

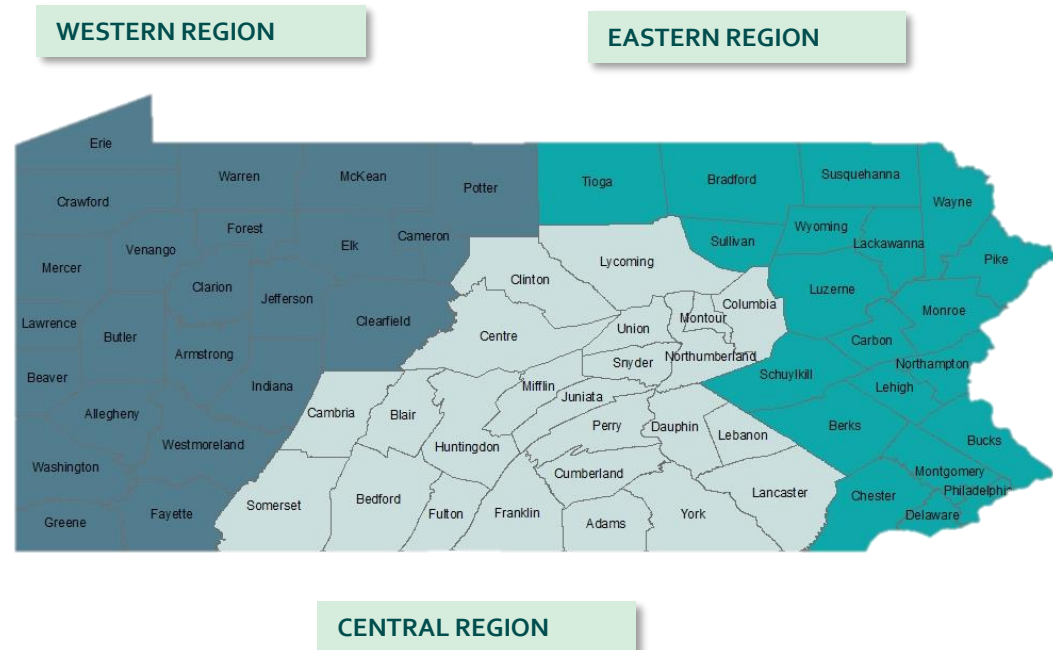


**Presented by Kate Hooven, MS**

**Justice Project Coordinator, ASERT Collaborative**

# Autism Services Education Resources & Training

- Funded by the Bureau of Supports for Autism and Special Populations, Pennsylvania Department of Human Services.
- A unique partnership of public and private entities.
- A key component of the BSASP strategy for supporting individuals with autism and their families throughout Pennsylvania.



