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Asperger Syndrome: From Diagnosis to Independence



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Asperger Syndrome: From Diagnosis to Independence

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Presents:

Asperger Syndrome:

From Diagnosis to Independence

Diagnosis

Questions for the Panel?

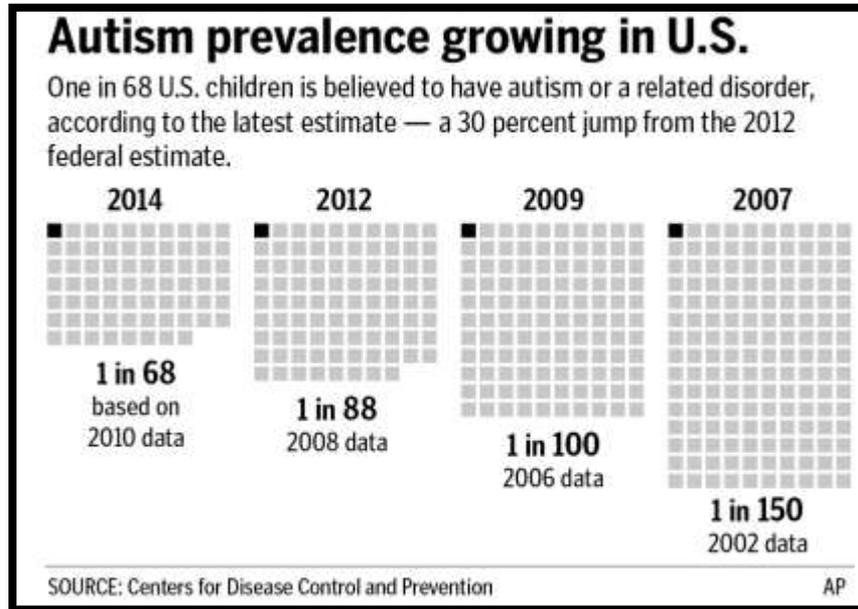
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1 in 68 American Children are Diagnosed with Autism.

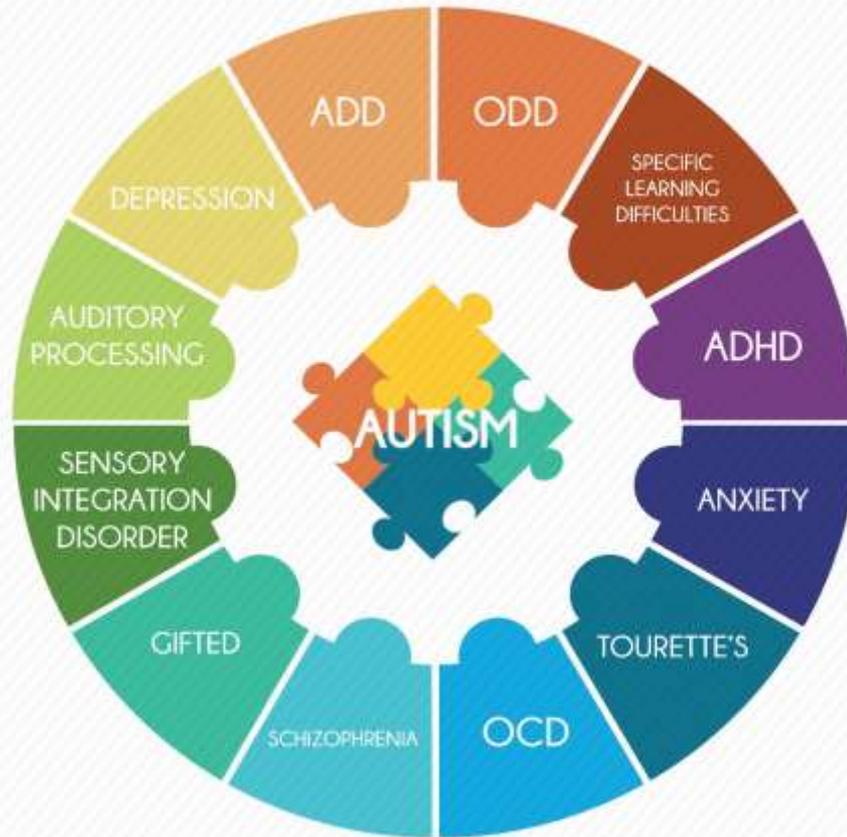
The official estimate by the Centers for Disease Control and Prevention (CDC).



A new government *survey of parents suggests that 1 in 45 children, ages 3 through 17, have been diagnosed with autism spectrum disorder (ASD). Because the new numbers come from a parent survey, they don't replace the CDC's 1-in-68 figure as the official estimate of autism prevalence in the United States.

