



Doughnuts with Di: Autism Spectrum Disorder

06/30/2020

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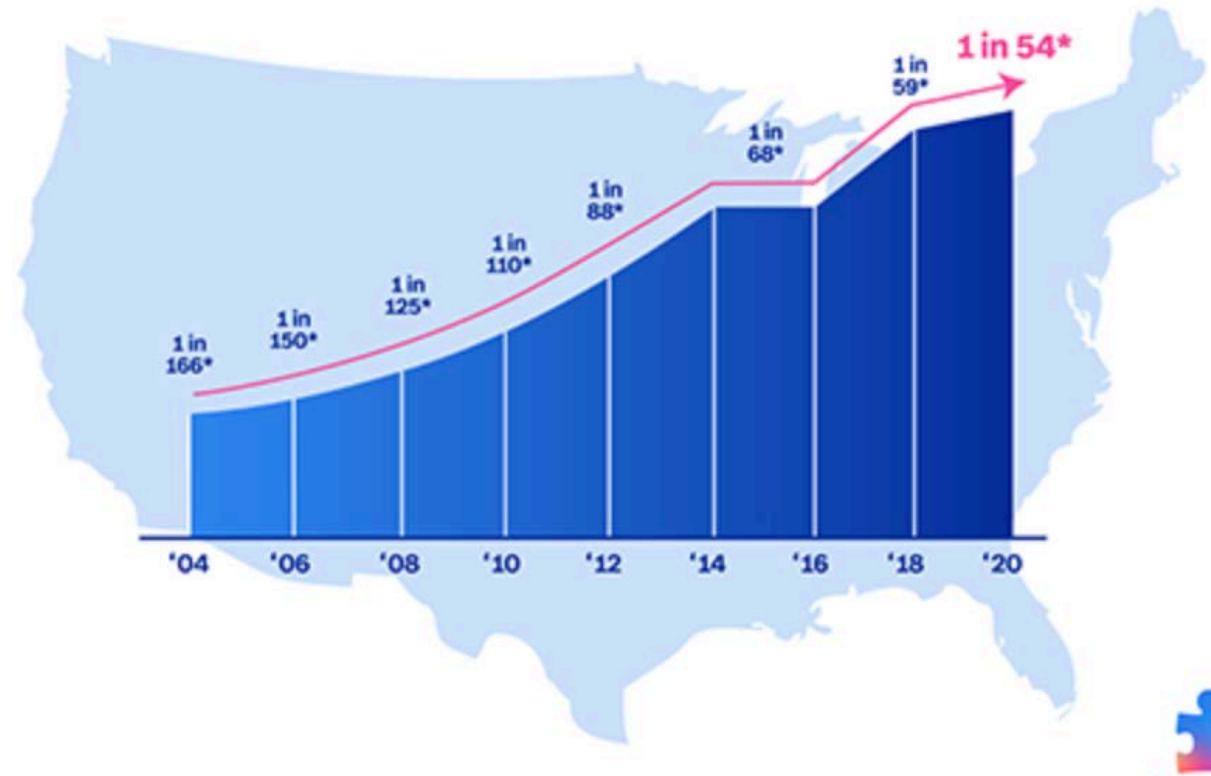
Agenda

- Prevalence of autism spectrum disorder (ASD)
- Overview of the signs of autism in very young children
 - Tools/resources to assist with screening
- Supports and resources for families
- Training, resources, and supports for professionals
- Finding information on evidence-based practices
 - Tools/resources to assist with identification of program planning needs

Centers for Disease Control & Prevention (CDC)

- Prevalence increase by nearly 10%
- 1 in 54 children in the U.S.
 - 1 in 34 boys
 - 1 in 144 girls

Estimated Autism Prevalence 2020



Centers for Disease Control & Prevention (CDC)

- Boys are 4 times more likely to be diagnosed
- Most children diagnosed after age 4, though can be reliably diagnosed as early as age 2
- Affects all ethnic and socioeconomic groups
- Minority groups tend to be diagnosed later and less often
- Early intervention affords the best opportunity for healthy development and benefits across the lifespan
- No medical detection for autism



