

# Interpreting for Autism Spectrum Disorder Services Vocabulary Exercise, Conversion

October, 2021

**Convert the following sentences into a language other than English, either orally or in writing. Terms in italics can be found in your bilingual glossary.**

1. Our *interdisciplinary evaluation team* will use *applied behavioral analysis* to figure out the *function of your son's behavior*.
2. In the *IFSP*, we'll talk about the *interventions* we have planned for John, including the *reinforcement strategies* you can use at home with him.
3. John is using a lot of *non-verbal communication* to make his needs known, which is good. I think we can explore the possible use of an *AAC device* to assist his *functional communication* even more.
4. John's *restricted interests* and difficulty with *social reciprocity* are common in kids with autism spectrum disorder, as are the *rituals* that he uses to calm himself when he gets agitated, such as spinning any objects, rocking his upper body, or pacing back and forth. His *executive functioning* is also affected.
5. These *rewards* are some of the *reinforcers* that we can implement as part of John's *PBIS plan*.
6. We'd like to do a *functional behavioral assessment* with your son, to help us to determine what might be causing his challenging behaviors.
7. We think that *cognitive behavioral therapy* could be very helpful for John.

8. Have you heard of *ADHD*?
  
9. This *sensory avoidance* is just one type of sensory issue.
  
10. Here's the *BIP* we've written up based on our discussions. The contingency contract states that John will follow directions and use an inside voice. He can earn pluses or minuses in the boxes below; each box is worth 10 minutes. A timer will go off every 10 minutes to signal John to record a plus if he was successful in complying with the contract and a minus if he was not.
  
11. John must get 6 pluses in order to earn his preferred reinforcement, which is usually 10 minutes on the iPad. So, John has to learn to not yell and to follow directions for a 60 minute time period in order to earn his incentive – to use the iPad for 10 minutes. Then the contract starts again.
  
12. It is vital to follow through with the reinforcement if he earns it and to withhold it if he does not meet the criteria explained. This contract can be modified to include any behavior.
  
13. Here are some other strategies that are working well for John:
  - a. Provide clear expectations and contingencies, such as "First read the page and answer the questions; then you can look at a book or play with Legos."
  - b. Minimize down time and have activities for John to engage with when he has completed work or is waiting.
  - c. Use timers for activities with time limits or time expectations.
  - d. Provide higher levels of attention and authentic reinforcement when John is engaging appropriately in activities and using appropriate language.
  
14. Block and ignore the aggression, as if it's not even occurring. Also ignore any comments John makes about his aggressive behavior. Re-direct John to a more appropriate activity that he can engage with. Provide attention after John is engaged safely in an activity.