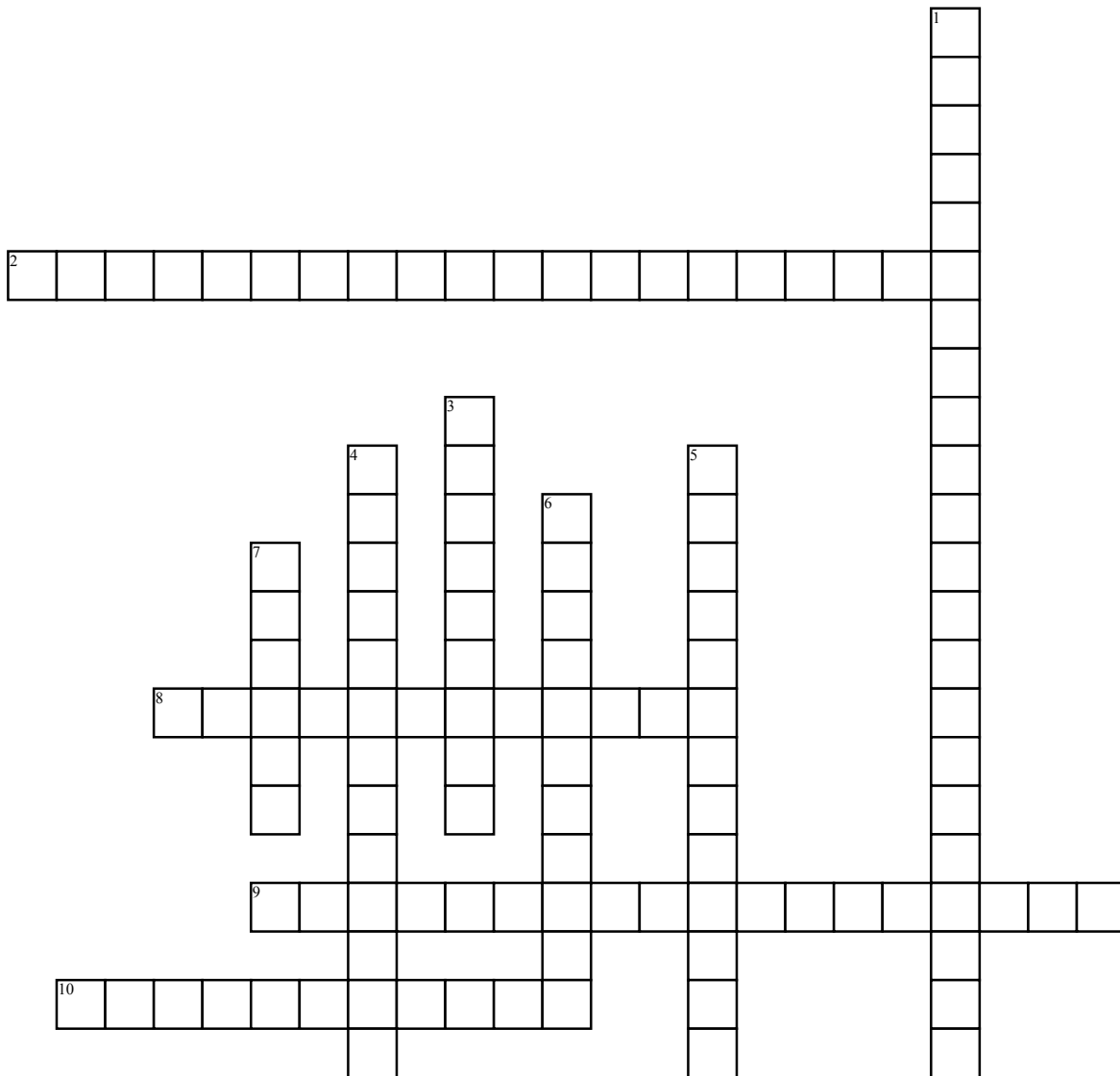


Name: \_\_\_\_\_

# Chapter 9: Autism Spectrum Disorder



## **Across**

**2.** Involves the shared focus of two individuals on an object. It is achieved when one individual alerts another to an object by means of eye-gazing, pointing or other verbal or non-verbal indications.

**8.** Research indicates that exposure to high levels of \_\_\_\_\_ during pregnancy results in a threefold incidence of ASD

**9.** Involves the process of receiving sensory messages and producing a response.

**10.** Children with ASD often use \_\_\_\_\_, which demonstrates using another's body to communicate, often replacing pointing.

## **Down**

**1.** Describe what motivates a child to communicate. (Requesting, commenting, protesting, turn taking, imitating, and social greeting.)

**3.** About 75% of children with ASD evidence \_\_\_\_\_, which represents either immediate or delayed imitation.

**4.** Current research points to a complex association between genetics and \_\_\_\_\_ factors that together cause increased risk for ASD.

**5.** This can reflect either verbal behaviors (sounds, word approximations, words) or nonverbal behaviors (gestures, eye contact).

**6.** Describes the ability to perceive another's motives or thoughts as well as the ability to understand how another person might feel in a particular situation.

**7.** The abbreviation for SOCIAL COMMUNICATION, EMOTIONAL REGULATION, and TRANSACTION SUPPORT is \_\_\_\_\_.