

Dershowitz Critical Analysis

Referral Question: To rule out or confirm a diagnosis of Autism Spectrum Disorder

Demographic 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

Assessments 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

Developmental Interview:

- Communication Domain
 - Utilizes pointing
 - Poor articulation
 - Mother reports he is functionally nonverbal
- Socialization Domain
 - Mother reports he plays well with his brothers
 - He is aggressive with other children at school and Sunday School
 - Cannot play group games
 - Did not anticipate being picked up as an infant or toddler
- Play Domain
 - Enjoys building structures out of random objects
 - Did not engage in peek-a-boo until later than expected
 - Bangs his toys rather than playing with them in the way the manufacturer intended
 - Engages in little imaginative play

- Sensory Domain
 - No special fascination for spinning objects
 - No sensory difficulties with food, sound, or lights
 - Not concerned with changes in routine
 - Rocks his body forward and backward frequently
 - Does not exhibit self-injurious behavior

Behavioral Observations:

Client presented for testing with his mother and displayed neat, clean clothing with good hygiene. He alternated between walking with a typical gait and walking on his tip-toes. Client was frequently restless and was on his feet for almost the entirety of the testing session. During the initial interview with Client, he was barely verbal and what he did say was difficult to understand. He spent the majority of the interview banging toys against the table or together. Client would give eye contact; however, he was easily distracted and his eyes would dart around the room. He was occasionally content; however, he was predominantly resistant and angry during the testing session. He was often off-task, required redirection, was easily distracted, and left his seat often. He frequently stated “no”; however, it was unclear whether he did not understand what was being asked of him or if he did not want to participate. Client spoke with significant articulation errors and displayed word finding problems with poor expressive abilities. He occasionally repeated phrases and displayed poor receptive language ability. The client did utilize some language, such as “no,” “bridge,” “I don’t wanna,” “Mom,” “he’s a good guy,” “I don’t know,” and “I win.” He also stated “I’m ok” when asked if he needed to use the restroom. He nonverbally checked-in with the examiner by looking at her prior to touching objects in the room. Client wrote with his right hand and displayed an immature, whole hand, grip with poor mechanics.

Testing Data:

DAS-II SCORE SUMMARY				
Composite/Cluster Scores	Score	Percentile	Range	Ability Measured
Verbal Ability	35	<0.1	Very Low	Reasoning with verbal concepts and language
Nonverbal Reasoning Ability	66	1	Very Low	Reasoning with nonverbal conceptual relationships
Spatial Ability	38	<0.1	Very Low	visual-spatial relationships and geometric designs
Special Nonverbal Composite (SNC)	44	<0.1	Very Low	Overall nonverbal intelligence and problem-solving
General Conceptual Ability (GCA)	40	<0.1	Very Low	Overall intelligence and problem-solving ability

Verbal Ability Subtest	T-Score	Percentile	Age Equivalent	Ability Measured
Verbal Comprehension	15	<0.1	Below 2:7	Understanding of oral instructions
Naming Vocabulary	10	<0.1	Below 2:7	Expressive language and knowledge of names

Nonverbal Reasoning Ability Subtest	T-Score	Percentile	Age Equivalent	Ability Measured
Picture Similarities	45	31	4:7	Nonverbal reasoning and matching of related images
Matrices	13	<0.1	Below 3:7	Nonverbal reasoning and relationships among abstract figures

Spatial Ability Subtext	T-Score	Percentile	Age Equivalent	Ability Measured
Pattern Construction	10	<0.1	Below 2:7	Spatial analysis and construction
Copying	14	<0.1	Below 3:7	Visual-perceptual matching and fine motor coordination

