



V-VICTA®

VirTra - Virtual Interactive Coursework Training Academy®

SPECIAL POPULATIONS: AUTISM

Training Manual

VirTra

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TRAINING COURSE CERTIFICATION

This "Special Populations: Autism" training course has been certified by the IADLEST™ National Certification Program on 9/23/2022.

Certification Number: 22507-2209



AUTISM

TOPIC

Special Populations: Autism

ESTIMATED TIME

1.5 Hours Total

PERFORMANCE OBJECTIVES

1. Identify 3 characteristics/behaviors that may be attributed to ASD.
2. Identify 2 strategies for interacting with someone with ASD.

CLASS SIZE

Up to 8.

SCENARIO BANK TO BE USED

1. Autism (contains two mini-scenarios)
2. Candy Bar Caper

AUTISM

I. AUTISM TRAINING SCENARIO

II. INSTRUCTOR INTRODUCTION

III. SIMULATION UTILIZATION

IV. INTRODUCTION: UNDERSTANDING AUTISM

A. WHAT IS AUTISM?

B. PREVALENCE OF AUTISM

C. BREAKING STIGMAS



D. LAW ENFORCEMENT CHALLENGES

V. RECOGNITION

A. VISUAL

B. COGNITIVE & SOCIAL IMPLICATIONS

C. VERBAL & COMMUNICATION IMPLICATIONS

D. BEHAVIORAL IMPLICATIONS



VI. SENSORY OVERLOAD

VII. TOOLS

A. HOW TO INTERACT

B. INTERACTING WITH STIMMING

C. ASSISTIVE COMMUNICATION TECHNIQUES

D. IF AN ARREST HAS TO BE MADE

E. WANDERING BEHAVIOR



VIII. RESOURCES

TABLE OF CONTENTS

I.	AUTISM TRAINING SCENARIO	7
II.	INSTRUCTOR INTRODUCTION	7
III.	SIMULATION UTILIZATION	7
IV.	INTRODUCTION: UNDERSTANDING AUTISM	7
	A. WHAT IS AUTISM?	7
	B. PREVALENCE OF AUTISM	7
	C. BREAKING STIGMAS	7
	D. LAW ENFORCEMENT CHALLENGES	8
V.	RECOGNITION	8
	A. VISUAL	8
	C. VERBAL & COMMUNICATION IMPLICATIONS	8
	D. BEHAVIORAL IMPLICATIONS	9
VI.	SENSORY OVERLOAD	9
VII.	TOOLS	9
	A. HOW TO INTERACT	9
	B. INTERACTION WITH STIMMING	10
	C. ASSISTIVE COMMUNICATION TECHNIQUES	10
	D. IF AN ARREST HAS TO BE MADE	10
	E. WANDERING BEHAVIOR	10
VIII.	QUESTIONS?	10
IX.	RESOURCES	11
X.	APPENDIX	11
	A. SCRIPT	11
XI.	REFERENCES	16
XII.	PRE-TEST	17
XIII.	POST-TEST	18
XIV.	SCORING RUBRIC	20
XV.	STUDENT ATTENDANCE ROSTER	21
XVI.	CLASS SURVEY	22
XVII.	CONTACT VIRTRA	23

I. AUTISM TRAINING SCENARIO

The use of "Autism" training scenario will be used prior to material review in the classroom.

II. INSTRUCTOR INTRODUCTION

The instructors will introduce themselves to the class. This introduction should be no longer than 5 minutes long and should be used to establish why they are qualified to teach the course and how long they have been with the organization. This is not a moment to brag but to build confidence and trust from the attending students. Students should have the opportunity to ask questions at the end of each section as well as at the end of the lecture.

III. SIMULATION UTILIZATION

The lesson plan and slide presentation are to be used after the simulation experience. It is provided to reinforce the material and add to the knowledge base, supporting the material in the lesson plan. Refer to the Appendix for the education event script.