*2014 National Health Interview Survey. Conducted by the National Center for Health Statistics

SOME COMORBIDITIES SURROUNDING AUTISM



VARIATIONS WITHIN THE AUTISM SPECTRUM

SPEECH

non-verbal

advanced speech

INTELLIGENCE

low

high

SENSORY

hypoensitive

hypersensitive

SOCIAL SKILLS

poor

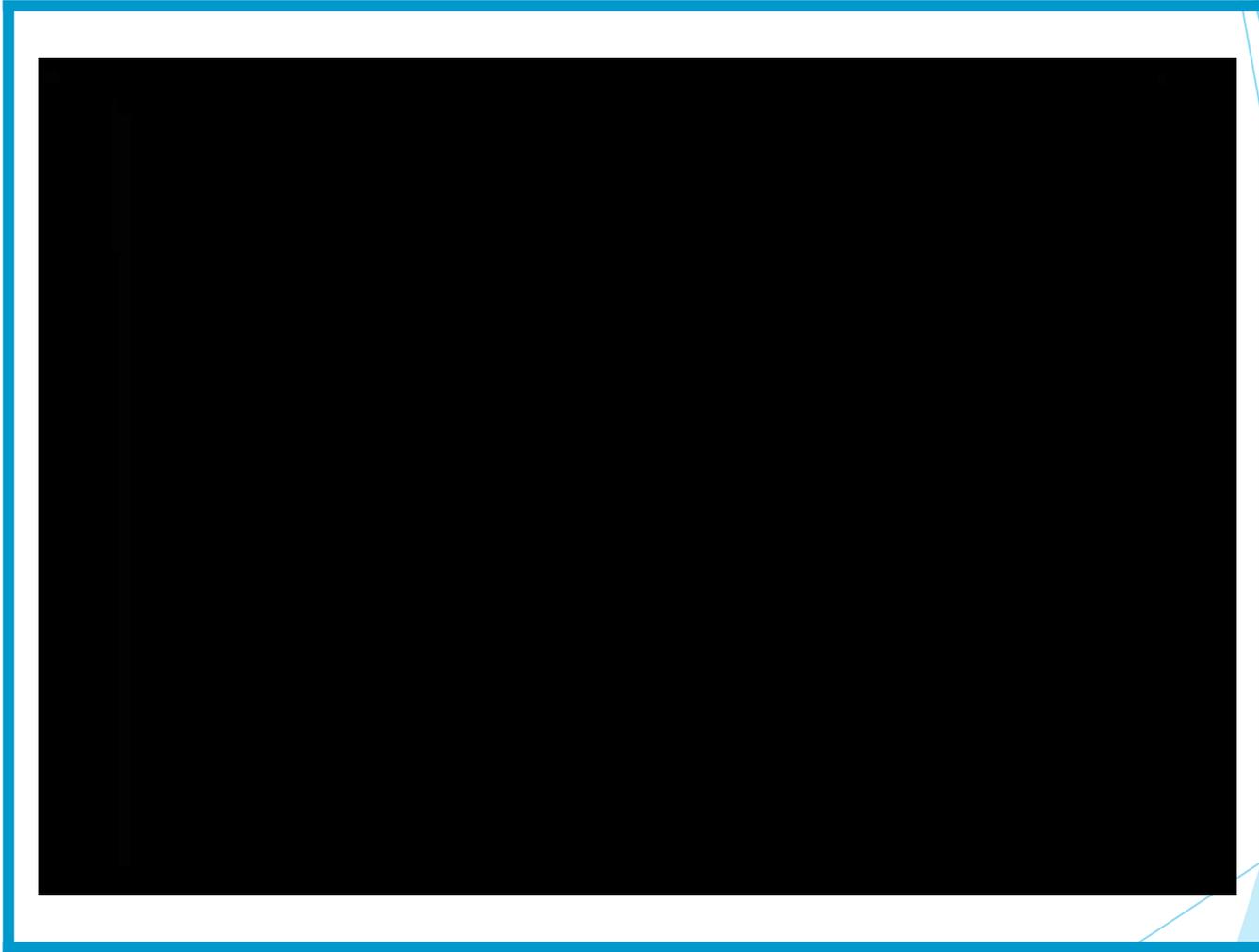
pass for typical

SPECIAL SKILLS

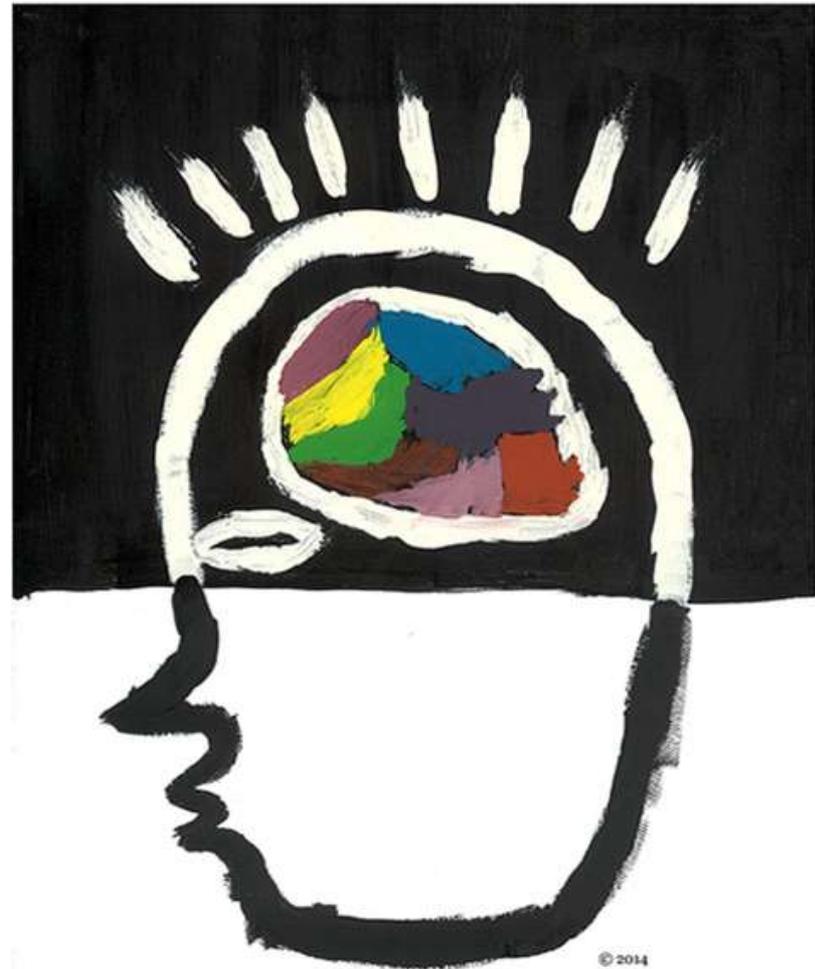
none

savant

“Autism is a very broad spectrum...”



How Does it “Feel” to Have Autism?



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Hidden Brilliance

"The black and white background represents how aspies tend to see the world in a black-and-white perspective and that we tend to act monotonous. The colors inside the head represent how our minds are bursting with extraordinary ideas. The white lines above the head represent how when we try to say what's on our minds, it tends to get distorted by our social awkwardness." by: Samuel Allen

www.aspergers101.org



The Resource for High-Functioning Adults with Asperger's Syndrome

What Might High-Functioning Autism or Asperger Syndrome Look Like?

Informal Childhood Developmental Checklist

Social Interactions

- The child prefers to play alone.
- The child is rarely invited by others to play in the neighborhood or to participate in activities outside of school.
- The child's social interactions and responses are immature, not keeping with his/her age or his/her cognitive abilities in other areas.
- The child has difficulty interacting in group settings
- The child does not play with other children as expected: he/she may not appear interested in their games, or may not know how to join in.
- The child appears to be vulnerable to teasing, bullying and being taken advantage of by others.

Informal Childhood Developmental Checklist

