

Diagnosis and Treatment of the Non-Verbal Child with Autism

Brief Bio of Faculty: Linda Lotspeich, MD, MEd.

Linda Lotspeich is a child psychiatrist who has worked with special needs children for over three decades. She obtained a BA and MA in Education at the University of Cincinnati, focusing on children with autism and other developmental disorders. Dr. Lotspeich was a special education teacher for five years, before deciding to pursue a medical degree, at the University of Cincinnati, for the purpose of understanding the neurobiology of autism. She then came to Stanford University for resident training in pediatrics and psychiatry. Later she joined the psychiatry faculty, Directing the Stanford PDD/Neuropsychiatry Clinic and conducting research in the genetics and neuroimaging of autism. In 2005 Dr. Lotspeich spent two years developing and supporting ASD clinical services at Northern California Kaiser Permanente, a large integrated HMO. She has recently returned to Stanford to expand services for children with ASD and their families.

Course Description:

This presentation will review the current best practices in the diagnosis and treatment of children with autism spectrum disorders (ASD), focusing on those children with autism who have good language abilities. These are children and adolescents who have either high functioning autism or Asperger's Disorder as well as some with Pervasive Developmental Disorder – not otherwise specified (PDD-NOS). The focus of the presentation will be on school-aged children.

The presentation will review the DSM-IV diagnostic criteria for autism, Asperger's disorder and PDD-NOS. A case will be presented to illustrate common behavioral problems seen in middle-school aged children. Mental health management and treatment will be presented based on what is known about specific neuro-cognitive deficits of ASD, these being - theory of mind, executive functioning and central coherence. Examples of cognitive-behavioral stress reduction techniques will be provided as well as resources for specific therapies to help school-aged children with ASD develop social and organizational skills.

Course Objectives:

Participants who complete this course will be able:

1. To review the DSM-IV diagnostic criteria for evaluating a verbal child/youth with autism spectrum disorder (ASD).
2. To identify the differential diagnosis of ASD when assessing a verbal child/youth with behavioral difficulties.
3. To identify the neuro-cognitive deficits in children with ASD (theory of mind, executive functioning and central coherence).
4. To recognize the cognitive-behavioral stress reduction techniques for children with ASD.
5. To recognize the resources for learning social skills training strategies for school-aged children with ASD.

Course Outline:

Introductions & Financial Disclosures	2 min
Course Objections	2 min
Course Outline	2 min
Diagnosing a School-aged Child with ASD	
Case-Presentation	10 min
DSM-IV Diagnostic Criteria for ASD	5 min
Differential Diagnosis	2 min
Neuro-Cognitive Deficits	10 min
Classical Autism: Management & Treatment	
Effort	5 min
Stress Reduction	10 min
Social Skills Building	10 min
Summary	2 min
Questions and Answers	15 min

Bibliography:

Best Practices in the Evaluation, Treatment and Education

Johnson CP, Myers SM, American Academy of Pediatrics Council on Children With Disabilities. Identification and evaluation of children with autism spectrum disorders. *Pediatrics*. 2007 Nov; 120(5): 1183-215.

Myers SM, Johnson CP, American Academy of Pediatrics Council on Children With Disabilities. Management of children with autism spectrum disorders. *Pediatrics*. 2007 Nov; 120(5): 1162-82.

Autism Resource Package Tool
American Academy of Pediatrics (www.aap.org)
Including CD with handouts for parents

Volkmar et al. Practice parameters for the assessment and treatment of children, adolescents, and adults with autism and other pervasive developmental disorders. American Academy of Child and Adolescent Psychiatry Working Group on Quality Issues. J Am Acad Child Adolesc Psychiatry. 1999 38(12 Suppl): 32S-54S

Committee on Educational Interventions for Children with Autism, National Research Council Current Guidelines for the Education of Children with Autism is the Book: *Educating Children with Autism.*, The National Academy Press, 2001
www.nap.edu/catalog.php?record_id=10017#toc

Diagnostic Tools

Autism Diagnostic Observation Schedule (ADOS)
Lord et al
Western Psychological Services

Video glossary of DSM-IV behaviors can be found: www.autismspeaks.org/video/glossary.php

Screening Tests for Autism Spectrum Disorders

Communication and Symbolic Behavior Scales Developmental Profile
Wetherby & Prizant
www.brookespublishing.com/store/books/wetherby-csbsdpc/checklist.htm

Modified Checklist for Autism in Toddlers (M-CHAT) - see handouts for copy

Robins, Fine & Barton
www.firstsigns.org/downloads/m-chat.PDF

Childhood Asperger Syndrome Test
Williams et al
www.autismresearchcentre.com/tests/cast_test.asp

Psychiatric Medication

Erickson CA, Posey DJ, Stigler KA, McDougle CJ. Pharmacologic treatment of autism and related disorders. *Pediatr Ann.* 2007 Sep; 36(9):575-85.