IV. INTRODUCTION: UNDERSTANDING AUTISM

A. WHAT IS AUTISM?

(Slide 3) "Autism spectrum disorder refers to a range of conditions characterized by challenges with social skills, repetitive behaviors speech and non-verbal communication as well as by unique strengths and differences." ¹

The word "spectrum" indicates there is a wide range of strengths, and challenges possessed by each person with autism.¹

B. PREVALENCE OF AUTISM

(Slide 4) In 2020, the Centers for Disease Control and Prevention estimates the occurrence at 1 in 54 children in the USA (formerly 1 in 59). This number should indicate to law enforcement that they will repeatedly come in contact with individuals that are on the Autism spectrum.²

1. Occurrence in boys 1 in 37.
2. Occurrence in girls is 1 in 151.
3. There is a significantly higher likelihood that officers will contact a male on the spectrum than a female.

C. BREAKING STIGMAS

(Slide 5) "Although the presentation of ASD varies significantly among individuals, it affects every age group and occurs in all ethnic and socioeconomic groups. It can be associated with intellectual disability, difficulties in motor coordination, sensory processing and attention, as well as physical health issues such as sleep and gastrointestinal disturbances." ³

Roughly just under half (44%) of all children with ASD are average to above average intellectual ability.⁴

D. LAW ENFORCEMENT CHALLENGES

(Slide 6) Many of the behaviors associated with ASD can also mimic or be interpreted as behaviors of subjects involved in some type of criminality.

1. Avoids eye contact
2. Prefers to be alone
3. Repetitive behaviors
4. Fleeing (bolters/runners)
5. Resistance to direction or control

V. RECOGNITION

A. VISUAL

(Slide 8) It is almost impossible to just look at someone and realize they are ASD. They may wear indicia that would help the first responder to identify.

One way to tell if someone is on the Autism spectrum is the presence of a four-color puzzle image. This image may be displayed on a shirt or bracelet.



B. COGNITIVE & SOCIAL IMPLICATIONS ⁵

(Slide 9) Many of the behaviors associated with ASD could also be interpreted as suspicious behavior or behavior consistent with drug use.

1. Avoids eye contact
2. Prefers to be alone
3. Repetitive behaviors
4. Fleeing (bolters/runners/eloping)
5. Resistance to direction or control
6. Gets upset with minor changes in routine or surroundings
7. Highly restricted interests

C. VERBAL & COMMUNICATION IMPLICATIONS

(Slide 10)

1. Literal interpretations of meaning
2. Tell you what you want to hear
3. Echolalia (repeating what they hear)

D. BEHAVIORAL IMPLICATIONS

(Slide 11, 12) A common behavior displayed among those with ASD is called stimming. Most of us have a stim, whether it is biting our nails, playing with our hair or tapping our fingers. In a person with Autism, the stim can interfere with everyday activities and complicate communication.⁶

These repetitive uses of motor movements, speech or manipulation of objects are very common expressions of stimming.

1. Hand flapping
2. Rocking
3. Echolalia
4. Manipulation of objects

Reasons for stimming include:⁶

1. Overstimulation
2. Under-stimulation
3. Pain reductions
4. Management of emotions
5. Self-regulation

With the listed reasons for stimming, an officer should only ask or attempt to stop the behavior if it is self-harming or harmful to others.

VI. SENSORY OVERLOAD

(Slide 14) People with ASD are processing the world differently- What may be “normal information” coming in becomes not only overwhelming but painful. This activates the SNS and a fight or flight response.⁷

Even what to others may be simple stimulus or expected stimulus to people with Autism may be perceived in this extreme way. This leads to an adrenaline dump and all of the associated effects to adrenaline that LE is accustomed to:

1. Running away
2. Hiding
3. Aggression
4. Screaming/crying

Remember that attempting to use reason while someone is under sensory overload is ineffective.⁷

VII. TOOLS

A. HOW TO INTERACT

(Slide 16)

1. Speed - slow it down.
2. Connection - show interest and a caring demeanor.
3. Model behavior - show them what you want or what you are going to do.
4. Provide space - give them personal space and space to retreat for yourself.
5. Use environment to contain - use aspects of the environment as opposed to persons to contain if at all possible.
6. Avoid being forceful - they may respond with violent resistance.