Behavioral Observations

- The child has difficulty understanding the effect his/her behavior has on others.
- The child has a significant amount of difficulty taking the perspective of another person, even when it is explained to them.
- The student has overwhelmingly limited interests in things such as video games, superheroes, cartoon characters.
- The child's choices of toys or activities are limited to a select few, without being open to trying new things.

Informal Childhood Developmental Checklist

Behavioral Observations (continued)

- The child's play appears to be scripted or like a reenactment (such as repetitively recreating movies or favorite stores with word and action).
- The child displays limited understanding of, or involvement in, role-play and spontaneous make-believe play.
- The student's play is marked by imitation rather than cooperative interaction, for example parallel play.
- The child has great difficulty with unexpected changes, even when prepared for the change ahead of time.

Informal Childhood Developmental Checklist

Communication

- The child demonstrates severe delays in communication skills or is nonverbal.
- The child lacks natural turn-taking skills when conversing with peers.
- The child has difficulty following change of topics of conversation in response to the lead of a conversational partner.
- The child has difficulty maintaining conversations with others, when the topic is something other than that of their interest.
- The child has difficulty using and/or understanding non-verbal cues, such as facial expressions, body language or gestures.
- The child tends to interact with adults rather than peers.
- The child tends to make the same social mistakes repeatedly, although their skills improve in other developmental areas.