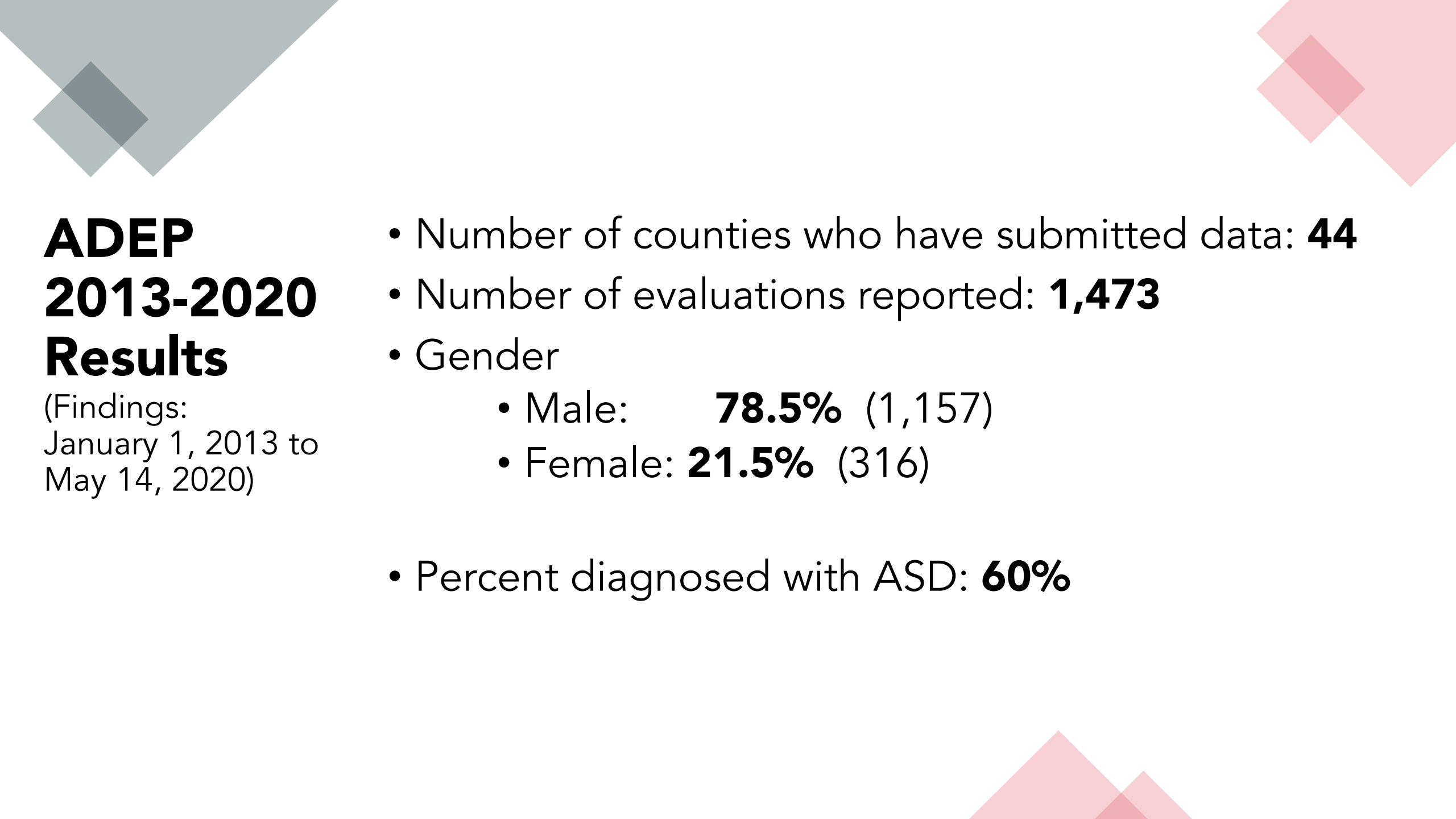
ADEP

- Autism Diagnostic Education Program
- Launched in 2008
- Links local service providers and physicians to ensure a comprehensive multidisciplinary evaluation of a child which includes:
 - Health, developmental, and behavioral histories
 - Physical examination
 - Developmental, psychoeducational evaluation
 - Determination of a diagnosis (including the use of standardized tools) needed for EI
 - Assessment of the family's knowledge of ASD, challenges, coping skills, and resources/supports
 - Lab work, if necessary
- Entirely local process; families interact with service providers and doctors in their home communities



