

Glossary of Key Terms

- 1) **Academic performance** - including grades received, completing assignments, following instructions in class and demonstrating learning.
- 2) **Adult life planning** - specific interventions and supports for the transition from Autism Waiver services to the adult services delivery system.
- 3) **Aggressive behavior** - behaviors such as screaming, hitting, kicking, biting, spitting, arguing, threatening or engaging in other violent or destructive acts.
- 4) **Animal-assisted therapy/hippotherapy** - using trained animals, most commonly dogs, cats or horses, to improve a person's social skills and cognitive functioning and to enhance their well-being./Hippotherapy - a therapy that uses horse movement to treat individuals with movement dysfunction.
- 5) **Autism Waiver service coordinator** - an individual who provides coordination of services for individuals enrolled in Maryland's Autism Waiver. This may include evaluating medical, educational, psychological and social information and using it in the development of plans of care. A service coordinator should maintain ongoing contact with the client and family, track their service usage and monitor services to assess the quality being provided to the client and family.
- 6) **Behavioral interventions** - including, but not limited to, applied behavior analysis approaches, discrete trial training, pivotal response training, functional communication training, picture exchange communication system (PECS), token economies and reward systems, social skills training, joint attention intervention, peer-based treatments, floortime/developmental, individual differences, relationship-based model (DIR).
- 7) **Case manager** - similar to a service coordinator, a case manager coordinates services for a child and family. A case manager sometimes shares information about a child with professionals involved in that child's care.
- 8) **Environmental accessibility adaptations** - physical adaptations to the home which are reasonable and medically necessary to assure a safe therapeutic environment.
- 9) **Family training or consultation** - in-person, individualized, hands-on training for the family regarding treatment regimens, behavior intervention and modeling, skills training and use of equipment.
- 10) **Independent living skills** - skills like brushing teeth, toileting, managing hygiene, eating, getting dressed or undressed, completing household chores, cleaning, going into the community, using transportation, handling money and managing time.
- 11) **Intensive Individual Support Services (IISS)** - intensive, one-on-one interventions with the participant provided by a direct care worker.
- 12) **Registry** - the Maryland Autism Waiver Registry, a list for children interested in applying for the Waiver as slots become available.
- 13) **Residential habilitation** - residential placement for children who require highly supervised and supportive environments.
- 14) **Respite care** - one-on-one supervision of the child on a short-term basis, allowing all or part of the family to participate in activities outside of the home.

15) Service animals - animals that are trained to perform tasks for people with disabilities.

16) Social communication and interaction - includes using appropriate eye contact or body language, showing facial expressions, understanding or using gestures, participating in the back and forth of conversations, initiating or responding to social interactions, sharing interests or emotions with others, developing and maintaining appropriate friendships or using spoken language.

17) Stereotypic and repetitive behavior - includes performing repetitive patterns in (a) body movements that seem intense, frequent and/or lacking in function or purpose, such as hand flapping or body rocking; (b) use of words or other language that seems intense, frequent or lacking in function and/or purpose, such as echoing phrases heard on the radio; and (c) use of objects that seems intense, frequent and/or lacking in function or purpose, such as lining up toys or spinning objects. Other behaviors may include insistence on keeping routines the same, such as driving the same route every day, or having difficulty with changes in routine, displaying an intense or focused interest in an object or topic at the expense of appropriate attention to other areas, and having trouble with bodily senses, such as being unresponsive or overly responsive to pain, temperature, touch, or certain sounds or textures.

18) Therapeutic integration - structured programs focusing on expressive therapies and therapeutic recreational activities provided in a non-residential setting separate from the home.

19) Waiver - the Maryland Autism Waiver, which allows eligible children with autism spectrum disorder to receive specific Waiver services to support them in their homes and communities.