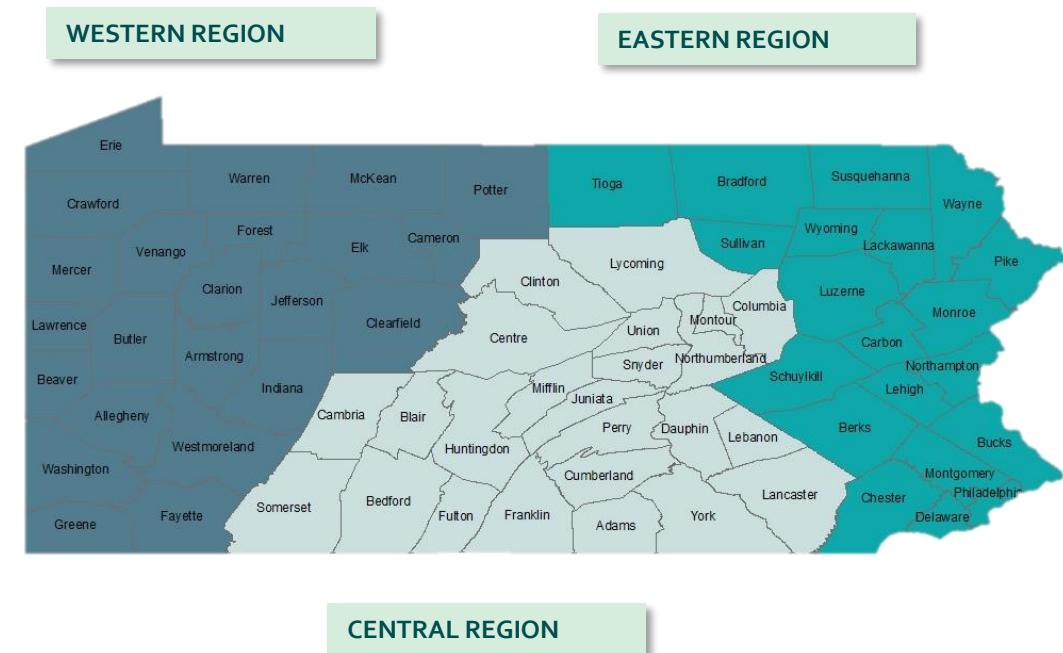




**Presented by Kate Hooven, MS  
Justice Project Coordinator, ASERT Collaborative**

