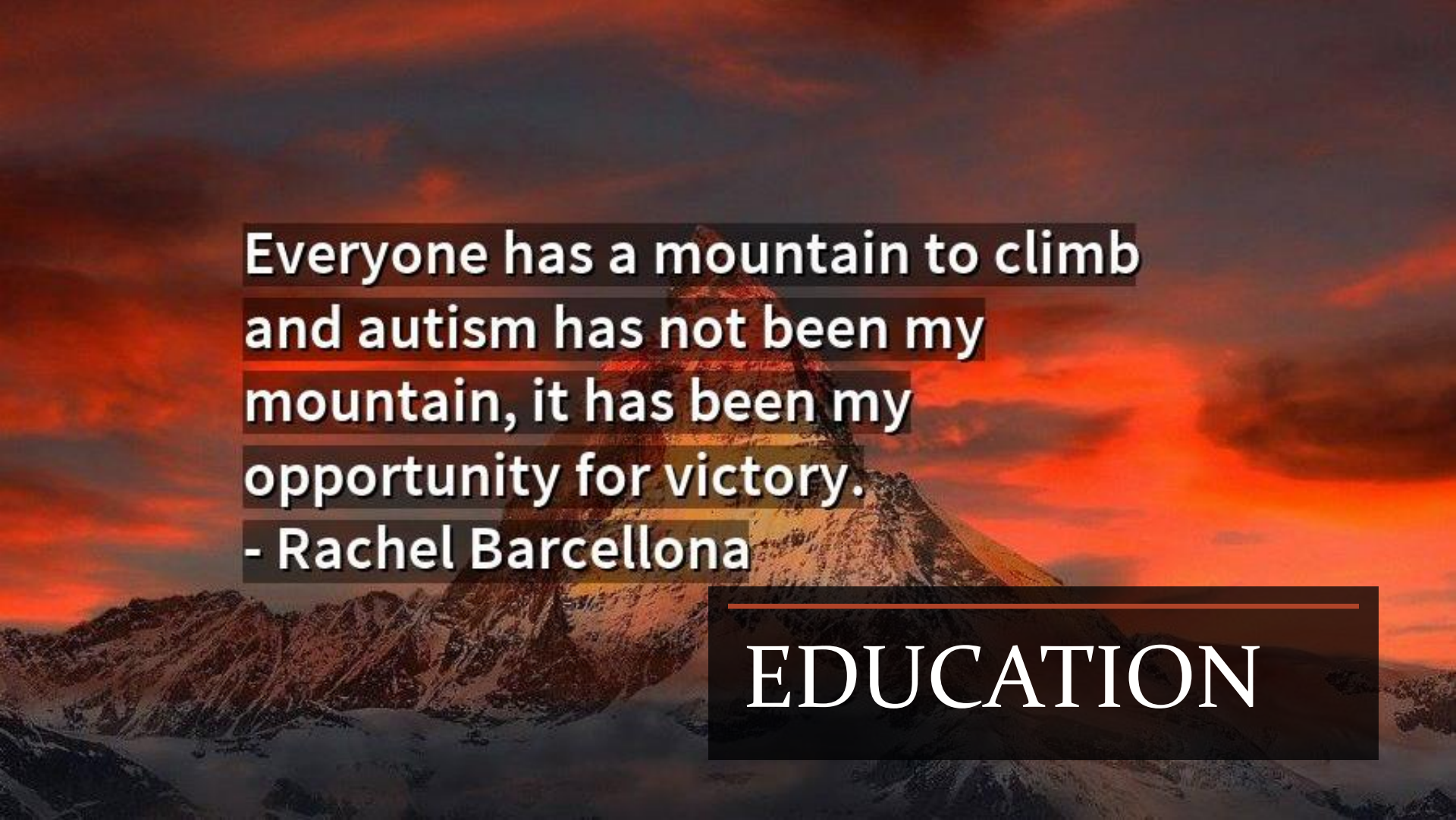
# SOME SUPPORTS AND SERVICES

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- Behavior Support Services
- Mental Health Services
- Educational and School-based Therapies
- Parent Child Interaction Therapy (PCIT)
- Speech Therapy
- Occupational Therapy
- Physical Therapy
- Nutritional Therapy, Hippotherapy, Feeding Therapy, Water Therapy, etc.







Everyone has a mountain to climb  
and autism has not been my  
mountain, it has been my  
opportunity for victory.

- Rachel Barcellona

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EDUCATION



# INDIVIDUALS WITH DISABILITIES EDUCATION ACT AND SECTION 504

The IDEA Act is a federal law governing special education services for children with disabilities in the United States.

## Key principles

- Free appropriate public education (FAPE) in the least restrictive environment (LRE).
- Individualized Education Program (IEP) or 504 development.
- Parental involvement and rights.

## Eligibility for Autism

- Eligibility for special education services is determined through evaluation & assessment.
- The presence of ASD must adversely affect educational performance and require specialized instruction and related services.

## Components

- Student's strengths, challenges, and current skill levels related to ASD.
- Measurable objectives addressing academic, social, behavioral, and communication skills.
- Specifies the specialized instruction and related services student may need

# IDEA AND SECTION 504 CONT.

## Some Examples of Accommodations for ASD

- Social skills training and supports.
- Visual schedules and cues.
- Environmental modifications.
- Extended time for assignments or tests.
- Assistive technology tools.
- Peer support or mentoring
- Behavior support



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# ADDITIONAL RESOURCES

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# ARKANSAS



[The Center for Exceptional Families\(TCFEF\)](#)  
[Arkansas Autism Resource Outreach Center \(AAROC\)](#)  
[Arkansas Autism Foundation \(AAF\)](#)  
[Autism Involves Me Northwest Arkansas \(AIMNWA\)](#)  
[A Meeting of Minds \(AMOM\)](#)  
[Tyler Dannaway Foundation](#)

# RECOMMENDATIONS:

- Seek a formal diagnosis.
- Build a support network
- Access therapy and interventions
- Advocate for accommodations
- Utilize assistive technology
- Practice self-care
- Develop self-advocacy skills
- Stay informed and educate others
- Embrace strengths and potential
- Promote Inclusion



# THINGS TO AVOID:

- Assuming limitations
- Dismissing communication challenges
- Sensory overload
- Rigid expectations
- Social isolation
- Assuming behavior is intentional
- Excluding from decision-making







# THANK YOU!

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- Contact Us!
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- Website: [www.tcfef.org](http://www.tcfef.org)