B. INTERACTION WITH STIMMING

(Slide 17) If the Stimming is creating problems with an investigation, there are ways to potentially reduce the behavioral expressions.

1. Decrease sensory input in the environment.
 - a.) Light
 - b.) Noise
 - c.) Movement
2. Offer a different stim that creates less of an interference.

C. ASSISTIVE COMMUNICATION TECHNIQUES

(Slide 18)

1. Picture exchange communication systems
2. Tablets
3. Sign language
4. Pen and paper

D. IF AN ARREST HAS TO BE MADE

(Slide 19)

1. Restraining to the front may have advantages.
2. Resistance may be extreme.
3. There may be interview concerns as it is common for those with ASD to tell you what you want to hear.

E. WANDERING BEHAVIOR

(Slide 20, 21) Roughly half of children on the spectrum elope from a safe environment. Nearly 2/3 of those children are unable to communicate their name, address or phone number. It is common for those who have wandered to end up at nearby bodies of water. A recent study shows that the number one killer of children with Autism is accidental drowning.

This acronym may assist law enforcement. If you know the subject is has ASD:

1. **A**pproach them in a quiet and non-threatening manner.
2. **U**nderstand that touching a person with autism may illicit an aggressive or defensive response.
3. **T**alk to the person in a slow, calm and quiet way. Provide time for them to process and respond, more than you think you should.
4. **I**nstruct the person simply and directly. Keeping in mind the literal interpretation of your words.
5. **S**eek to evaluate the situation as it is unfolding.
6. **M**aintain a safe distance and be able to retreat or de-escalate the situation. Allowing the person additional distance will help to keep them calm.

VIII. QUESTIONS?

IX. RESOURCES

1. Southwest Autism Research & Resource Center (SARRC) - www.autismcenter.org
2. Autism Society - www.autism-society.org

X. APPENDIX

A. SCRIPT

"Hello, my name is Danny Openden, I'm the President and CEO of the Southwest Autism Research and Resource Center or SARRC. VirTra, in collaboration with SARRC, has created this informative and interactive Autism education & training specifically for the First Responder community.

The goal of this training is to help first responders have a successful and positive interaction when working with the people they serve that are on the Autism Spectrum.

This training has been broken down in to four specific areas: First, we'll discuss what exactly Autism is. Next, I'll point out behaviors that can help first responders identify whether someone may have Autism. We'll then move on with how best to interact with people with Autism. And finally, we'll cover a few topics that are specific to the first responder community when working with an individual on the spectrum.

During this training session, there will be interactive and non-interactive segments to help the learning process.

Remember, our goal isn't to have our first responders "diagnose" people. We want to be able to recognize certain behaviors and adjust the approach and overall contact as necessary. Let's get going!

Before someone can begin to have a successful interaction, we need to know exactly what Autism is.

Autism is characterized by challenges with social skills and communication, the presence of restricted and repetitive behaviors, as well as by unique strengths and differences.

The easiest way to understand this is that Autism is characterized by deficits and excesses. Deficits would be in social skills and communication. Excesses show up in restricted and repetitive behaviors.

One of the important things to remember is that these behaviors all serve a purpose. While it may be frustrating to you when trying to interview a child with autism, it's critical that you know that it isn't being done to annoy or ignore you.

When discussing Autism, you will often hear the word "spectrum" being used. This is because people with Autism present the two core symptoms differently. Every individual is different and unique. While one person may be nonverbal, another may be excessively verbal. Where one person may have very little interest in others, another person may be very interested but may have a difficult time with the interaction.

There is a saying that if you've met one individual with Autism, then you've met one individual with Autism. This is what makes identifying someone with autism so tough....each person with autism will present differently.

