

Adults with Autism

	Exceeds Expectations	Meets Expectations	Needs Improvement	Below Expectations
Pass the written examination.	Score 70% or better on the final Adults with Autism examination.	N/A	N/A	N/A
Successfully complete the "Too Friendly" scenario.	Student will successfully navigate the "Too Friendly" scenario by using a variety of tactics that include slowing down, using appropriate language and understanding. The scenario will be considered successful when the adult with autism is allowed to return home without any further law enforcement intervention.	N/A	N/A	N/A
Understand that adults with autism may display behaviors that a first responder will have to work with in order to have a successful outcome.	The student can explain in detail the most common behaviors adults with autism may show during an interaction with first responders. The student can give several examples with each behavior.	The student can generally explain the most common behaviors adults with autism may show during an interaction with first responders. The student can give a few examples with each behavior.	The student can briefly explain the most common behaviors adults with autism may show during an interaction with first responders. The student can give an example for some of the behaviors.	The student can not explain the most common behaviors adults with autism may show during an interaction with first responders. The student cannot give any examples for each behavior.
Understand that there may be different styles of communication and ways to obtain identification for individuals with autism.	The student can explain in detail that some people with autism have non-verbal ways of communication. The student can cite numerous examples of how a first responder can obtain identification from an individual with autism.	The student can generally explain that some people with autism have non-verbal ways of communication. The student can cite a few examples of how a first responder can obtain identification from an individual with autism.	The student can briefly explain that some people with autism have non-verbal ways of communication. The student can cite one or two examples of how a first responder can obtain identification from an individual with autism.	The student cannot explain that some people with autism have non-verbal ways of communication. The student cannot cite any examples of how a first responder can obtain identification from an individual with autism.

	Exceeds Expectations	Meets Expectations	Needs Improvement	Below Expectations
Understand the role of a caretaker, parent or provider. Understand what assistance/resources a caretaker, parent or provider can give during an interaction.	The student can explain in detail what the role of a caretaker, parent or provider is during a contact. The student can describe in detail what a caretaker, parent or provider might provide to a first responder during a contact. The student can provide several examples.	The student can generally explain what the role of a caretaker, parent or provider is during a contact. The student can generally describe what a caretaker, parent or provider might provide to a first responder during a contact. The student can provide a few examples.	The student can briefly explain what the role of a caretaker, parent or provider is during a contact. The student can briefly describe what a caretaker, parent or provider might provide to a first responder during a contact. The student can provide only one or two examples.	The student cannot explain what the role of a caretaker, parent or provider is during a contact. The student cannot describe what a caretaker, parent or provider might provide to a first responder during a contact. The student cannot provide any examples.
Understand law enforcement specific interactions with adults with autism. Understand how an arrest should be completed on a person with autism.	The student can explain in detail the specifics that are unique to a law enforcement officer when having contact with a person with autism. The student can describe in detail considerations that should be taken if an officer must arrest an adult with autism.	The student can generally explain the specifics that are unique to a law enforcement officer when having contact with a person with autism. The student can generally describe considerations that should be taken if an officer must arrest an adult with autism.	The student can briefly explain specifics that are unique to a law enforcement officer when having contact with a person with autism. The student can briefly describe considerations that should be taken if an officer must arrest an adult with autism.	The student cannot explain the specifics that are unique to a law enforcement officer when having contact with a person with autism. The student cannot describe considerations that should be taken if an officer must arrest an adult with autism.