ADEP

- The purpose of these community-based diagnostic partnerships is to
 - increase early and timely access to a standardized, comprehensive diagnostic evaluation for children with ASD
 - offer a process and a structure that enables parents to obtain a timely diagnosis for their child so that the child can receive early intervention and obtain supports and services, as needed
- Goals
 - reduce the time from initial family concern to diagnosis from 18 months to less than 9 months
 - reduce the time from initial contact with Ohio Early Intervention to diagnosis to within 90 days
 - lower the age of diagnosis from 36 months to 30 months old



ADEP 2013-2020 Results

(Findings:
January 1, 2013 to
May 14, 2020)

- Number of counties who have submitted data: **44**
- Number of evaluations reported: **1,473**
- Gender
 - Male: **78.5%** (1,157)
 - Female: **21.5%** (316)
- Percent diagnosed with ASD: **60%**

ADEP Data Survey

Question 7: Average Ages

(Diagnosis at 38 months or earlier)

	Findings through 5/14/20
Average Age at First Concern (N = 1138)	19.0
Age at First Contact with HMG or LEA	21.3
Age at Diagnosis	29.5

Early Signs of ASD

- Early signs of autism can be missed
- ASD can be diagnosed by 18-24 months
- May first appear as concerns in social development and language
- American Academy of Pediatrics (AAP) recommends screening at 18-24 months but can screen earlier

A Glimpse of 16 Early Signs of Autism by 16 Months

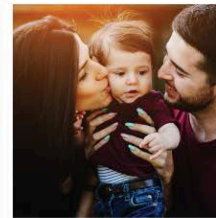


THE EARLY SIGNS OF AUTISM UNFOLD FROM 9 TO 16 MONTHS

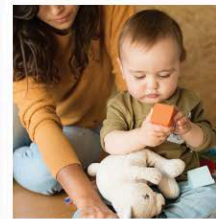


The early signs of autism are easy to miss. Autism can be diagnosed by 18-24 months, but it's not usually diagnosed until 4-5 years. The early signs of autism can have a cascading effect on brain development and lead to significant social, language, and cognitive deficits, as well as challenging behaviors, if they're not caught early. By catching autism early, you can access intervention earlier and guide your child's success.

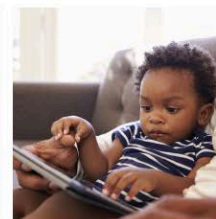
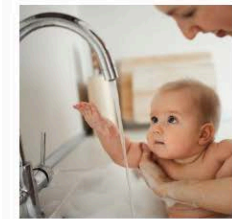
This Lookbook illustrates the 16 early signs of autism that unfold from 9 to 16 months – to help you detect autism before it's usually diagnosed. Visit [AutismNavigator.com](https://autismnavigator.com) to explore the Lookbook. You can also download, share, and print an 8-page version of the 16 Early Signs of Autism by 16 Months. Click on each of the 16 early signs below to see the photos of each in the Lookbook.