# Role and Purpose of ASERT



Bring together local, regional, and statewide resources

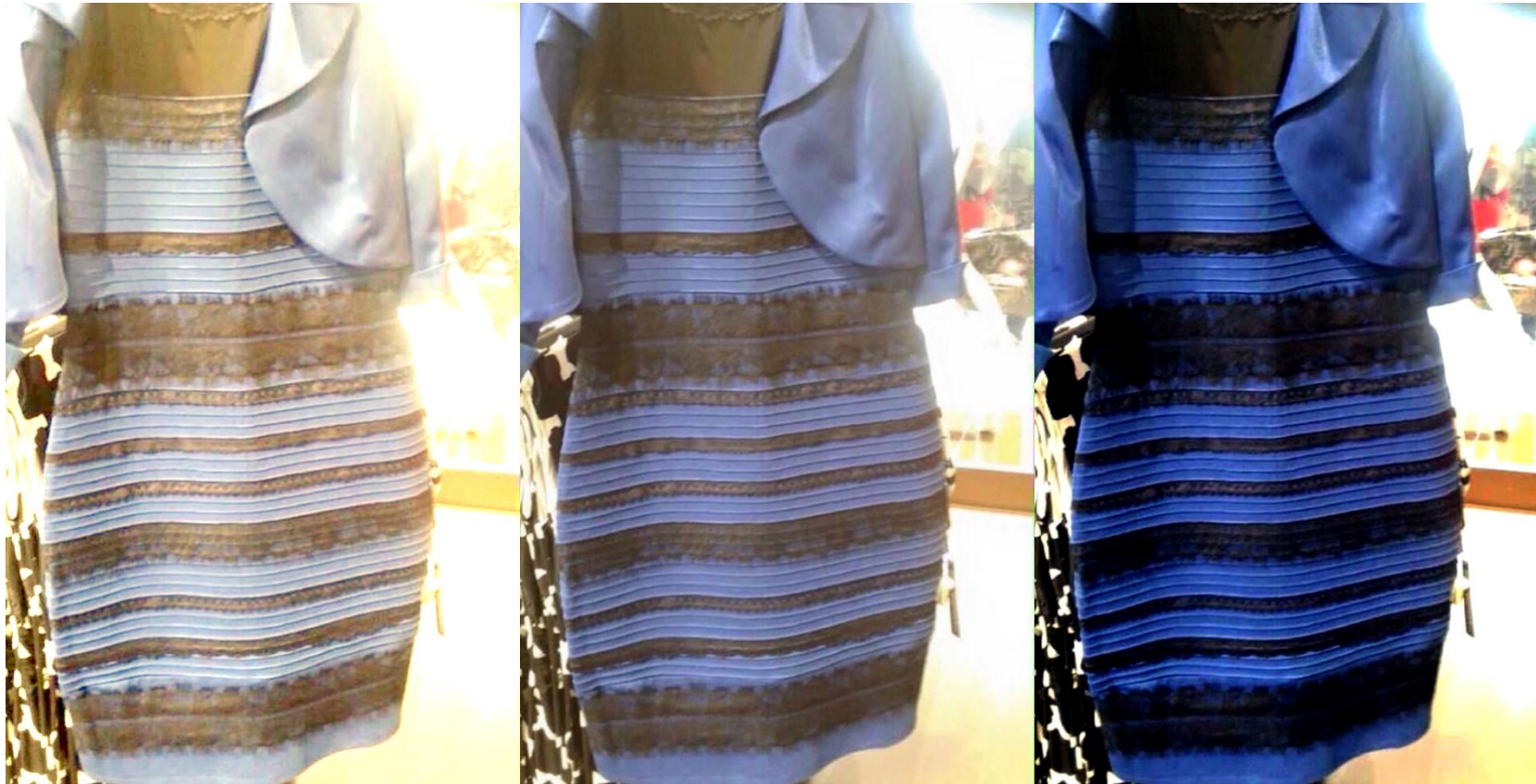


Support (not replace) existing community efforts and activities



Develop innovative projects based on data, community need, and commonwealth priorities