Another thing to remember is that Autism affects every age group and occurs across all ethnic and socioeconomic groups. That means that ANYONE you encounter could be on the Autism Spectrum.

Now let's move on to how you might be able to recognize when someone is on the Autism Spectrum.

AUTISM

Unfortunately for our first responders, it is almost impossible to just look at someone and realize that they are on the spectrum. However, there are a few things that you can do to help determine if they are. The easiest way to determine if someone is on the spectrum may be to ask them.

One thing you can do is check for a medical ID bracelet or necklace. You may also look for any indication of the “puzzle piece” symbol, which is generally associated with the Autism community. This may be found on a bracelet, clothing or in the person’s wallet.

Another item you may find on the person, such as in a wallet, purse or pocket, is an identification card that states the person has Autism. While the style of these cards vary, they all have information pertaining to how best to interact with the person.

There are also a number of behavioral clues that may help determine if the person has autism. We’ll break this down into three categories: social implications, verbal implications and behavior implications. Let’s start with the social behaviors.

You may notice that the person is avoiding eye contact with you, or that they don’t face you when you’re talking to them. Eye contact, or the lack of it, might be present, causing them to look suspicious to an officer. This may also be displayed by the person walking away from you as you attempt to speak with them.

An autistic person may get upset with a minor change in the surroundings or to their routine. Something a first responder may do, such as move a chair or a personal possession, could be something perceived as very disruptive to the individual.

There may also be a lack of responding to questions, or incomplete responses to questions an officer may ask. This should not be taken as the person attempting to ignore the officer. Depending on the individual, it may be how they communicate in a stressful situation, or the person may be completely non-verbal and unable to respond to you.

Finally, there may be a resistance to direction or control. Asking someone to come with you or follow your directions could also manifest in a negative reaction.

Moving on to verbal or communication issues, there are a number of indicators that may point to Autism.

Some people on the spectrum may use a device to assist them with communication. This could include a cell phone, tablet or computer as the method they use. Just be aware that someone may put their hands into their pocket, bag or backpack without warning as they retrieve their assistive device.

Sometimes a person with autism may take your questions or statements in a very literal way. For example, you may ask if they ran away. To which they may answer “no,” since they didn’t actually “run,” they walked.

You may also find that someone on the spectrum will tell you what you want to hear, whether it is true or not. This is not an attempt to be deceptive.

Finally, you may have someone that is displaying echolalia. This is a repeating of all or parts of what you say to them, or repeating what they’ve heard other people say previously. An example might be if you ask the person “Do you want some water?” and they respond “you want some water?”

When it comes to behavioral implications, there are many different physical manifestations that could be present.

You may notice the person flapping their hands or rocking side to side or back and forth. Unintelligible sounds and noises might also be present. They may move objects around for no apparent reason. Their attention may appear to be focused elsewhere and not at you.

Many of these behaviors may be done for self-stimulation, something commonly referred to as “Stimming.” Stimming doesn’t only manifest in a physical way. Some people on the spectrum may display verbal stims, which might include unintelligible noises or yelling.

This behavior isn’t reserved for just people with Autism. Chances are, you “stim” as well. This could be biting your nails or tapping your foot when you are nervous. The difference is that a person with autism may not understand the social implications of their behavior. You understand that chewing on your fingers while speaking at a board meeting wouldn’t come across as being polite or professional...a person with autism may not be able to understand why it would be seen as inappropriate.

The same can be said for when they are interacting with a first responder; that is, they may not modify their behavior the way someone without autism would.

Once you’ve established the possibility that you are interacting with a person on the spectrum, let’s discuss some tactics that can help make the interaction a positive one.

When choosing a method on how to interact with someone on the spectrum, there isn’t a solution that works with everyone. As mentioned earlier, Autism manifests in each individual differently, and what works with one person may not with another. That’s not to say that there aren’t some good guidelines to follow. Here are the most common, and generally successful strategies you can use:

Depending on the individual, you may be able to simply ask them if they have autism and how they prefer to communicate. If there is a caretaker, you could also ask them about communication preferences and any other items that would help make the interaction a positive one.