Tsai LY. Taking the Mystery Out of Medications in Autism/Asperger's Syndromes. Arlington, TX, Future Horizons Inc., 2001

McCracken JT, et al. & Research Units on Pediatric Psychopharmacology Autism Network. Risperidone in children with autism and serious behavioral problems. *N Engl J Med.* 2002 Aug 1; 347(5):314-21.

Self Awareness & Self Calming including Visual Supports

The Alert Program for Self Regulation: <http://www.alertprogram.com>

The Incredible 5-point Scale: <http://www.5pointscale.com>

Myles, Brenda Smith and Jack Southwick (2005). Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage, and Meltdowns. Autism Asperger Publishing Co. ISBN 1931282706

Cohen MJ, & Sloan DL. *Visual Supports for People With Autism: A Guide for Parents and Professionals (Topics in Autism)* (2007), Woodbine House. Bethesda, MD.

Hodgdon LA. *Solving Behavior Problems in Autism (Visual Strategies Series)* (1999), Quirk Robers Publishing. Troy, MI.

Savner, JL & Myles, BS. *Making Visual Supports Work in the Home and Community: Strategies for Individuals with Autism and Asperger Syndrome* (2000). Autism and Asperger Publishing Co., Shawnee Mission, KA

Social Skill Building

Social Stories:

The Gray Center Website provides information about social stories and related strategies. They offer a great weekly email newsletter and a book store where the social story books can be directly ordered:

<http://www.thegraycenter.org/>

Website with pre-made social stories that can be individualized and purchased:

<http://www.sandbox-learning.com/>

Michelle Garcia Winner's Social Thinking website includes information about services offered by Michelle Garcia Winner Inc., Social Thinking Clinic in San Jose, CA, conference and presentation schedules, and resources for downloading and purchase (includes all books):

<http://socialthinking.com/>

McAfee, J. (2002). Navigating the Social World: A Curriculum for Individuals with Asperger's Syndrome, High functioning Autism, and Related Disorders. Future Horizons, INC., Arlington, TX.

Jeanette McAfee's website: <http://www.jeaniemcafee.com/>

Continuing Education credits:

1 Credit Hour of CE

Many state boards accept offerings accredited by national or other state organizations. For example, the National Association of Social Workers, Georgia Chapter will grant credit for activities approved by the California Board of Behavioral Sciences. If your board is not listed, please check with your professional licensing board to determine whether the accreditations listed are accepted. **It is your responsibility to check with your licensing board regarding their specific requirements.** To receive CE credit, registrants must attend the entire session. **The below *checked* Boards will accept CE credit for this course:**

One Credit Hour of CE

X	<p>United Behavioral Health is approved by the American Psychological Association to sponsor continuing education for psychologists. United Behavioral Health maintains responsibility for this program and its content.</p>
X	<p>This program was approved by the National Association of Social Workers (provider # 886366512) for one continuing education contact hour.</p>
X	<p>This course meets the qualifications for continuing education for MFT's and LCSW's as required by the CA Board of Behavioral Sciences (Provider # PCE 327).</p>
X	<p>This course meets the qualifications for continuing education for MFT's and LCSW's as required by the CA Board of Behavioral Sciences (Provider # PCE 327).</p>
X	<p>United Behavioral Health is recognized by the National Board for Certified Counselors to offer continuing education for National Certified Counselors. We adhere to the NBCC continuing education guidelines. United Behavioral Health maintains responsibility for the program. (Provider #5922)</p>
X	<p>Provider approved by the California Board of Registered Nursing (Provider # CEP 10225).</p>
X	<p>UBH is an approved provider of continuing nursing education by the Pennsylvania State Nurses Association an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.</p>

For professionals credentialed by organizations other than those *checked* above, please check with your respective boards to verify the acceptability of the continuing education credit earned through this event.