# #thedress





# AUTISM 101



# Autism is a Complex Spectrum Disorder







# Autism Has No Physical Characteristics





# MALE VS FEMALE\_PREVELANCE



1 in 44

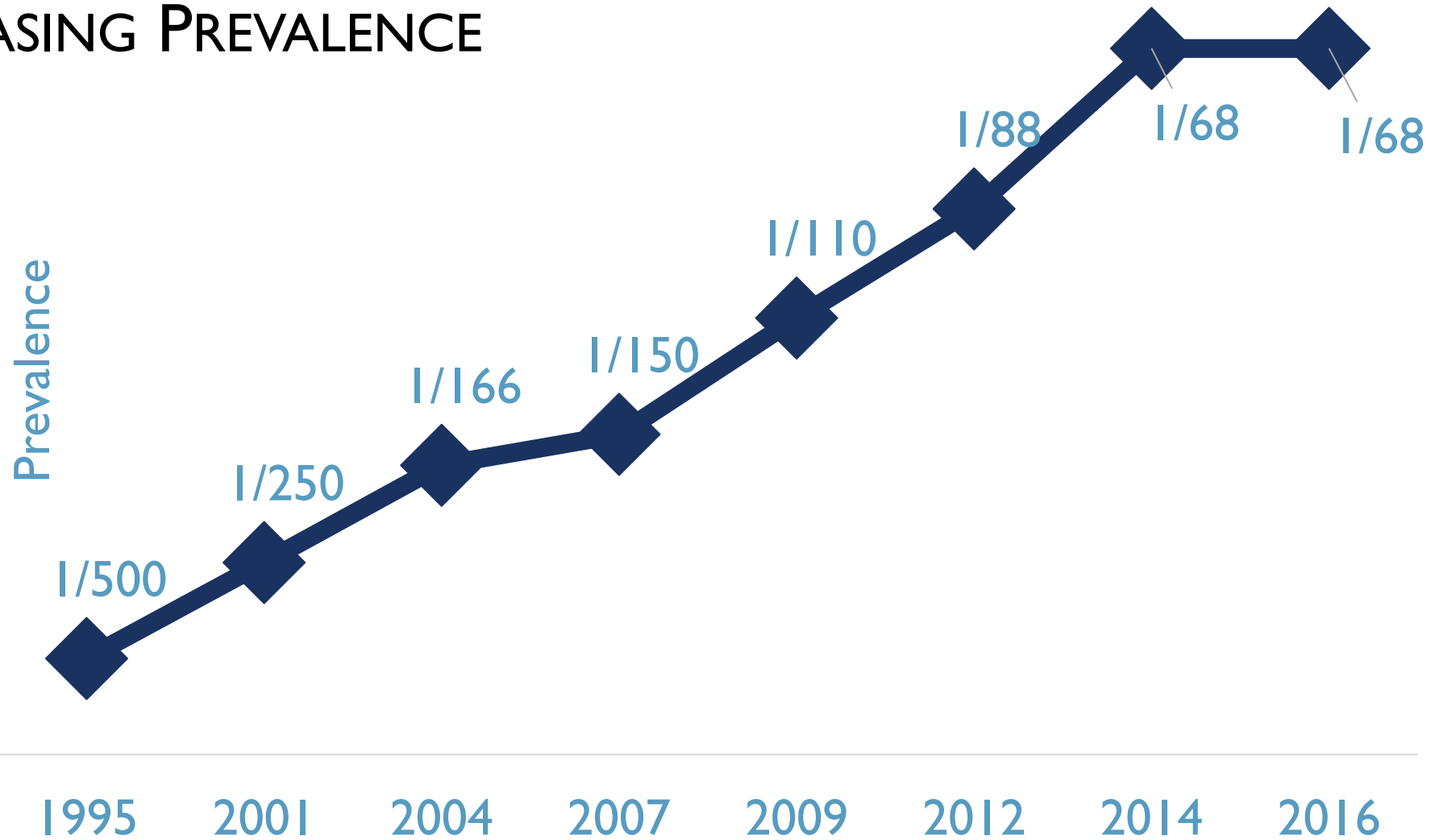


1 in 36



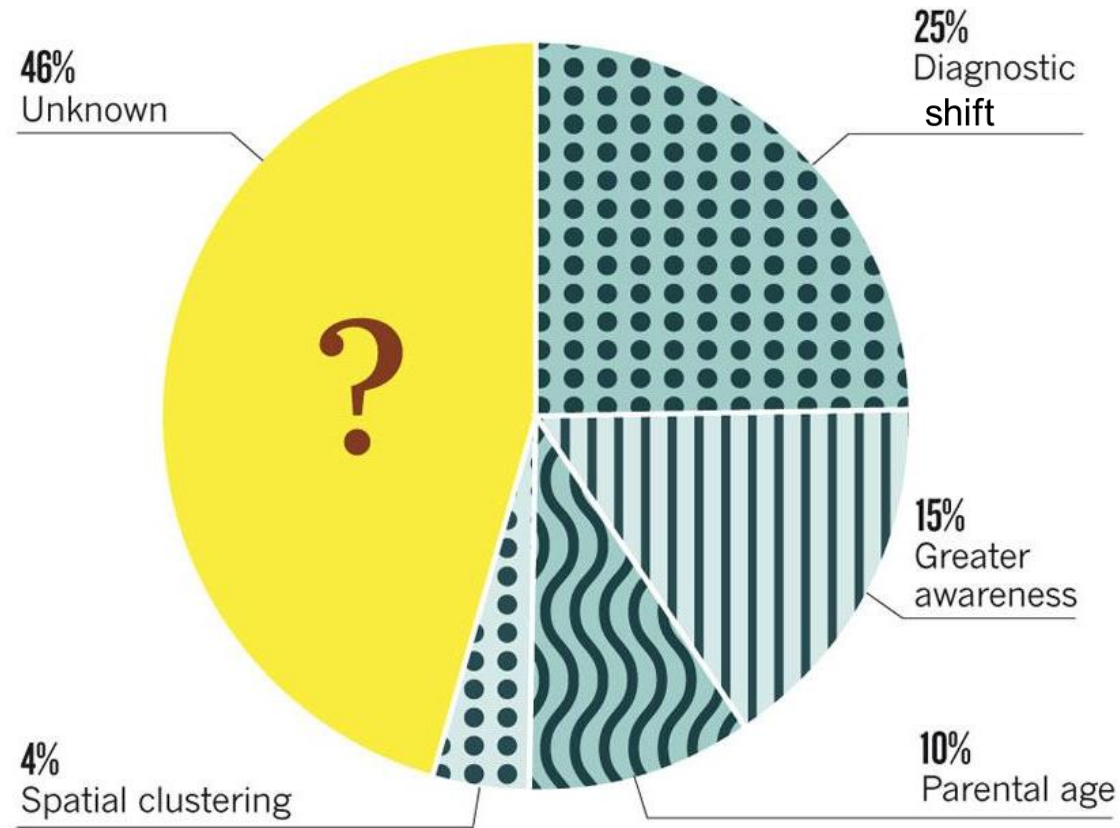
1 in 117

# INCREASING PREVALENCE



# WHY IS THE PREVALENCE INCREASING?

*Reasons: unclear*



Source: nature.com

# AUTISM IS A LIFESPAN DISORDER



*Autism is not a childhood disorder and does not go away in adulthood, though the symptoms and presentation may change.*