One of the easiest things you can do is slow down. In their own way, allow the person to process what you are asking or saying. Unless it’s an emergency, give them the time needed to formulate a response. Remember, stress can cause the person to slow their response, or become unresponsive altogether.

So, let’s take a moment and see how you do in the following scenario. Take what has been discussed so far, and see how you would handle this situation.

Another thing to consider is your approach. From the tone of your voice, to how close you stand to the person. When you first make contact, introduce yourself in a friendly manner. If they are not in trouble, make sure to let them know. Reassure them that you care about them and want to make sure that everything is OK.

Watch how close you stand to them. Some people on the spectrum don’t have the same “personal space” that other people have. Start a bit further and if needed, try to use your environment to help contain them. This technique is less likely to cause stress, compared to surrounding the person with people.

If the person is “stimming” or is displaying excessive repetitive behavior that is creating a problem with the interaction, there are a number of ways to potentially reduce the behavior. Here are a few things you can try:

Try to decrease sensory input that is in the surrounding environment. This may include things like turning off your emergency lights, reducing the volume of your radio or moving to an area with less movement and distractions.

If there is a caregiver present, ask them if there is an end state to the behavior. Sometimes the only option may be to let the person finish engaging in the behavior in order for them to become responsive.

When speaking to the person, make sure to use clear instructions. Using plain words may be your best option, as some people on the spectrum may take the literal meaning to what you are saying, or may have a limited understanding of what is being said.

Finally, be open to other types of communication. Individuals with autism may use alternative forms of communication that could include picture cards or icons, voice output devices such as an iPad or phone. Some may also use sign language, simple gestures or sounds. Others may prefer to communicate by writing their response on paper.

Now it's your turn to show what you've learned. Use the techniques that we've just discussed in order to resolve this situation...

As a first responder, there are some special circumstances that only apply to you when working with people on the spectrum.

The centers for disease control and prevention estimates that 1 in 59 children in the United States is on the spectrum. This tells us that you will repeatedly come in contact with individuals with Autism.

One of the biggest challenges for first responders, specifically those in law enforcement, is distinguishing Autistic behavior from those that mimic other behaviors that you may come across. This may include indicators for drug or alcohol use, as well as criminal or deceptive behavior.

Things like avoiding eye contact, repetitive motor behaviors that manifest in either physical or verbal forms, fleeing, resistance to direction or control and over or under stimulatory responses. This would include pain suppression or exaggeration, or an unexplained aversion to noise or light.

Another item specific to law enforcement is when an arrest has to be made. Depending on the individual's level of understanding and cooperation, restraining them to the front can have significant advantages. However, be aware that ANY type of restraint may result in extreme resistance. Remember, this generally isn't an attempt to purposefully resist the officer, the person may not have the ability to understand the situation. Some people on the spectrum may resist or struggle the point of exhaustion. There have been cases where restrained individuals with autism lead to death. While this may be in extreme cases, make sure you are closely monitoring them when they are restrained or isolated. Keep in mind that those individuals with deficits in communication may not be able to tell you or explain how they are feeling.

It is also important to know that an individual on the spectrum, even an adult, may not understand their rights. It is best to use an advocate or guardian in these circumstances, along with thoroughly documenting your actions.

The last item specific to first responders has to do with wandering. Roughly half of children on the spectrum elope from a safe environment. Nearly 2/3 of those children that wander are unable to communicate their name, address or phone number.

If you have a child with Autism that has wandered, one of the first places to check are nearby bodies of water. A recent study showed that the number one killer of children with autism is accidental drowning.

When you do find a child that has wandered, make sure to approach in a quiet and non-threatening manner. Reassure them that they are not in trouble. You may want to tell them that they are "safe" instead of saying "you're not in trouble." This could be an issue as those with limited language skills may not hear the word "not" and focus on the word "trouble."

