

## GLOSSARY

Asperger’s Syndrome	A phrase used to identify a person on the autism spectrum that is considered to be high-functioning. In the most recent version of the Diagnostic Statistical Manual (DSM-5), the phrase has been eliminated as a diagnosis, but there are many people with the diagnosis who still use the term Asperger’s and prefer the term. ‘Aspie’ is a nick name that some individuals on the spectrum will use to identify themselves. Dr. Hans Asperger, an Austrian physician first coined the term in 1944.
Autism Spectrum Disorder (ASD)	A group of developmental disabilities that can cause significant social, communication and behavioral challenges. (CDC-Centers for Disease Control and Prevention)
Central Coherence	Ability to “see the big picture”. Having the awareness to pull lots of seemingly disparate pieces together to formulate the ‘big picture’. Individuals with ASD often have weak central coherence, thus the ability to ‘see the big picture’ is obscured.
Context Sensitivity / Context Blindness	Context Sensitivity is the skill to determine what is important and what is unimportant in a given setting. Individuals with ASD often have difficulty with ‘reading’ the context of a situation and thus have no sensitivity. Without this sensitivity to ‘read the room’, it is as if they are blind to the context, thus the term Context Blindness.
DSM - 5	Diagnostic Statistical Manual of the American Psychological Association Volume 5 was published in 2013, replacing DSM –IV (1994). In this revision, the diagnosis previously known as Pervasive Developmental Disorder (PDD) changed to Autism Spectrum Disorder (ASD) and absorbed other spectrum diagnoses, including Asperger’s Syndrome, and PDD – Not Otherwise Specified (NOS). The categories used for diagnosis are clarified as they relate to communication, behaviors (sensory responses), symptom markers, and impairment to everyday functioning. 3 levels of functioning are defined and capture the idea of a spectrum.  -Clinicians use the DSM-5 for diagnoses.
Executive Function	Wide range of cognitive skills such as planning, flexibility, inhibition strategy formation. For students with ASD, shifting set and attention

	generally inform Executive Dysfunction.
HFA	High – functioning autism
Joint Attention	Early developing social communicative skill. Two people use gestures and gaze to share attention with respect to interesting objects or events. Impaired joint attention is a cardinal feature of children with autism. Intervention can be used to teach children joint attention
Social-Cognition	Ability to understand other people’s perspectives. Might also be referred to as ‘Theory of Mind’
Social Pragmatic Language	Involves three major communication skills including using language for different purposes, changing language according to the audience or situation and following rules for conversations and storytelling. Pragmatic problems can lower social acceptance as peers might avoid having conversations with someone with a pragmatic disorder. A student with ASD might be unaware of their social pragmatic language challenges.
‘Theory of Mind’ToM	Refers to ability to form representations of other peoples’ mental states and to use those representations to understand, predict and judge what to say and how to act (behavior)

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from Grandin, T., & Barron, S. (2005). *Unwritten Rules of Social Relationships*. Future Horizons. Arlington, TX.

**The Ten Unwritten Rules of Social Relationships:**

- 1). Rules are NOT absolute. They are Situation based and People-based
- 2). Not everything is equally important in the grand scheme of things
- 3). Everyone in the world makes mistakes. It doesn’t have to ruin your day
- 4). Honesty is different than diplomacy
- 5). Being polite is appropriate in any situation
- 6). Not everyone who is nice to me is my friend
- 7). People act differently in public than they do in private
- 8). Know when you’re turning people off
- 9). “Fitting in” is often tied to looking and sounding like you fit in
- 10). People are responsible for their own behaviors