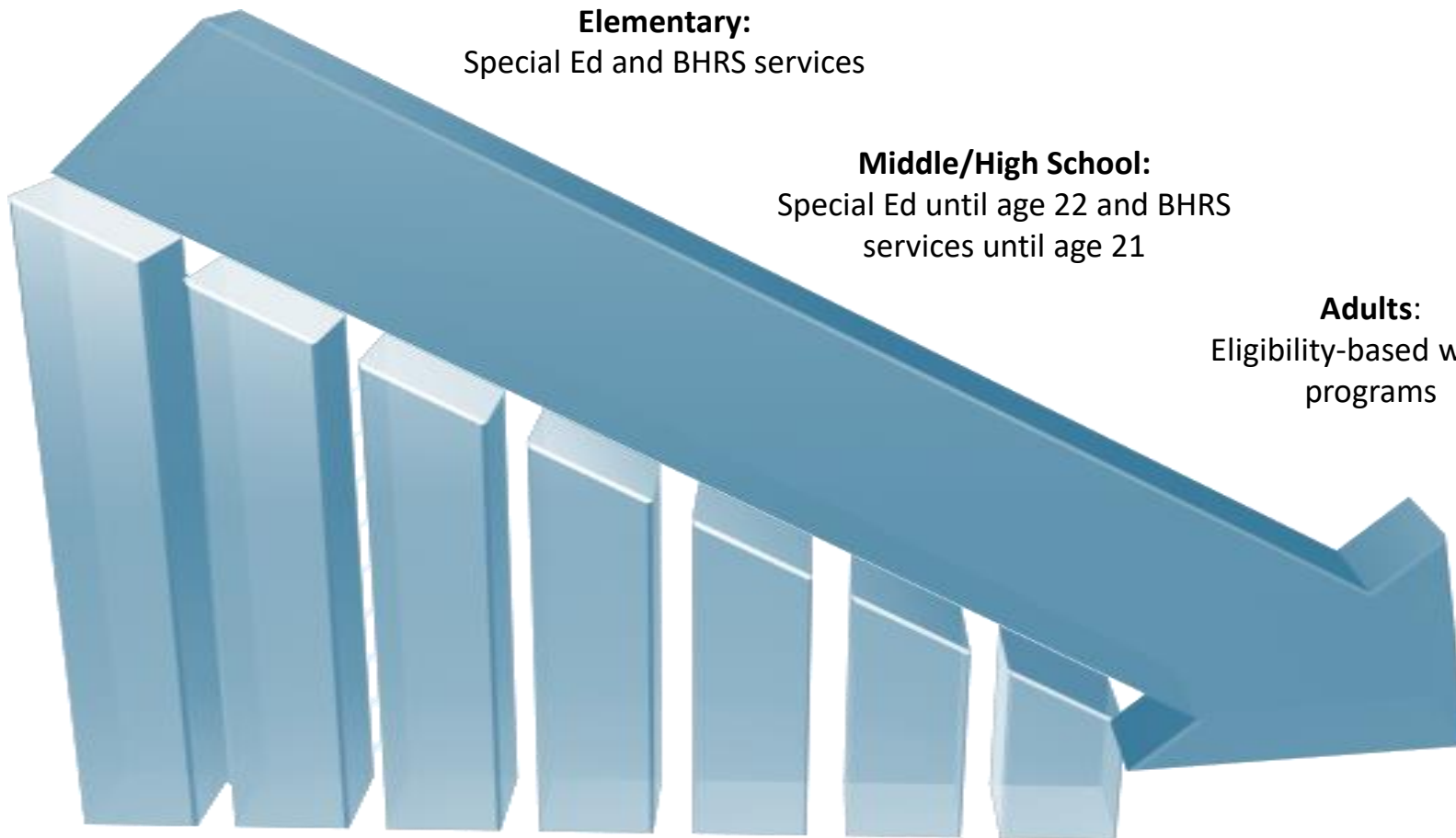
# SERVICE SYSTEMS ACCESS BY AGE: PENNSYLVANIA

**Pre-Elementary:**  
EI services are available until age 5

**Elementary:**  
Special Ed and BHRS services

**Middle/High School:**  
Special Ed until age 22 and BHRS  
services until age 21

**Adults:**  
Eligibility-based waiver  
programs





# SOCIAL COMMUNICATION DIFFERENCES

Difficulty making  
friends

Difficulty  
expressing  
emotions

Challenges  
Starting or  
Maintaining  
Conversation

Scripting

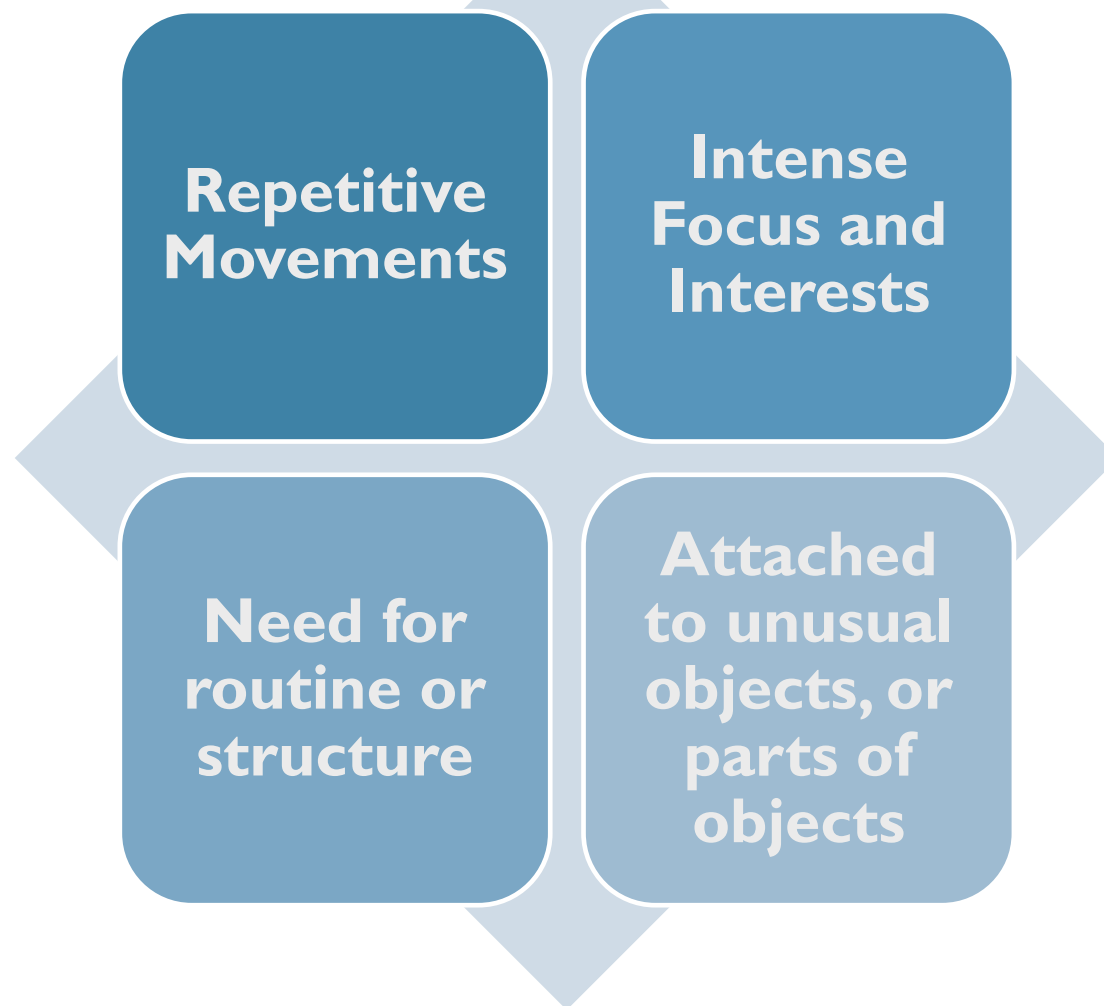
Echolalia

Language delays



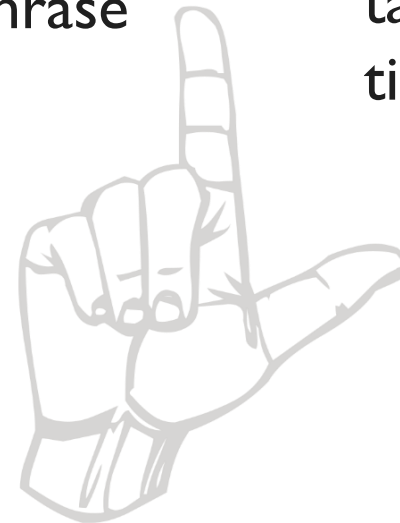
Difficulty making  
eye contact

# Restrictive and Repetitive Behaviors



# LANGUAGE

- ☐ Speak clearly and concisely
- ☐ Speak in a calm, quiet voice
- ☐ One command at a time
- ☐ Ask if they understand
- ☐ No slang or abstract language
- ☐ Give them time to respond
- ☐ Repeat or rephrase
- ☐ One person talks at a time



# ECHOLALIA

## IMMEDIATE

“Do you have ID?”

“Do you have ID?”

\*Keep in mind when giving a choice, they may always repeat the last choice.

## DELAYED

“Do you have ID?”

“Can you hear me now? Good.”

## SIGNS OF POSSIBLE OVERSTIMULATION

Flapping

Pacing

Rocking

Scripting

Loud  
Verbalizations



# OVERSTIMULATION CAN LEAD TO...

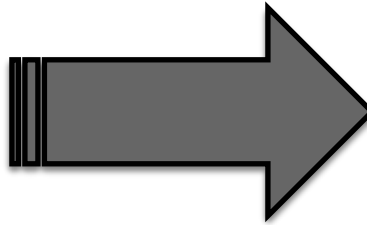




# TOOLS AND STRATEGIES



# SAFETY IS THE GOAL



A better understanding will help prepare you for interacting with individuals with autism to better support them and their families.