A large presence of police and fire personnel may scare the child, causing a negative reaction. Understand that touching or grabbing them may illicit and aggressive or defensive response.

Speak to them in a slow, calm and quiet way. Allow them time to process what is being said and respond. This may take significantly more time that you think it should. Finally, continue to evaluate the situation and adjust as necessary, depending on their response to your actions.

We hope that you've enjoyed this session, and that it has provided you with some helpful tools for a safe and successful interaction with those with Autism Spectrum Disorders.

AUTISM

By slowing down, taking your time and being understanding, everyone involved can walk away with a positive interaction.

In order to complete the training, students should use the scenario titled “Candy Bar Caper,” which can be found in the VirTra scenario library. This scenario was designed to test a multitude of discussion points that were covered in this program.

On behalf of the Southwest Autism Resource and Research Center and VirTra, I’d like to thank you for taking this opportunity to learn about individuals with Autism that live in the communities you serve.

AUTISM

XI. REFERENCES

1. <https://www.autismspeaks.org/what-autism>
2. <https://www.cdc.gov/ncbddd/autism/data.html>
3. <https://www.autismcenter.org/autism-defined>
4. Baio, Jon, Et al. "Prevalence of ASD among Children Aged 8 Years" Morbidity and Mortality Weekly Report. Center for Disease Control and Prevention. Vol. 67. <https://www.cdc.gov/mmwr/volumes/67/ss/ss6706a1.htm>
5. <https://www.autismspeaks.org/what-autism/from-first-concern-to-action/learn-signs>
6. <https://childmind.org/article/autism-and-stimming/>
7. <https://www.autismparentingmagazine.com/understanding-calming-sensory-overload/>

STUDENT NAME: _____ DATE: _____

1. Which one of the following is a characteristic of Autism Spectrum Disorder (ASD)?
 - A. Seasonal depression
 - B. Repetitive behaviors
 - C. Hyperactivity
 - D. Inability to concentrate

2. According to the CDC, approximately ____ children are on the Autism spectrum.
 - A. 1 in 10
 - B. 1 in 28
 - C. 1 in 54
 - D. 1 in 112

3. Why is Autism a challenge for law enforcement?
 - A. Some behaviors can be interpreted as behaviors associated with criminality
 - B. Their actions are often unpredictable
 - C. It is difficult to tell someone has ASD just by looking at them
 - D. A and C
 - E. All of the above

4. Males are more commonly diagnosed with ASD than females.
 - A. True
 - B. False

5. Which of the following is NOT a recommended way to interact with someone on the spectrum?
 - A. Provide them with personal space
 - B. Avoid being forceful
 - C. Make a connection by showing interest
 - D. Restrain them when possible

PRE-TEST KEY

1. B 2. C 3. A 4. A 5. D

Passing score: 70% or more**Any written test and rubric scoresheets shall be kept in department records for 30 years.****AUTISM**

STUDENT NAME: _____

DATE: _____

1. Which of the following is NOT an example of stimming?
 - A. Echolalia
 - B. Hand flapping
 - C. Violent behaviors
 - D. Rocking

2. Although difficult, how might an officer be able to visually tell if a subject he/she is dealing with has Autism?
 - A. The person is carrying a green ribbon
 - B. The person is carrying a multi-colored puzzle piece badge
 - C. The person is wearing a string bracelet
 - D. There is never a way to visually tell if someone has Autism

3. Based on research, how many children are diagnosed with Autism?
 - A. 1 in 54
 - B. 1 in 85
 - C. 1 in 100
 - D. 1 in 153

4. Which of the following is NOT a trait of someone with Autism?
 - A. Avoiding eye contact
 - B. The dislike of changes in routine
 - C. Lower than average intellect
 - D. Repetitive behaviors

5. According to Danny Openden, CEO of SARRC, Autism is characterized by ____ and ____.
 - A. Learning and behavior
 - B. Speech and actions
 - C. Behavior and interests
 - D. Deficits and excesses