Informal Childhood Developmental Checklist

Sensory and Motor Issues

- The child has fine motor difficulties
- The child has gross motor difficulties
- The child exhibits over sensitivity to environmental stimuli, such as sound, temperature, pain, reflection or textures.
- The child exhibits “under-sensitivity” to environmental stimuli such as sound, temperature or pain.
- The child appears awkward and uncoordinated in a way different from same-age peers.
- The child displays excessively repetitive bodily movements such as rocking, flapping, spinning or self-aggression.



The Science Behind Understanding High-Functioning Autism & Asperger Syndrome



with Dr. Janessa Manning

Questions for the Panel?

Message us now at:



<https://www.facebook.com/Aspergers101>

Dr. Berenice de la Cruz

Chief Operating Officer



Autism Community Network

DSM 5 and Asperger's vs. High-Functioning Autism

- ▶ The DSM-5 has merge the subtypes of pervasive developmental disorders (PDDs) into a single category of autism spectrum disorder (ASD).
- ▶ The assumption is that they cannot be reliably differentiated from one another.
- ▶ Tsai 2014
 - ▶ 125 studies compared Autism Spectrum Disorder vs. Autistic Disorder
 - ▶ 30 concluded that they are similar conditions
 - ▶ 95 found quantitative and qualitative differences between them
 - ▶ 37 studies compared PDDNOS with Autistic Disorder
 - ▶ 9: No difference
 - ▶ 28: Quantitative and qualitative differences
 - ▶ Conclusion: Taken together, these findings do not support the conceptualization of AD, AsD and PDDNOS as a single category of ASD.
 - ▶ Implication for Practice: Irrespective of the changes proposed by the DSM-5, future research and clinical practice will continue to find ways to meaningfully subtype the ASD.”

High Functioning Autism vs. Asperger's: Motor Skills

- ▶ Differences in gait patterns in HFA (Nayate et al., 2012)
- ▶ Significant stride-length variability in HFA (Rinehart et al., 2006)
- ▶ Differences were shown in abnormal arm posturing in Asperger's (Rinehart et al., 2006)
- ▶ Impairments in motoric preparation/initiation in HFA (implicating cerebellum; FA demonstrated significant deficits in cerebellar modulation of movement across three motor systems Stanley-Cary et al., 2011)

High-Functioning Autism vs. Asperger's: Verbal IQ vs. Performance IQ

- ▶ Chiang et al., 2014: A Meta-Analysis of Differences in IQ Profiles Between Individuals with Asperger's Disorder and High-Functioning Autism
 - ▶ Full-scale IQ, verbal IQ , and performance IQ
 - ▶ Asperger's > than high functioning autism
 - ▶ Asperger's: VIQ > PIQ
 - ▶ high functioning autism: VIQ = PIQ
 - ▶ Conclusion: Asperger's and high functioning autism are two different subtypes of Autism

What To Expect When Getting a Diagnosis

- ▶ Initial Screening
- ▶ Parent Input: Checklists, interviews
- ▶ Observation
- ▶ Formal Testing
- ▶ Feedback
 - ▶ Diagnosis
 - ▶ Recommendations

References

- ▶ Chiang et al., (2014). A Meta-Analysis of Differences in IQ Profiles Between Individuals with Asperger's Disorder and High-Functioning Autism.
- ▶ Tsai, L.Y., & Ghaziuddin, M. (2014). DSM-5 ASD Moves Forward into the Past. *Journal of Autism and Developmental Disorders*, 44, 321-328.

You Have the Diagnosis...Now What?

- ▶ To tell or not to tell
- ▶ Find your support - Captain of your own Ship chart the course towards independence
- ▶ Get your child the support he/she may need
- ▶ No matter the age...roll up your sleeves and get busy. Move forward!



Q & A

Panel of Experts:

Dr. Berenice de la Cruz, Ph.D., BCBA-D, Chief Operating Officer Autism Community Network

Dema Stout, MA, PCC, CPCC, Greatness Coaching

Janet Enriquez, Autism Education Specialist, Region 20

Dr. Louise O'Donnell, Ph.D., Assistant Professor of Psychiatry, UT Health Science Center

Dr. Ghia Edwards, Psy.D., Behaviorist

Samuel Allen, College Student diagnosed with Asperger Syndrome, Recipient TCASE Student of the Year

Jennifer Allen, Founder & CEO Aspergers101, Parent of a child with Autism, Author

Message your questions to:



<https://www.facebook.com/Aspergers101>



Thank you for attending

Asperger Syndrome: From Diagnosis to Independence

This evening has been recorded and will be made available to all online
at: www.aspergers101.org/summerseries