BASC-2-PRS RESULTS			
CLINICAL SCALES	T-Score	Percentile	Description
Hyperactivity	66	93	At-Risk
Aggression	54	73	Average
EXTERNALIZING PROBLEMS COMPOSITE	61	87	At-Risk
Anxiety	44	31	Average
Depression	65	92	At-Risk
Somatization	71	97	Clinically Significant
INTERNALIZING PROBLEMS COMPOSITE	63	90	At-Risk
Atypicality	86	99	Clinically Significant
Withdrawal	63	90	At-Risk
Attention Problems	66	93	At-Risk
BEHAVIORAL SYMPTOMS INDEX	72	97	Clinically Significant
ADAPTIVE SCALES	T-Score	Percentile	Description
Adaptability	32	4	At-Risk
Social Skills	23	1	Clinically Significant
Activities of Daily Living	38	12	At-Risk
Functional Communication	26	1	Clinically Significant
ADAPTIVE SKILLS COMPOSITE	24	1	Clinically Significant

BASC-2-TRS SUMMARY			
CLINICAL SCALES	T-Score	Percentile	Description
Hyperactivity	56	79	Average
Aggression	48	59	Average
EXTERNALIZING PROBLEMS COMPOSITE	52	67	Average
Anxiety	47	50	Average
Depression	47	48	Average
Somatization	74	97	Clinically Significant
INTERNALIZING PROBLEMS COMPOSITE	57	80	Average
Atypicality	89	99	Clinically Significant
Withdrawal	67	93	At-Risk
Attention Problems	62	86	At-Risk
BEHAVIORAL SYMPTOMS INDEX	65	92	At-Risk
ADAPTIVE SCALES	T-Score	Percentile	Description
Adaptability	39	16	At-Risk
Social Skills	32	3	At-Risk
Functional Communication	29	1	Clinically Significant
ADAPTIVE SKILLS COMPOSITE	30	3	Clinically Significant

ASRS SCORE SUMMARY - PARENT RATING				
Scale	T-Score	Range	Characteristics Measured	
TOTAL SCORE	75	Very Elevated	Overall behavioral characteristic similar to individuals with an ASD	
ASRS Scales	Social/Communication	74	Very Elevated	Inappropriate verbal & nonverbal communication in social context
	Unusual Behaviors	66	Elevated	Trouble tolerating change. Purposeless behaviors. Overreacts to sensory.
DSM - 5 SCALE	81	Very Elevated	Symptoms directly related to DSM-5 criteria for an ASD	
Treatment Scales	Peer Socialization	77	Very Elevated	Limited interest and capacity to develop and maintain peer relationships
	Adult Socialization	76	Very Elevated	Limited interest and capacity to develop and maintain adult relationships
	Social/Emotional Reciprocity	71	Very Elevated	Limited ability to give appropriate emotional response to another person
	Atypical Language	60	Slightly Elevated	Spoken communication is repetitive, unstructured, or unconventional
	Stereotypy	65	Elevated	Engages in purposeless repeated movements, noises, or behaviors
	Behavioral Rigidity	62	Slightly Elevated	Difficulty tolerating changes in routine, activity, behaviors.
	Sensory Sensitivity	69	Elevated	Overreacts to experiences via touch, sound, vision, smell, taste
Attention/Self-Regulation (Ages 2-5 only)	72	Very Elevated	Trouble focusing attention while ignoring distraction. Argumentative.	

ASRS SCORE SUMMARY - TEACHER RATING				
Scale		T-Score	Range	Characteristics Measured
TOTAL SCORE		70	Very Elevated	Overall behavioral characteristic similar to individuals with an ASD
ASRS Scales	Social/Communication	79	Very Elevated	Inappropriate verbal & nonverbal communication in social context
	Unusual Behaviors	56	Average	Trouble tolerating change. Purposeless behaviors. Overreacts to sensory.
DSM-5 SCALE		73	Very Elevated	Symptoms directly related to DSM-5 criteria for an ASD
Treatment Scales	Peer Socialization	75	Very Elevated	Limited interest and capacity to develop and maintain peer relationships
	Adult Socialization	64	Slightly Elevated	Limited interest and capacity to develop and maintain adult relationships
	Social/Emotional Reciprocity	77	Very Elevated	Limited ability to give appropriate emotional response to another person
	Atypical Language	77	Very Elevated	Spoken communication is repetitive, unstructured, or unconventional
	Stereotypy	46	Average	Engages in purposeless repeated movements, noises, or behaviors
	Behavioral Rigidity	46	Average	Difficulty tolerating changes in routine, activity, behaviors.
	Sensory Sensitivity	57	Average	Overreacts to experiences via touch, sound, vision, smell, taste
	Attention/Self-Regulation (Ages 2-5 only)	65	Elevated	Trouble focusing attention while ignoring distraction. Argumentative.