# 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

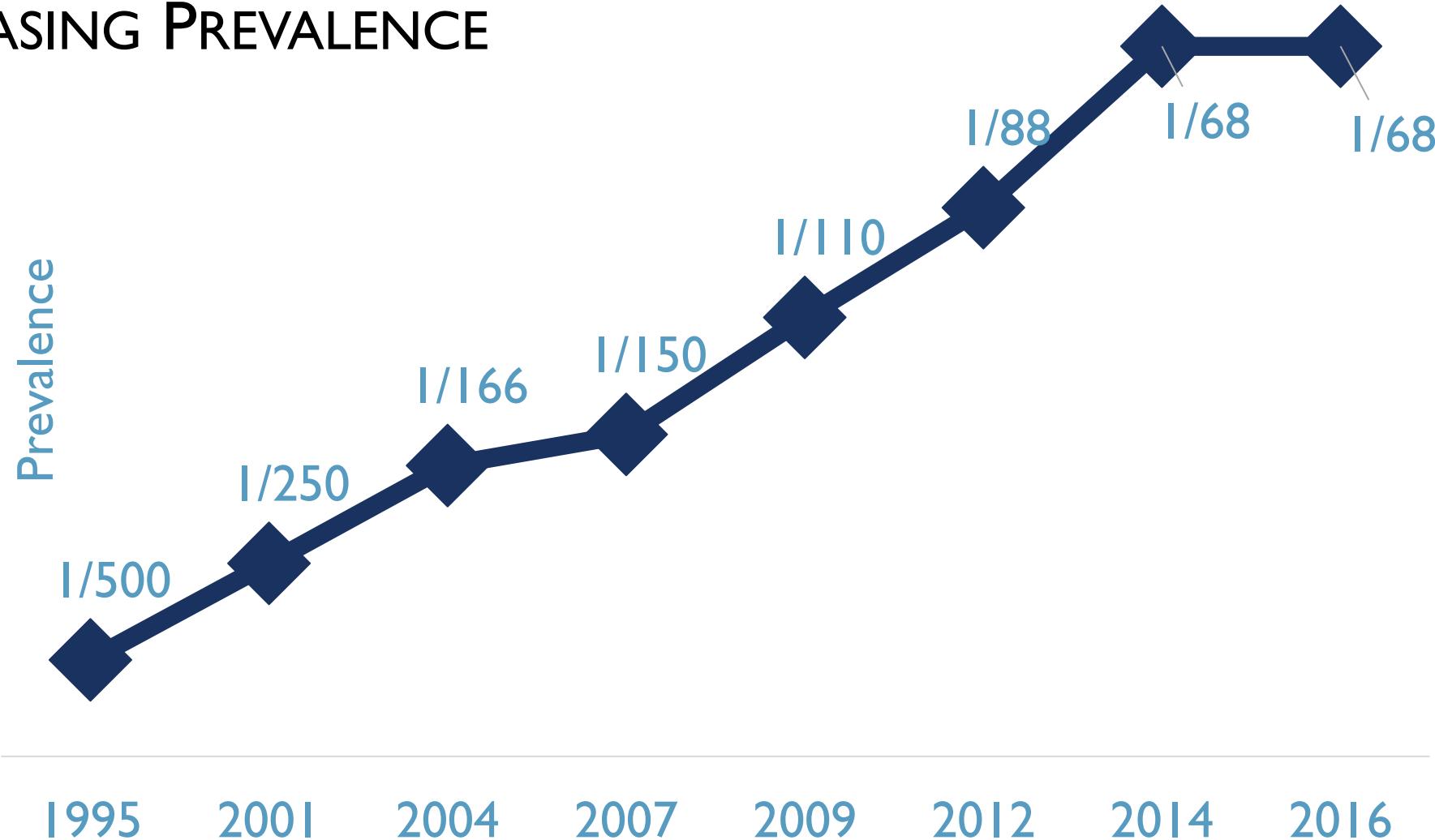


1 in 44

1 in 36

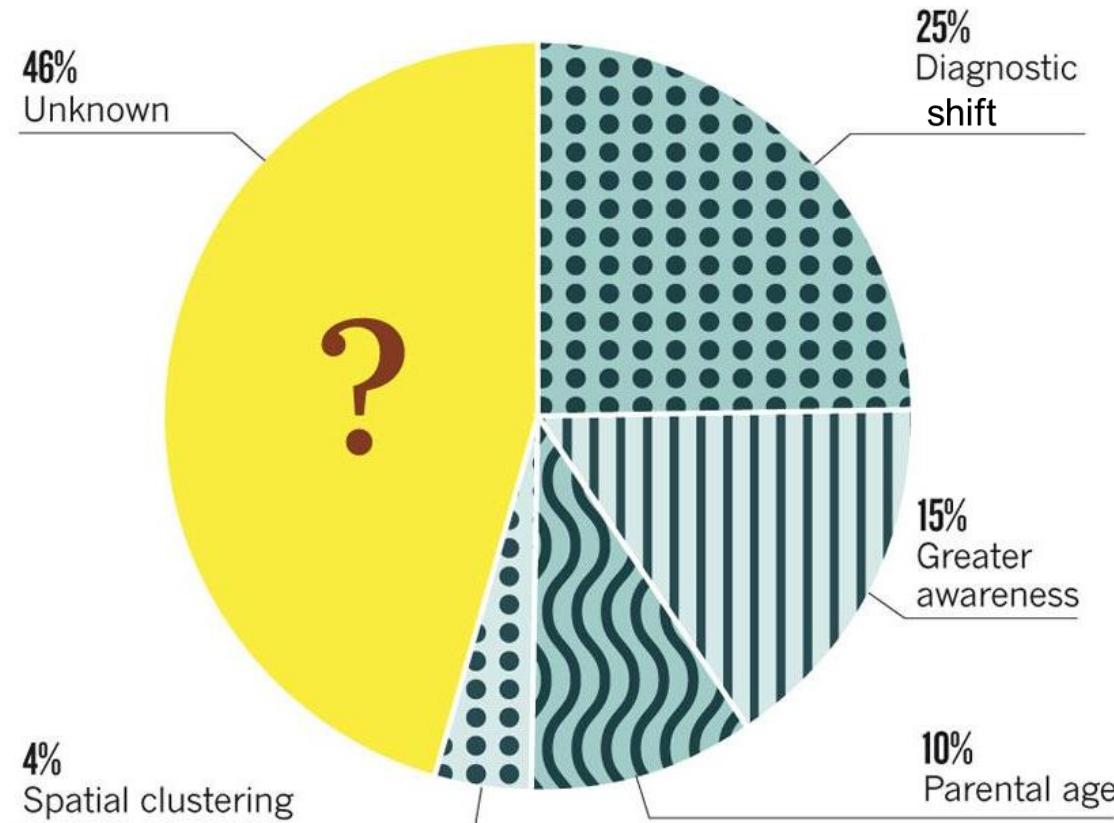
1 in 117

# INCREASING PREVALENCE



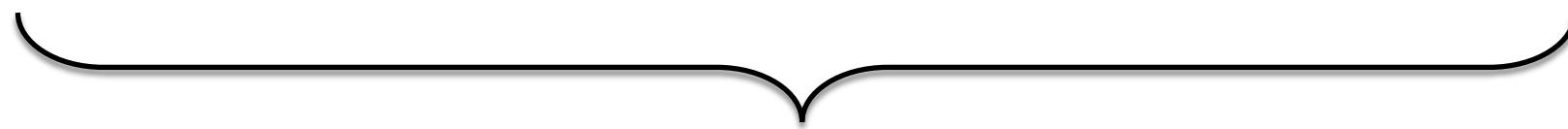
# WHY IS THE PREVALENCE INCREASING?