1. Hard to Get Your Baby to Look at You
2. Rarely Shares Enjoyment with You
3. Rarely Shares Their Interests with You
4. Rarely Responds to Their Name or Other Bids
5. Limited Use of Gestures such as Show and Point



6. Hard to Look at You and Use a Gesture and Sound
7. Little or No Imitating Other People or Pretending
8. Uses Your Hand as a Tool
9. More Interested in Objects than People
10. Unusual Ways of Moving Their Fingers, Hands, or Body



11. Repeats Unusual Movements with Objects
12. Develops Rituals and May Get Very Upset Over Change
13. Excessive Interest in Particular Objects or Activities
14. Very Focused on or Attached to Unusual Objects
15. Unusual Reaction to Sounds, Sights, or Textures
16. Strong Interest in Unusual Sensory Experiences





Checklist: 16 Early Signs of Autism

- Checklist developed with signs that unfold from 9-16 months
- Developed by Baby Navigator for parents and professionals
 - www.babynavigator.com
- Recommend using together
 - Checklist of 16 Early Signs of Autism
 - Lookbook
- Checklist to complete with a family
 - Interactive, hyperlinks to examples in Lookbook
 - 16 yes/no questions, self-scoring form
 - Gain information, observation, and share with medical provider

www.babynavigator.com

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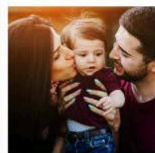
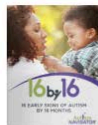


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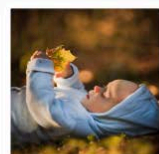
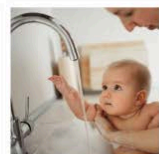
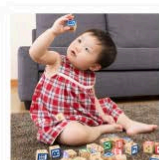


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8. Uses Your Hand as a Tool
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10. Unusual Ways of Moving Their Fingers, Hands, or Body
11. Repeats Unusual Movements with Objects
12. Develops Rituals and May Get Very Upset Over Change
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WHAT IF YOUR CHILD SHOWS SOME EARLY SIGNS OF AUTISM?

Any one of these signs may not be a problem. But in combination, they may signal a need to conduct a screening or diagnostic evaluation. As a general guide, if your child shows any 4 of these early signs, use our free online [Social Communication CheckUp](http://SocialCommunicationCheckUp) for children 9-18 months to screen your baby for autism. If your child shows 8 or more of these early signs, ask for a referral for a diagnostic evaluation. Talk to your child's doctor or teacher about any of these early signs or contact your local early intervention program. Share this Lookbook with them.



BABY NAVIGATOR — WHAT EVERY PARENT NEEDS TO KNOW

Go to www.BabyNavigator.com to find out what every parent needs to know about early learning. What you do and say can make all the difference.

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Checklist of 16 Early Signs of Autism



THE EARLY SIGNS OF AUTISM UNFOLD FROM 9 TO 16 MONTHS



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How to use this Checklist: Check yes or no for each early sign of autism that describes your child's behavior. You can click on each question to see photos of each early sign in the Lookbook. The number of early signs will be summed for you. Any one of these signs may not be a problem. But in combination, they may signal a need to conduct a screening or diagnostic evaluation.



Name: _____ Date: _____ Age in Months: _____ Filled Out By: _____

CHECKLIST OF EARLY SIGNS OF AUTISM	YES	NO
1. Is it hard to get your baby to look at you?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does your baby rarely share enjoyment with you?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does your baby rarely share their interests with you?	<input type="checkbox"/>	<input type="checkbox"/>
4. Does your baby rarely respond to their name or other bids for interaction?	<input type="checkbox"/>	<input type="checkbox"/>
5. Does your baby show a limited use of gestures such as showing and pointing?	<input type="checkbox"/>	<input type="checkbox"/>
6. Is it hard for your baby to look at you and use a gesture and sound?	<input type="checkbox"/>	<input type="checkbox"/>
7. Does your baby do little to no imitating of other people or pretending?	<input type="checkbox"/>	<input type="checkbox"/>
8. Does your baby use your hand as a tool?	<input type="checkbox"/>	<input type="checkbox"/>
9. Is your baby more interested in objects than people?	<input type="checkbox"/>	<input type="checkbox"/>
10. Does your baby have unusual ways of moving their fingers, hands, or body?	<input type="checkbox"/>	<input type="checkbox"/>
11. Does your baby repeat unusual movements with objects?	<input type="checkbox"/>	<input type="checkbox"/>
12. Does your baby develop rituals and get very upset over change?	<input type="checkbox"/>	<input type="checkbox"/>
13. Does your baby have an excessive interest in particular objects or activities?	<input type="checkbox"/>	<input type="checkbox"/>
14. Is your baby very focused on or attached to unusual objects?	<input type="checkbox"/>	<input type="checkbox"/>
15. Does your baby have unusual reactions to sounds, sights, or textures?	<input type="checkbox"/>	<input type="checkbox"/>
16. Does your baby show interest in unusual sensory experiences?	<input type="checkbox"/>	<input type="checkbox"/>