SP2 SCORE SUMMARY – PARENT RATING	
SENSORY PATTERN	Classification
Seeking/Seeker	More Than Others
Avoiding/Avoider	More Than Others
Sensitivity/Sensor	More Than Others
Registration/Bystander	More Than Others
SENSORY SYSTEM	Classification
Auditory Processing	Just Like the Majority of Others
Visual Processing	Just Like the Majority of Others
Touch Processing	More Than Others
Movement Processing	More Than Others
Body Position Processing	Just Like the Majority of Others
Oral Sensory Processing	Just Like the Majority of Others
BEHAVIORAL	Classification
Conduct	Much More Than Others
Social Emotional	More Than Others
Attentional	More Than Others

SP2 SCORE SUMMARY – TEACHER RATING	
SENSORY PATTERN	Classification
Seeking/Seeker	Just Like the Majority of Others
Avoiding/Avoider	More Than Others
Sensitivity/Sensor	Just Like the Majority of Others
Registration/Bystander	More Than Others
SCHOOL FACTOR	Classification
School Factor 1	Just Like the Majority of Others
School Factor 2	Just Like the Majority of Others
School Factor 3	Just Like the Majority of Others
School Factor 4	Much More Than Others
SENSORY AND BEHAVIORAL	Classification
Auditory Processing	More Than Others
Visual Processing	Just Like the Majority of Others
Touch Processing	Just Like the Majority of Others
Movement Processing	Just Like the Majority of Others
Behavioral Responses	More Than Others

VINELAND-II SCORE SUMMARY – PARENT/CAREGIVER REPORT				
Composite/Domains	SS/V-Scale	Percentile	Range	Age Equivalent
ADAPTIVE BEHAVIOR COMPOSITE	63	1	Low	NA
Receptive	8	-	Low	1:6
Expressive	5	-	Low	1:2
Written	8	-	Low	1:10
Communication Domain	49	<1	Low	NA
Personal	13	-	Average	4:10
Domestic	11	-	Moderately Low	2:6
Community	7	-	Low	1:10
Daily Living Domain	71	3	Moderately Low	NA
Interpersonal Relationships	12	-	Moderately Low	3:5
Play and Leisure Time	9	-	Low	2:7
Coping Skills	10	-	Moderately Low	2:2
Socialization Domain	74	4	Moderately Low	NA
Fine Motor Skills	13	-	Average	3:10
Gross Motor Skills	8	-	Low	2:4
Motor Skills Domain	72	3	Moderately Low	NA

VINELAND-II SCORE SUMMARY – TEACHER REPORT				
Composite/Domains	SS/V-Scale	Percentile	Range	Age Equivalent
ADAPTIVE BEHAVIOR COMPOSITE	59	<1	Low	NA
Receptive	8	-	Low	<3:0
Expressive	8	-	Low	<3:0
Written	9	-	Low	3:2
Communication Domain	60	<1	Low	NA
Personal	10	-	Moderately Low	<3:0
Academic	9	-	Low	<3:0
School Community	11	-	Moderately Low	3:3
Daily Living Domain	70	2	Low	NA
Interpersonal Relationships	5	-	Low	<3:0
Play and Leisure Time	7	-	Low	<3:0
Coping Skills	8	-	Low	<3:0
Socialization Domain	55	<1	Low	NA
Fine Motor Skills	11	-	Moderately Low	<3:0
Gross Motor Skills	9	-	Low	3:2
Motor Skills Domain	70	2	Low	NA

Diagnoses:

<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:

- 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