*Reasons: unclear*



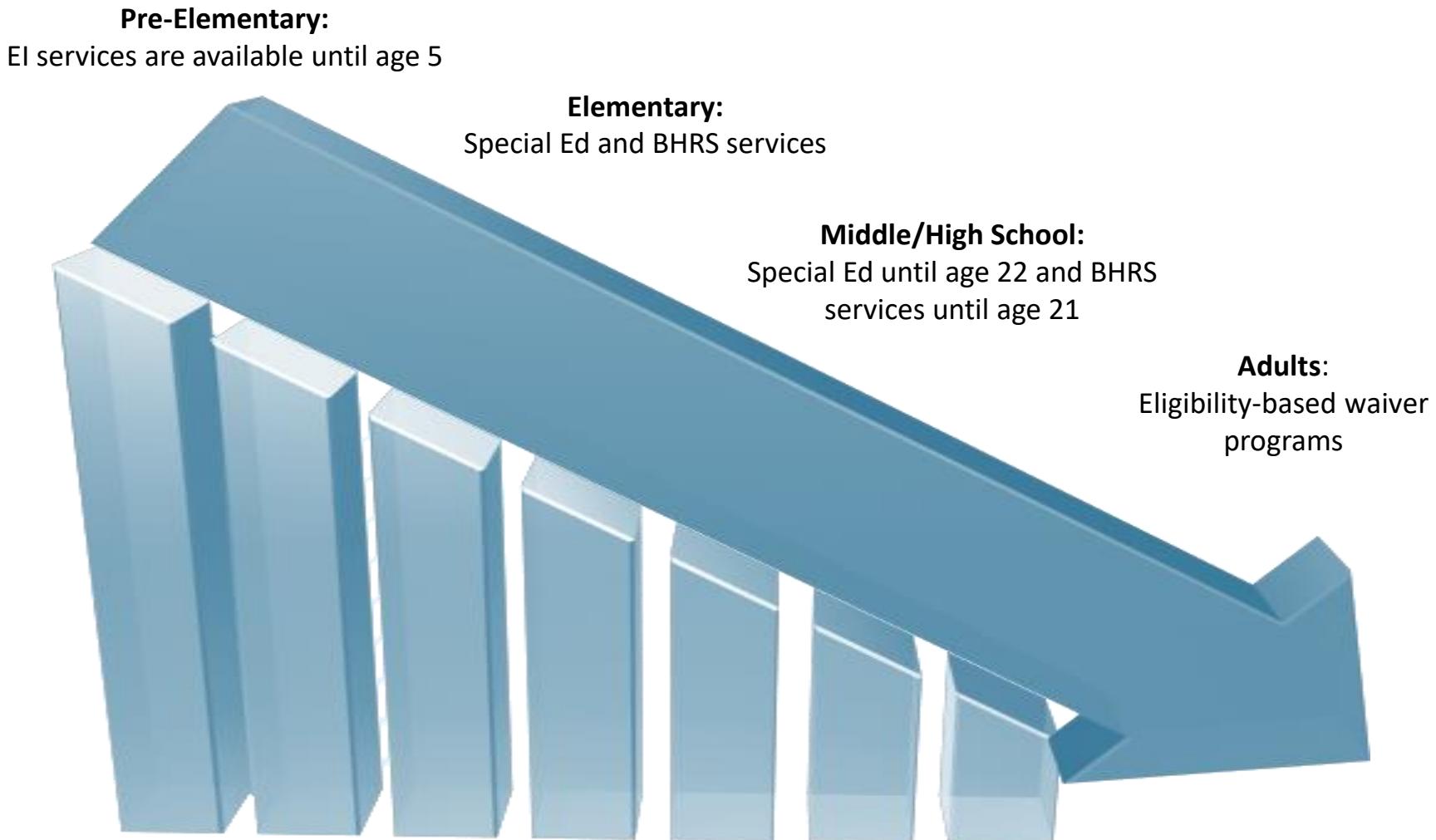
Source: [nature.com](http://nature.com)

# 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



# 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

**Repetitive  
Movements**

**Intense  
Focus and  
Interests**

**Need for  
routine or  
structure**

**Attached  
to unusual  
objects, or  
parts of  
objects**

# LANGUAGE

Speak clearly  
and  
concisely

Speak in a  
calm, quiet  
voice

One  
command  
at a time

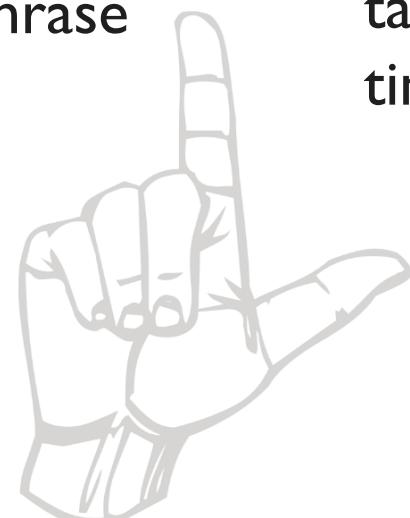
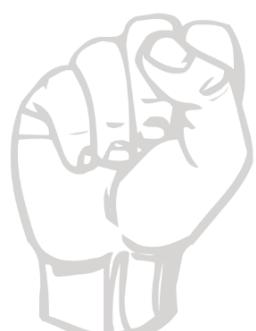
Ask if they  
understand

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...