# HOW TO APPROACH SOMEONE WITH AUTISM



**Slowly and cautiously**



**Give verbal warnings**



**Keep your voice quiet and calm**



**If possible, do not put your hands on the individual**



**Ask if they understand what you are saying**



**Ask to repeat back what you said**

**Be**

**S.**

Stay  
calm

**A.**

Ask  
clearly

**F.**

Facilitate  
Understanding

**E.**

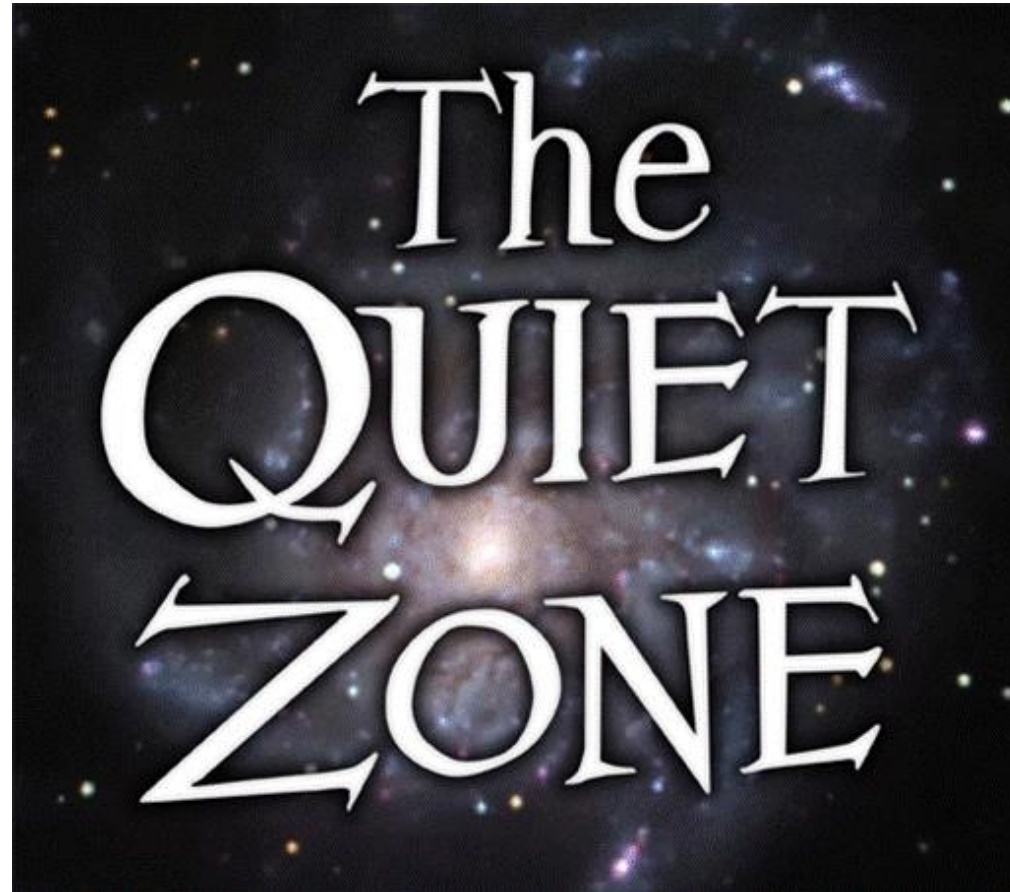
Explain  
the  
Process

**R.**

Repeat  
commands



# STRATEGY TO DE-ESCALATE



# SEARCHES

Provide adequate  
warning and  
thorough  
explanation

Sensitivity to touch  
make body search  
difficult

Disrupting property  
in searches may upset  
need for routine

## SEARCHES (CONT.)

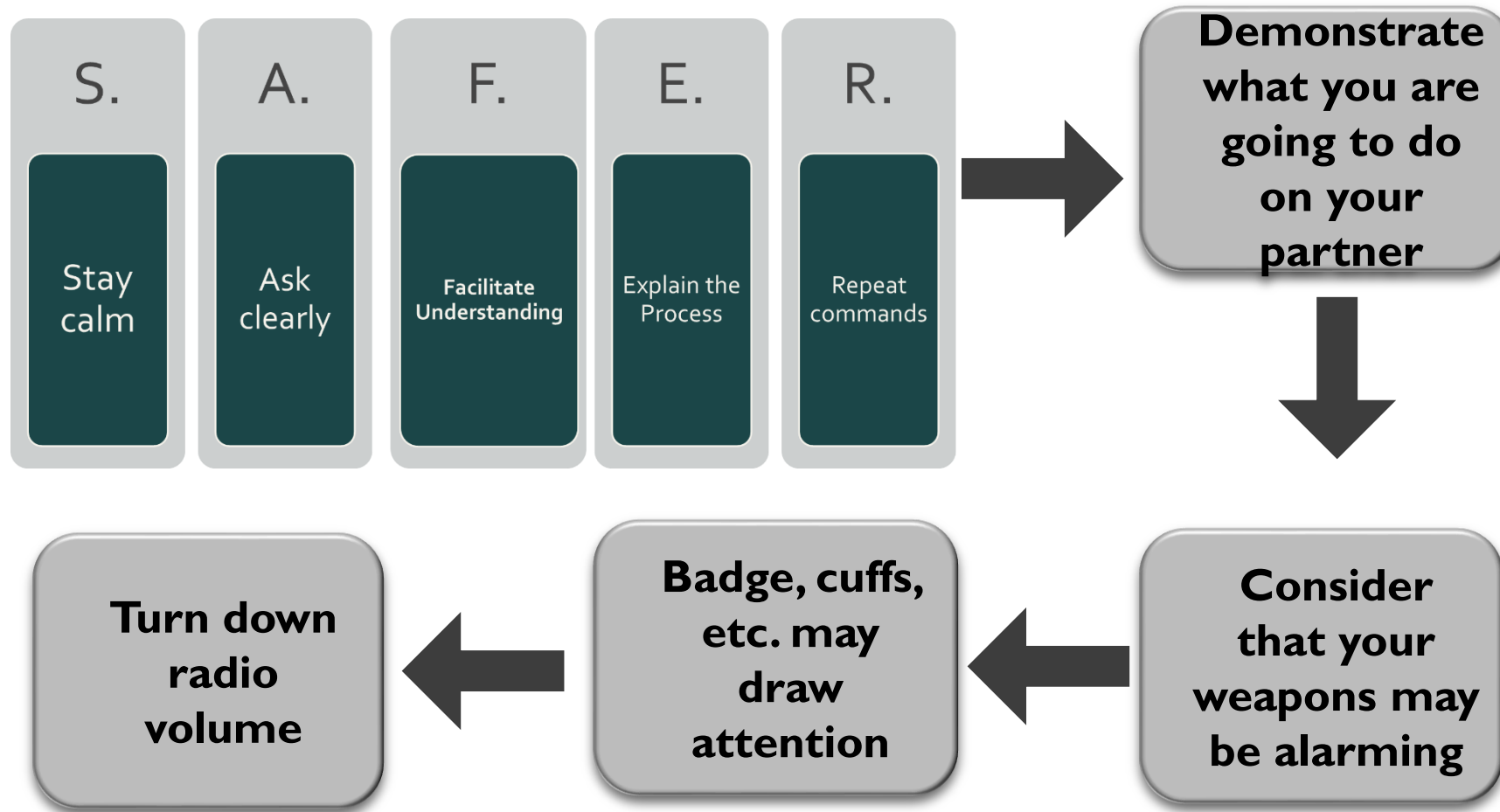
# Additional Considerations

Language  
Difficulty  
May Play a  
Role

May Need  
Extra Time  
to Process  
Information

Consider  
Item  
Fixation

# CUSTODY/ARREST



# TRANSPORT



To  
decrease  
anxiety:

Turn down  
radio  
volume

Turn off  
siren

## TRANSPORT (CONT.)

Do not be alarmed if you witness the following coping mechanisms:

- Spinning
- Flapping
- Scripting
- Atypical body or facial movements

# INTERVIEWING



---

## TYPES OF WANDERING

Goal-Directed  
Wandering

Fleeing/Bolting

Other



# WANDERING STRATEGIES

Alert local  
law  
enforcement  
/EMS about  
individual's  
wandering

Alert  
neighbors  
and local  
businesses

Enroll  
child/adult in  
swim  
lessons

Explore  
areas of  
fascination  
in a safe,  
supervised  
