299.00 Autistic Disorder

A. A total of six (or more) items from (1), (2), and (3), with at least two from (1), and one each from (2) and (3):

(1) qualitative impairment in social interaction, as manifested by at least two of the following:

(a) marked impairment in the use of multiple nonverbal behaviors, such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction

(b) failure to develop peer relationships appropriate to developmental level

(c) a lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., by a lack of showing, bringing, or pointing out objects of interest)

(d) lack of social or emotional reciprocity

(2) qualitative impairments in communication, as manifested by at least one of the following:

(a) delay in, or total lack of, the development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime)

(b) in individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others

(c) stereotyped and repetitive use of language or idiosyncratic language

(d) lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level

(3) restricted, repetitive, and stereotyped patterns of behavior, interests, and activities as manifested by at least one of the following:
encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus

apparently inflexible adherence to specific, nonfunctional routines or rituals

stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting or complex whole-body movements)

d) persistent preoccupation with parts of objects

B. Delays or abnormal functioning in at least one of the following areas, with onset prior to age 3 years:

(1) social interaction,

(2) language as used in social communication, or

(3) symbolic or imaginative play.

C. The disturbance is not better accounted for by Rett’s disorder or childhood disintegrative disorder.

299.80 Pervasive Developmental Disorder, Not Otherwise Specified

This category should be used when there is a severe and pervasive impairment in the development of reciprocal social interaction or verbal and nonverbal communication skills, or when stereotyped behavior, interests, and activities are present, but the criteria are not met for a specific pervasive developmental disorder, schizophrenia, schizotypal personality disorder, or avoidant personality disorder. For example, this category includes “atypical autism”—presentations that do not meet the criteria for autistic disorder because of late age of onset, atypical symptomatology, or subthreshold symptomatology, or all of these.
299.80 Asperger’s Disorder

A. Qualitative impairment in social interaction, as manifested by at least two of the following:

(1) marked impairment in the use of multiple nonverbal behaviors, such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction

(2) failure to develop peer relationships appropriate to developmental level

(3) a lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., by a lack of showing, bringing, or pointing out objects of interest to other people)

(4) lack of social or emotional reciprocity

B. Restricted, repetitive, and stereotyped patterns of behavior, interests, and activities, as manifested by at least one of the following:

(1) encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus

(2) apparently inflexible adherence to specific, nonfunctional routines or rituals

(3) stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting, or complex whole-body movements)

(4) persistent preoccupation with parts of objects

C. The disturbance causes clinically significant impairment in social, occupational, or other important areas of functioning.

D. There is no clinically significant general delay in language (e.g., single words used by age 2 years, communicative phrases used by age 3 years).

E. There is no clinically significant delay in cognitive development or in the development of age-appropriate self-help skills, adaptive behavior (other than in social interaction), and curiosity about the environment in childhood.
F. Criteria are not met for another specific pervasive developmental disorder or schizophrenia.

299.80 Rett’s Disorder

A. All of the following:

(1) apparently normal prenatal and perinatal development

(2) apparently normal psychomotor development through the first 5 months after birth

(3) normal head circumference at birth

B. Onset of all of the following after the period of normal development:

(1) deceleration of head growth between ages 5 and 48 months

(2) loss of previously acquired purposeful hand skills between ages 5 and 30 months with the subsequent development of stereotyped hand movements (i.e., hand-wringing or hand washing)

(3) loss of social engagement early in the course (although often social interaction develops later)

(4) appearance of poorly coordinated gait or trunk movements

(5) severely impaired expressive and receptive language development with severe psychomotor retardation

299.10 Childhood Disintegrative Disorder

A. Apparently normal development for at least the first 2 years after birth as manifested by the presence of age-appropriate verbal and nonverbal communication, social relationships, play, and adaptive behavior.

B. Clinically significant loss of previously acquired skills (before age 10 years) in at least two of the following areas:
(1) expressive or receptive language
(2) social skills or adaptive behavior
(3) bowel or bladder control
(4) play
(5) motor skills

C. Abnormalities of functioning in at least two of the following areas:

(1) qualitative impairment in social interaction (e.g., impairment in nonverbal behaviors, failure to develop peer relationships, lack of social or emotional reciprocity)

(2) qualitative impairments in communication (e.g., delay or lack of spoken language, inability to initiate or sustain a conversation, stereotyped and repetitive use of language, lack of varied make-believe play)

(3) restricted, repetitive, and stereotyped patterns of behavior, interests, and activities, including motor stereotypies and mannerisms

D. The disturbance is not better accounted for by another specific pervasive developmental disorder or by schizophrenia.

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List of Commonly Used Acronyms (Autism Alphabet Soup)

The Alphabet Soup of Special Education can make it difficult for a parent to understand the process. Here are the most commonly used acronyms:

**AC** = Augmentative Communication

**ABA** = Applied Behavior Analysis – a research-based approach to treatment

**ABIX** = Area Board IX for Developmental Disabilities

**ADA** = Americans With Disabilities Act – legislation that can help you get services

**ADD** = Attention Deficit Disorder – have a hard time staying on task

**ADHD** = Attention Deficit Hyperactivity Disorder – excess physical activity and difficulty staying on task

**AHA** = American Hyperlexia Association
AIT = Auditory Integration Therapy
ARC = Association for Retarded Citizens – 50 year old organization for people with disabilities and their families
APD = Auditory Processing Disorder
AS = Asperger’s Syndrome – a type of high-functioning autism
ASA = Autism Society of America – National organization
ASASB = Autism Society of America, Santa Barbara Chapter – local chapter
ASD = Autism Spectrum Disorder – a type of brain dysfunction
ASHA = American Speech – Language Hearing Assoc.
ASL = American Sign Language – communicate with your hands, not words
AT = Assistive Technology – devices that help you, like keyboards or wheelchairs
CAN = Cure Autism Now – an organization dedicated to finding a cure for autism
CAPD = Central Auditory Processing Disorder
CDD = Childhood Disintegrative Disorder
CP = Cerebral Palsy
DAN! = Defeat Autism Now! – a project that focuses on biomedical research and treatment
DD = Developmentally Disabled or Developmentally Delayed – not meeting all the typical milestones
DDS = Department of Developmental Services
DIR = Developmental/Individual Differences/Relationship-based Approach
(also known as Floortime or Greenspan Model)
DIS = Designated Instructional Service
DOB = Date of Birth
DS = Down Syndrome
DSI = Dysfunction of Sensory Integration - another acronym for SID
DTT = Discrete Trial Teaching – a type of teaching technique used in ABA.
DX = Diagnosis or Disorder – what the specialist says you have
ECSE = Early Childhood Special Education
EFA = Essential Fatty Acids – parts of our food that help us think
EBD = Emotional and Behavioral Disorder
EI = Early Intervention (also Early Start) – therapies provided to children under 3 years old
ENT = Ear, Nose and Throat
ESY = Extended School Year – school programming during the summer break
FAPE = Free Appropriate Public Education
FC = Facilitated Communication
FRAXA = Fragile X Syndrome
GAD = Generalized Anxiety Disorder
GDD = Global Developmental Delays
GF/CF = Gluten-Free/Casein-Free diet (wheat and dairy)
HFA = High Functioning Autism – can talk, get dressed, etc., but not good socially
HI = Hearing Impaired
HOH = Hard Of Hearing
ID = Intellectual Disability – hard time figuring things out
IDEA = Individuals With Disabilities Education Act – legislation that can get you services
IEP = Individualized Education Program – plan for what services or accommodations your child will receive
IFSP = Individualized Family Service Plan
IQ = Intelligence Quotient – how well you did on a standardized test
LD = Learning Disability
LEA = Local Education Agency (usually the school district)
LEAP = Learning Enrichment Autism Program
LFA = Low Functioning Autism – needs lots of help to get by
LKS = Landau-Kleffner Syndrome - a form of aphasia with seizure-like activity
LRE = Least Restrictive Environment – give the child the most freedom possible
MBD = Minimal Brain Dysfuncion (another name AD(H)D has been known by)
MD = Muscular Dystrophy
MH = Multiply Handicapped – more than one diagnosis or disorder
MR = Mental Retardation
MRI = Magnetic Resonance Imaging – a way to scan the brain to see activity
NICU = Neonatal Intensive Care Unit – hospital department for very sick newborn babies
NLD = Nonverbal Learning Disability
NT = Neurologically Typical (developing normally)
O2 = Oxygen
OCD = Obsessive-Compulsive Disorder – can’t stop certain behaviors
ODD = Oppositional Defiant Disorder
OHI = Other Health Impairment
OI = Orthopedic Impairment
OT = Occupational Therapy or Occupational Therapist
PAI = Protection and Advocacy, Inc. (free legal advocacy service provided by the State)
PDD = Pervasive Developmental Disorders (the category of disorders encompassing autism)
PDD-NOS = Pervasive Developmental Disorder Not Otherwise Specified
PECS = Picture Exchange Communication System
PICU = Pediatric Intensive Care Unit
PRT = Pivotal Response Treatment – works on improving “pivotal behaviors” like motivation
PT = Physical Therapy or Physical Therapist
PTSD = Post Traumatic Stress Disorder – aftermath of a frightening experience
RDI = Relationship Development Intervention
RTI = Response to Intervention
SBCEO = Santa Barbara County Education Office
SC = Service Coordinator (case mgr from TCRC)
SI = Sensory Integration – therapies that help balance and sensitivities
SID = Sensory Integration Dysfunction
SLD = Specific Learning Disability
SLI = Speech/Language Impairment
SLP = Speech Language Pathologist
SPD = Semantic-Pragmatic Disorder
SPED = Special Education
SSA = Social Security Administration
SSD = Social Security Disability
SSI = Supplemental Security Income
ST = Speech Therapy
TBI = Traumatic Brain Injury
TCRC = Tri-Counties Regional Center – local distributor of services for people with developmental disabilities
TEACCH = Treatment and Education of Autistic and Related Communication Handicapped Children
TS = Tourette Syndrome – blurt out phrases, involuntary tics
TX = Treatment or Therapy
UA = Unlocking Autism
UCP = United Cerebral Palsy Association
VI = Visual Impairment – can’t see very well
Acknowledgments

This project has long been the dream of the Board of ASASB. As parents of children on the autism spectrum ourselves, our desire has been to create and distribute the type of information packet that we wish had been given to us when our own children were first diagnosed.

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Autism Society of America, Santa Barbara
www.asasb.org
P. O. Box 30364
Santa Barbara, CA 93130-0364
(805) 560-3762
info@asasb.org
Autism and Your Child:
A Guidebook for Parents

El Autismo y Su Niño:
Una Guía para Los Padres

Santa Barbara Autism Community
Comprehensive Education and Support Service (ACCESS)

Educación Compresiva y Servicio de Apoyo para la Comunidad de Autismo en Santa Barbara (ACCESO)

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