

Critical Analysis: Is it Autism?

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Demographics and Background Information

- 5-years-old
- Male
- African-American
- Born and raised in the Midwest
- Divorced Parents
- Two brothers, one older and one younger
- Lives with his mother and sees his father every other weekend
- Enrolled in Developmental Preschool for a Language Delay



Referral Question

- Referred by his physician to rule out or confirm a diagnosis of Autism Spectrum Disorder



Sources of Assessment Used

- Biopsychosocial Interview
- Collateral Information
- Developmental Interview
- Differential Ability Scales, 2nd Edition
- Behavior Assessment System for Children, 2nd Edition
- Autism Spectrum Rating Scales
- Sensory Profile, 2nd Edition
- Vineland Adaptive Behavior Scales, 2nd Edition



Rationale for Choosing Each Instrument

DAS-II

- DAS-II
 - Appropriate for ages 2:6 to 5:11
 - Recommended for children with language delays, contains a Special Nonverbal Composite
 - The WPPSI-IV is not recommended for younger children with developmental delays, DAS-II has lower floors and higher ceilings for the younger age group
 - Younger children frequently enjoy the manipulatives more than the WPPSI-IV and are more engaged
 - Appropriate for non-white children



(Marshall, McGoey, & Moschos, 2011)
(Dumont, 2016)

Rationale for Choosing Each Instrument

BASC-2

BASC-2

- Screens for a variety of emotional and behavioral disorders
- Contains an adaptive behavior component
- Allows parents and teachers to report on behaviors in the two different environments
- Easy for parents and teachers to understand and respond to
- 10-20 minutes for completion

(Lopata et al., 2013)

Rationale for Choosing Each Instrument

ASRS



- Parent and Teacher formats
- Rating Scale format that is easy for parents and teachers to complete
- Norm-Referenced
- Updated to reflect DSM-5 Criteria
- Accurately discriminate from members of the general population and those with other clinical diagnoses

(Simek & Wahlberg, 2011)

Rationale for Choosing Each Instrument

SP-2



- Children with ASD frequently exhibit difficulties with sensory processing and it is now part of the diagnostic criteria, so a measure to assess these difficulties is needed
- Parent and Teacher versions
- Enables early detection of possible modulation or regulation disorders in early childhood
- Appropriate for use with the ASD population
- Assesses for neurological threshold (sensitization and habituation)

(Jorquera-Cabrera et al., 2017)

Rationale for Choosing Each Instrument

Vineland-II

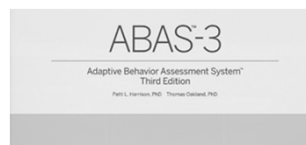


- Adaptive behavior is lower in people with ASD compared to the general population even while accounting for IQ, although the differences are higher in individuals with higher IQ
- Typical "ASD Profile" on the Vineland: the most substantial delays in socialization, lesser delays in adaptive communication, and relative strengths in daily living skills
- Most frequent measure used to assess adaptive behavior in children with ASD in the literature
- The BASC Adaptive scales are not sufficient to truly assess adaptive behavior in children with ASD

(Kanne, et al., 2010)
(Lopata et al., 2013)

Assessments I would have liked to have used

- ADOS-2
 - Industry standard for assessing ASD
 - Direct measure rather than parent report
 - Most sophisticated and psychometrically sound direct observation tool for ASD
- ABAS-3
 - Shorter than the Vineland
 - Lower reading level than the Vineland
 - Correlates well with Vineland Scores
 - May provide some additional sensitivity for lower-level adaptive skills
- BASC-3
 - Contains an ASD scale
 - Provides additional content scales



(Kanne, Randolph, & Farmer, 2008)
(Lopata et al., 2013)

Review of Data in Handout



- Please review the assessment data in the handout provided



Diagnoses



Conclusion

<u>DSM 5 Code</u>	<u>ICD10 Code</u>	<u>Description</u>
299.00	F84.0	Autism Spectrum Disorder
317	F70	Intellectual disability (intellectual developmental disorder), Mild
315.39	F80.9	Language Disorder





Recommendations in the following areas

- Share the report with the client's physician and school
- Speech and Occupational Therapy
- Accommodations that can be helpful in the school setting
- Accommodations to help reduce the impact of his working memory difficulties
- Accommodations to help reduce the impact of his processing speed difficulties
- Applied Behavior Analysis
- ASD Support Groups and Organizations
- Financial assistance and services



Makrygianni & Reed, (2010)

Consultation

Consultation and Supervision

- While initially developing my test battery I consulted with colleagues to ensure that I was assessing all areas related to diagnosing ASD
- My developmental interview was created in partnership with psychologists from the Riley Child Development Center
- When encountering discriminate data, I discussed the findings with my peers in order to ensure I was forming correct conclusions



Applicability to Community Mental Health Centers



- Community mental health centers, particularly rural CMHCs, are increasingly receiving referrals for the assessment and treatment of Autism Spectrum Disorders
- The prevalence rate of ASD in the population is now 1 in 68 and occurs in all racial, ethnic, and socioeconomic groups
- It is likely that anyone working in a CMHC will be expected to provide treatment to someone with ASD during their career, and that most psychologists in a CMHC will be asked to diagnose.
- It is essential that any psychologist working in a CMHC gain training and knowledge in assessing ASD if they are expected to provide psychological assessments in their agency.



(CDC, 2012)

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Questions?

