Goals:
- Common characteristics that define autism spectrum disorder.
- Facts about autism.
- How autism is diagnosed based on observable behavior.
- Well-known treatment options for autism.

Person First Language: A person with Autism.
It is improper to refer to someone with autism as an "autistic person" unless they specifically ask you to refer to them in this manner. Some people with autism prefer identity first language (e.g. Autistic Person) but as a professional we always use person first language.

Prevalence:

1 in ___ children in the US have been identified as having an autism spectrum disorder.
Autism is _____ times more common in boys.   T/F

An Autism Spectrum Disorder is identified in 1 in ___ boys and reported across all ____ , ____ , and socioeconomic groups.

What Causes Autism?
What causes autism? _____

Autism could be a _____ disorder that affects _____ .

There are biological markers for Autism.   T/F

Autism is diagnosed by:
1. Looking at child's behavior
2. Learning about the history of the child's development

Risk Factors:
Identical twins have an increased chance of having an Autism Spectrum Disorder T/F
Older parents are less likely to have a child with ASD   T/F
There are genetic conditions associated with autism   T/F
        E.g. _____ and _____
Parents who have one child with autism have no risk of having another child with autism   T/F
        There is a __% -___% that the second child will have autism.

Characteristics of ASD:
1. Impairment in Social Interactions
        a. Does not maintain or establish eye contact
        b. May not respond to name
        c. Does not use age appropriate gestures
        d. Not age appropriate peer relationships
        e. Does not respond appropriately to other's emotions
        f. May not share experiences with others, lack of _____ attention skills
        g. Lack of social play
        h. Lack of imaginative /pretend play

2. Impairment in Communications
   a. May not develop verbal language
   b. Have limited or underdeveloped verbal language
   c. Difficulties in having conversation; repetitive language

3. Repetitive and stereotyped patterns of behavior and interest
   a. Repetitive
   b. Stereotyped
   c. Restrictive interest such as: _____, _____
   d. Rigid routines
   e. Unusual response to sensory input i.e. _____, _____

Examples of Impairment in Social Interactions.
1. Limited eye contact
2. Limited joint attention
3. Little interest in sharing information
4. May actively avoid _____ interaction
5. May not attend to or understand nonverbal forms of social interaction _____, _____

Examples of Impairment in Communications
1. May not develop spoken language
2. Language may be delayed
3. Language may be repetitive
4. Language may be non contextual
5. Failure to use gestures

Factors of Repetitive and Stereotypic Patterns of behavior and interest
1. Repetitive motor movements Flapping, _____, or _____
2. Repetitive actions with objects, lining up toys_____, _____
3. Repetitive vocalizations: repeating same word or phrase, _____, _____
4. Repetitive topics of conversation

Autism Spectrum Disorder is defined by qualitative impairment in the areas of _____, _____ and ____.

Children who have autism are also at risk of developing ____ behaviors.
Examples of_____may include_____ _____, , _____ and _____

Autism is a spectrum disorder:
The _____ vary depending upon the ____ of the disorder.

Symptoms of autism look alike in every individual.   T/F

Over an individual's lifetime, symptoms of autism may change. T/F

Individuals with autism share challenges in communications, impairment in social interaction and repetitive behavior. In this example, we talked about_____ but not_____.

May not use _____   T/F

Challenging behavior serves a purpose.   T/F

Challenging behaviors occur because the individual with autism is _____ effectively.

Give an example._____

The display of challenging behaviors means the child has autism.   T/F

Risk of developing challenging behavior stems from ____.
- • Function of behavior=For attention
- •

Behavioral Excesses: _____
- • Stereotypic or repetitive
- • Aggression
- • Tantrums

We want to decrease/increase behavioral excesses.

Behavioral Deficits: _____skills that are_____ or_____ .
- • Language
- • Communication
- • Play
- • Attention
- • Cognitive

We want to increase/decrease behavioral deficits.

Diagnosing Autism:

An Autism Diagnosis is given by _____ for example ____, _____, or _____.

A diagnosis typically involves:
1. Obtaining a_____ history of the child by interviewing the parent)
2. Observing _____
3. Performing certain_____

Diagnostic Tools
Ex. The Autism Diagnostic Observation Schedule (ADOS)
- • Semi-structured assessment
- • Assess communication, social interaction, and play or imaginative use of materials
- • Used for individuals suspected if having autism

- Also used for individuals with other pervasive developmental disorders

Ex. DSM
- Used to diagnose autism as well as different types of disorders
- When was the DSM updated? ____
    - This update included major changes in the diagnostic criteria for autism. Before these changes ____, _____, and pervasive developmental disorder (PDD-NOS) were all specific diagnosis.
    - Now, there is one diagnosis; _____ and individuals are categorized in levels based on there need of support. An individual's who is at level one _____. An individual who is level two_____. An individual who is level three_____.

General Info
- a. Symptoms may be present and detectable from infancy
- b. The child may seem to develop typically until the age of 14-16 months and then starts losing learned skills
- c. Symptoms will vary from child to child mild to severe

There is no cure   T/F

Interventions based on ABA can be effective in treating individuals with autism.   T/F

Diagnosing Autism
There is _____ medical test. A diagnosis is based on_____ behavior and _____ and _____ testing.

American Academy of Pediatrics (AAP) recommends that doctors use a general developmental screening tool plus a validated autism specific tool to screen autism at
- _____
- _____
- _____

Autism symptoms must be present before age _____

Treatment
To date, interventions based on _____ have the strongest scientific support showing _____ in treating individuals with autism.

ABA based interventions are reviewed by _____ and _____ regulatory agencies.

ABA interventions are the only interventions with sound scientific support
Leading to lasting outcomes   T/F
Intervention for autism should begin as soon as possible.   T/F

Treatment Recommendations:
- Interventions should begin as early as possible, preferably at_____ diagnosis
- Interventions should be intensive _____

- Family should be involved in treatment and _____
- Intervention should also be comprehensive
- Intervention should individualized for each child's needs

Things you can try:
- a. Call the child's name and observe how they respond
- b. Ask the child's to point to common objects and body parts and observe how they respond
- c. Point to the ceiling and doorknob and observe whether the child follows your point
- d. Shine a flashlight and observe whether the child points to the light
- e. Play with a toy, then hand them the toy, and observe whether they imitate the action
- f. Wave to the child and observe their response