

# DSM -IV

## Criteria for Autism

### 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:

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

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

**(c)** 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.

## 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

**DANI** = 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 Dysfunction (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



Autism

Society

of America

Santa

Barbara



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It is our sincere hope that we have met that goal.

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# 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)



**ASA**  
Autism Society of America.

***ASASB Board of Directors***

during the development of ACCESS:

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