Total Number of Early Signs of Autism: Calculate Total

Reset

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If your child shows 8 or more of these early signs, ask your doctor for a referral for a diagnostic evaluation.

Talk to your child's doctor or teacher about any of these early signs or contact your local early intervention program. Share this Checklist with them.



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Interactive!

Click on the item for samples!

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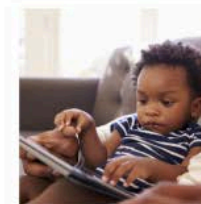
16by16™

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About Autism in Toddlers

- Free online course
- For professionals, families, or anyone interested in learning about ASD
- Video clips of toddlers 18-24 months with ASD



American Academy of Pediatrics


- www.healthychildren.org

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Our Mission



Healthy Children > Health Issues > Conditions > Autism

Health Issues

Conditions

Immunization

Developmental

Diagnoses & Asthma

Genetics

Injury Prevention

Medicine

Neurology

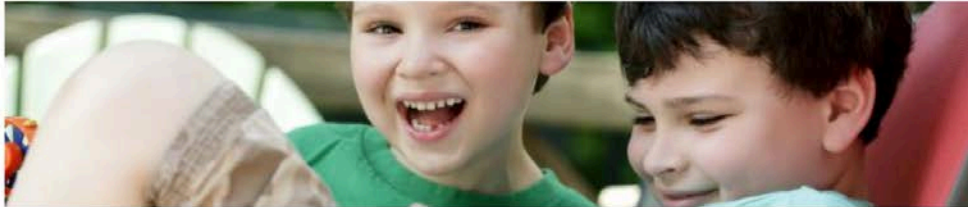
Respiratory & Lungs

Skin Conditions

Teeth & Craniofacial

Developmental Disabilities

Nose & Throat



Autism

Autism spectrum disorder (ASD) affects about 1 in 59 children. The American Academy of Pediatrics (AAP) recommends that all children be screened for ASD at their 18- and 24-month well-child checkups. Research shows that starting an intervention program as soon as possible can improve outcomes for many children with autism.

www.healthychildren.org

Featured Article



Autism Spectrum Disorder

Autism spectrum disorder (ASD) can affect a child's behavior, social, and communication skills. Early screening, diagnosis, and referral for intervention is very important. The AAP is working with pediatricians to provide ongoing care to the many children with autism and their families.

[View](#)

Articles

[Autism Spectrum Disorder](#)

[How Pediatricians Screen for Autism](#)

[How is Autism Diagnosed?](#)

[If Autism is Suspected, What's Next?](#)

[Keep Kids with Autism Safe from Wandering: Tips from the AAP](#)

[What are the Early Signs of Autism?](#)

[When Not to Worry About Autism](#)

[Words of Support for Parents of a Child with Autism](#)

Marcus Autism Center

- www.marcus.org/autism-resources/autism-tips-and-resources
- General autism information and tips
- Communication and social development guidance
 - Early Signs
 - Early Social Communication Development
 - Motivating and Engaging Your Child to Learn
 - Promoting Early Play Skills
 - Supporting Active Engagement
 - Helping Your Child Communicate
 - Managing Your Child's Screen Time