6. Why is Autism referred to as a "spectrum?"
 - A. Anyone, regardless of race, gender or socioeconomic status can have Autism
 - B. People with Autism present the core symptoms differently
 - C. There are a number of behavioral cues that may signal whether or not someone has Autism
 - D. People with Autism may use different types of communication, such as pictures or text

7. Which of the following behaviors are associated with sensory overload?
 - A. Tremors, nail biting, heavy breathing
 - B. Avoiding eye contact, resisting, fleeing
 - C. Rocking, hand-flapping, echolalia
 - D. Running, hiding, screaming

8. People with Autism are more comfortable having others physically close to them during an interaction.
 - A. True
 - B. False

9. If a child on the spectrum goes missing, where are they commonly found?
 - A. Nearby bodies of water
 - B. At a relative's house
 - C. With a friend
 - D. In the woods

10. Nearly ____ of children with Autism who wander are unable to communicate their name, address or phone number.
 - A. 1/2
 - B. 1/4
 - C. 2/3
 - D. 4/5

TEST KEY

1. C 2. B 3. A 4. C 5. D
6. B 7. D 8. B 9. A 10. C

Passing score: 70% or more

Any written test and rubric scoresheets shall be kept in department records for 30 years.

AUTISM

XIV. SCORING RUBRIC

PRACTICAL SKILLS TEST - CANDY BAR CAPER	DATE: _____
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	5 Points	4 Points	2 Points	1 Point
Approach	The officer approaches in a friendly manner and identifies him/herself and why they are there.	The officer approaches in a friendly manner.	The officer approaches in a neutral manner.	The officer ignores the subject and/or is aggressive towards them.
Interaction	The officer stays calm and friendly while maintaining a slightly further than normal distance from the subject.	The officer stays calm and friendly but doesn't maintain a slightly larger distance, causing the subject stress.	The officer is neutral and/or monotone in their interaction with the subject and doesn't maintain a helpful distance.	The officer is rude and/or disrespectful and does not maintain an appropriate distance.
Problem Solving	The officer recognizes the subject is on the spectrum and utilizes a combination of solutions such as distance, tone and calling a caretaker.	The officer recognizes the subject is on the spectrum but does not utilize all the available options immediately or without prompting.	The officer may recognize the subject is on the spectrum, but does not utilize best practices such as distance, tone or calling a caretaker.	The officer does not recognize the subject is on the spectrum. They do not attempt to contact the caretaker or ask appropriate questions to resolve the issue.
Closure	The officer has a friendly and informative interaction with the caretaker and allows the subject to give items back or pay for them without fear of arrest.	The officer has a friendly and informative interaction with the caretaker and allows the subject to give items back or pay for them.	The officer resolves the situation, but had significant struggles getting there.	The officer scolds or threatens the subject with arrest/citation, or explains to the caretaker that the subject could be arrested.

STUDENT NAME: _____

TOTAL SCORE: _____

Any written test and rubric scoresheets shall be kept in department records for 30 years.

Passing: 14 points out of 20

AUTISM

XVI. CLASS SURVEY

TOPIC: AUTISM

INSTRUCTOR: _____

DATE: _____

COMMENTS

CLASS CONTENT	Excellent	Above Average	Good	Below Average	Poor
Class organization					
Class objectives were clearly stated					
Practical activities were relevant to objectives					
All materials/resources were provided					
Topic area was important to Law Enforcement					
CLASS INSTRUCTION					
Instructor was prepared					
Instructor was knowledgeable in the content area					
Manner of presentation of the material was clear					
Effective teaching strategies were used					
Instruction met class objectives					
STUDENT PARTICIPATION					
Level of effort you put into the course					
Your skill/knowledge of the topic at start of course					
Importance of the topic to your assignment					

XVII. CONTACT VIRTRA

If you have any questions/issues with any part of this manual, please see contact below:

VirTra Training Department



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