way

Create Visuals  
such as Stop  
Signs by all  
doorsy

## INFORMATION FROM CAREGIVER

- Unless the individual with autism requires immediate intervention, discuss with the caregiver how best to approach them.
- Distraction techniques should be embraced as appropriate.
- Ask specifically about techniques to question the individual with autism, how to approach them and textures or gestures to avoid.
- Disseminate to the entire staff.



# RESOURCES



# Additional Resources

**ASERT**

[www.paautism.org](http://www.paautism.org)

**ASAT Online**

[www.asatonline.org](http://www.asatonline.org)

**CDC**

[www.cdc.gov](http://www.cdc.gov)

**PaTTAN  
(education)**

[www.pattan.net](http://www.pattan.net)

**Autism Society**

<http://www.autism-society.org/>

**CAR Autism  
Roadmap**

<https://www.carautismroadmap.org/>

**NIMH**

<https://www.nimh.nih.gov/>

**Autism Speaks**

[www.autismspeaks.org](http://www.autismspeaks.org)

## *Are you looking for resources about autism and justice system?*

Justice Resource Collection



Like 6 Tweet Pin it email Share



[paautism.org/justice](http://paautism.org/justice)

**ASERT Justice Trainings**

**Social Stories**

**Other Resources**



*Pennsylvania's leading source of  
autism-related resources and information.*

**877-231-4244**

*Website: [www.PAautism.org](http://www.PAautism.org)*

*Email: [info@PAautism.org](mailto:info@PAautism.org)*

*ASERT is funded by the Bureau of Autism Services, PA  
Department of Human Services*