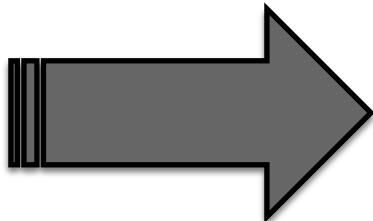
- 
- Tantrums, Meltdowns (e.g. yelling, flapping)
  - Eloping (running away)
  - Self Injurious Behavior (biting self, hitting head)
  - Aggression



# 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.)

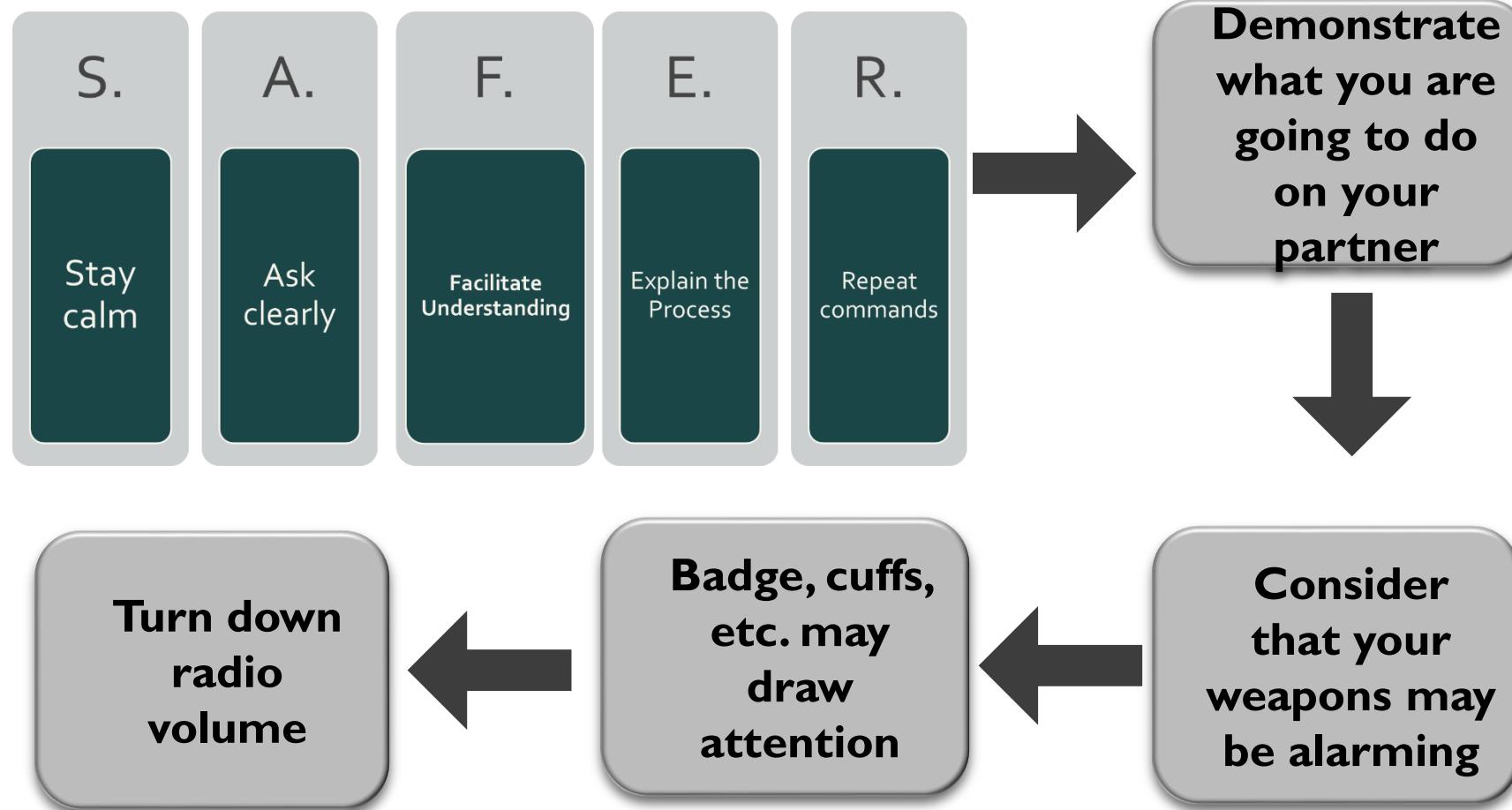
# Additional Considerations

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.paaautism.org](http://www.paaautism.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



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[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*