AUTISM SPECTRUM DISORDER

Amanda N. Zangrillo, PsyD, BCBA-D
Center for Autism Spectrum Disorders
University of Nebraska Medical Center’s Munroe-Meyer Institute
OVERVIEW

(1) diagnostic criteria and hallmarks of ASD and recent changes to diagnostic criteria;

(2) a discussion of the impact of the disorder in terms of prevalence rates, etiology, and prognosis;

(3) an overview of evidence-based approaches to assessment and treatment;

(4) future directions and considerations for caregivers and practitioners
HISTORICAL PERSPECTIVE

1910/1911
Eugen Bleuler
Childhood Schizophrenia

1943
Leo Kanner
Autism

1952
DSM-I

1968
DSM-II

1980
DSM-III

1981
Hans Asperger
Asperger's Syndrome

1987
DSM-III-R

2000
DSM-IV-TR

2013-
present
DSM-5
Autism Spectrum Disorder
DEFINING FEATURES OF AUTISM
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(1) impairments or deficits in social communication/social interaction
SOCIAL-EMOTIONAL RECIPROCITY
NONVERBAL COMMUNICATIVE BEHAVIORS USED FOR SOCIAL INTERACTION
DEVELOPING, UNDERSTANDING, AND MAINTAINING RELATIONSHIPS

I COULD BE HOME ON THE INTERNET RIGHT NOW.
DEFINING FEATURES OF AUTISM

(1) impairments or deficits in social communication/social interaction;

(2) an individual must display restricted, repetitive patterns of behavior, interests, or activities;
STEREOTYPED OR REPETITIVE BEHAVIORS
RITUALS AND RIGIDITY
RESTRICTED OR FIXATED INTERESTS
HYPER- OR HYPOSENSITIVITY
DEFINING FEATURES OF AUTISM

(1) impairments or deficits in social communication/social interaction;

(2) an individual must display restricted, repetitive patterns of behavior, interests, or activities;

(3) the symptoms must be present in early childhood development;
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(4) symptoms produce clinically significant impairments in current functioning in a variety of contexts (e.g., home, work, and school);
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(1) impairments or deficits in social communication/social interaction;

(2) an individual must display restricted, repetitive patterns of behavior, interests, or activities;

(3) the symptoms must be present in early childhood development;

(4) symptoms produce clinically significant impairments in current functioning in a variety of contexts (e.g., home, work, and school);

(5) cannot be better explained by intellectual disability or global developmental delay
ASSOCIATED FEATURES OF AUTISM
IMPACT OF THE DISORDER

- Autism has the potential to be a debilitating disorder.
- Few children with autism graduate from HS, have independent jobs, and/or live independently.
- Persons with autism are more likely to display severe destructive behavior.
- When it comes to other serious childhood conditions, ASD is much more common.
- Fewer dollars are spent per case.
- Awareness is growing!
CAUSES

?  Genetics  Environmental
DIAGNOSTIC ASSESSMENT

- No medical test.
- Clinicians must rely on direct and indirect methods to gather information to inform diagnosis.
  - Observations
  - Questionnaires
  - Surveys
  - Interviews
  - Standardized assessment
AFTER DIAGNOSIS
AFTER DIAGNOSIS

- Next steps for treatment
  - Addressing behavioral deficits
  - Addressing behavioral excesses
EVIDENCE-BASED TREATMENT
The National Autism Center’s

National Standards Report

the national standards project—
addressing the need for evidence-based practice guidelines for autism spectrum disorders
EVIDENCE-BASED TREATMENT

- Antecedent Package
- Behavioral Package
- Comprehensive Behavioral Treatment for Young Children
- Joint Attention Intervention
- Modeling
- Naturalistic Teaching Strategies
- Peer Training Package
- Pivotal Response Treatment
- Schedules
- Self-management
- Story-based Intervention Package
Applied Behavior Analysis

- Evidence base
- Driven the development of comprehensive treatment programs aimed at early and intensive behavioral intervention (EIBI)
  - Discrete Trial Instruction (DTI)
  - Naturalistic Teaching
  - Mand Training
- The more intervention you can get....
Behavioral Deficits

- **Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)**
  - surveys 16 skill areas and 170 measurable language and learning milestones
  - representative sample of child’s existing verbal and related skill repertoire across 3 developmental levels (0-18 months, 18-30 months, and 30-48 months)
Behavioral Deficits

- Assessment of Basic Language and Learning Skills-Revised
  - 25 domains, encompassing many of the skills needed to successfully communicate and readiness to benefit from a variety of instructional methods
Behavioral Excesses

- Identify the behavior

- Determine why the individual is engaging in the behavior
  - Functional Behavior Assessment
  - Functional Analysis

- Identify Functional Communication Responses (FCRs)

- FCR = works  Problem Behavior = Doesn’t work
Future Directions

- Knowledge is power!
- Focus on evidence-based research
- Collecting data in a systematic way
- Tailor interventions according to etiology
“A little learning is a dangerous thing; Drink deep or taste not…”

Alexander Pope (1688-1744)