Parent resources

Parents Helping Parents

- www.php.com/elearning/early-signs-of-autism-video/

Early Signs of Autism Video

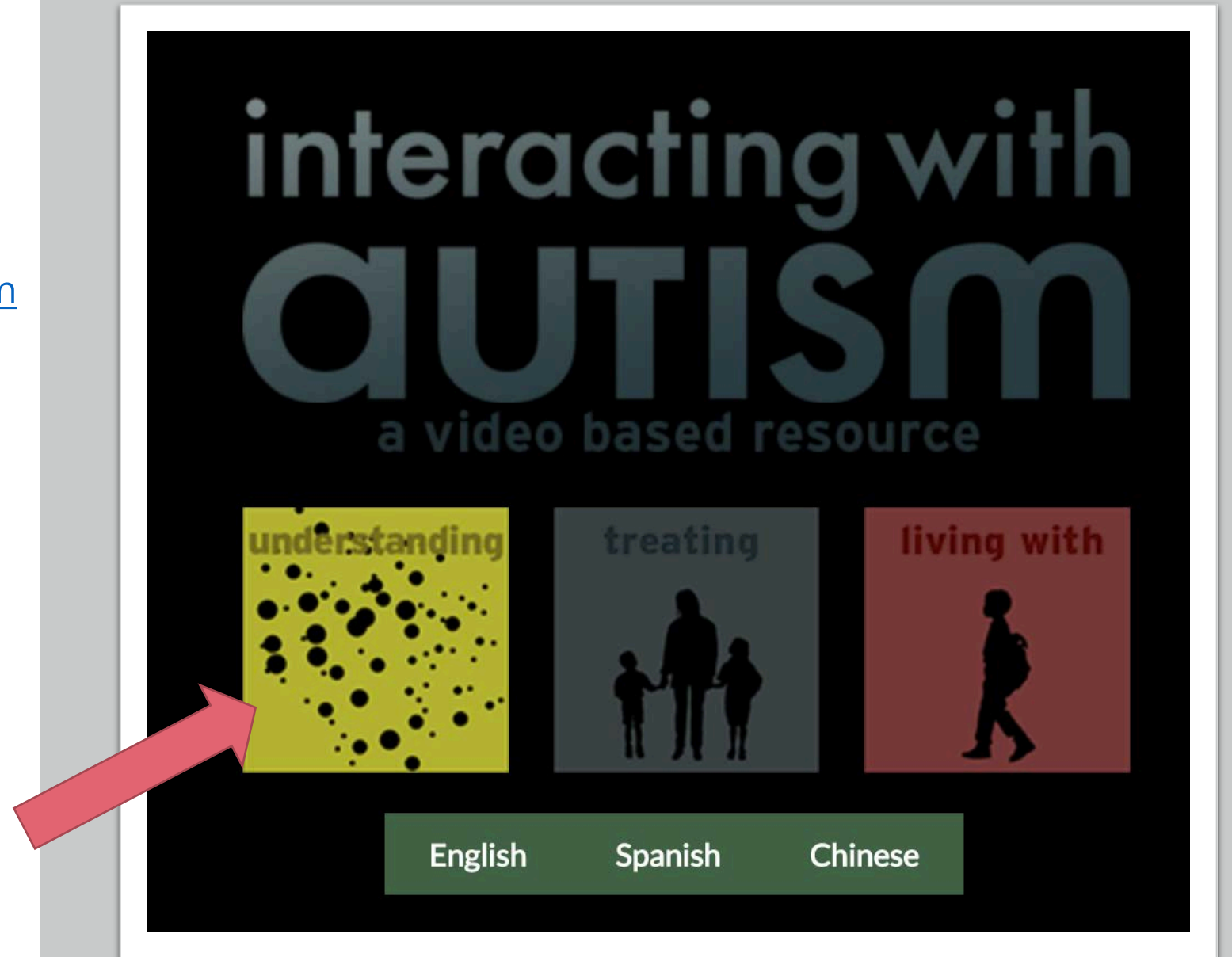
Categories

- ADULTS WITH DEVELOPMENTAL DISABILITIES
- ASSISTIVE TECHNOLOGY
- BEHAVIOR
- COPING AND SUPPORT FOR FAMILIES
- COVID-19 RESOURCES FOR FAMILIES



Interacting with Autism

<http://www.interactingwithautism.com>



OCAI: Autism Certification Center

<https://autismcertificationcenter.org>



Made for Families

ASD Strategies in Action

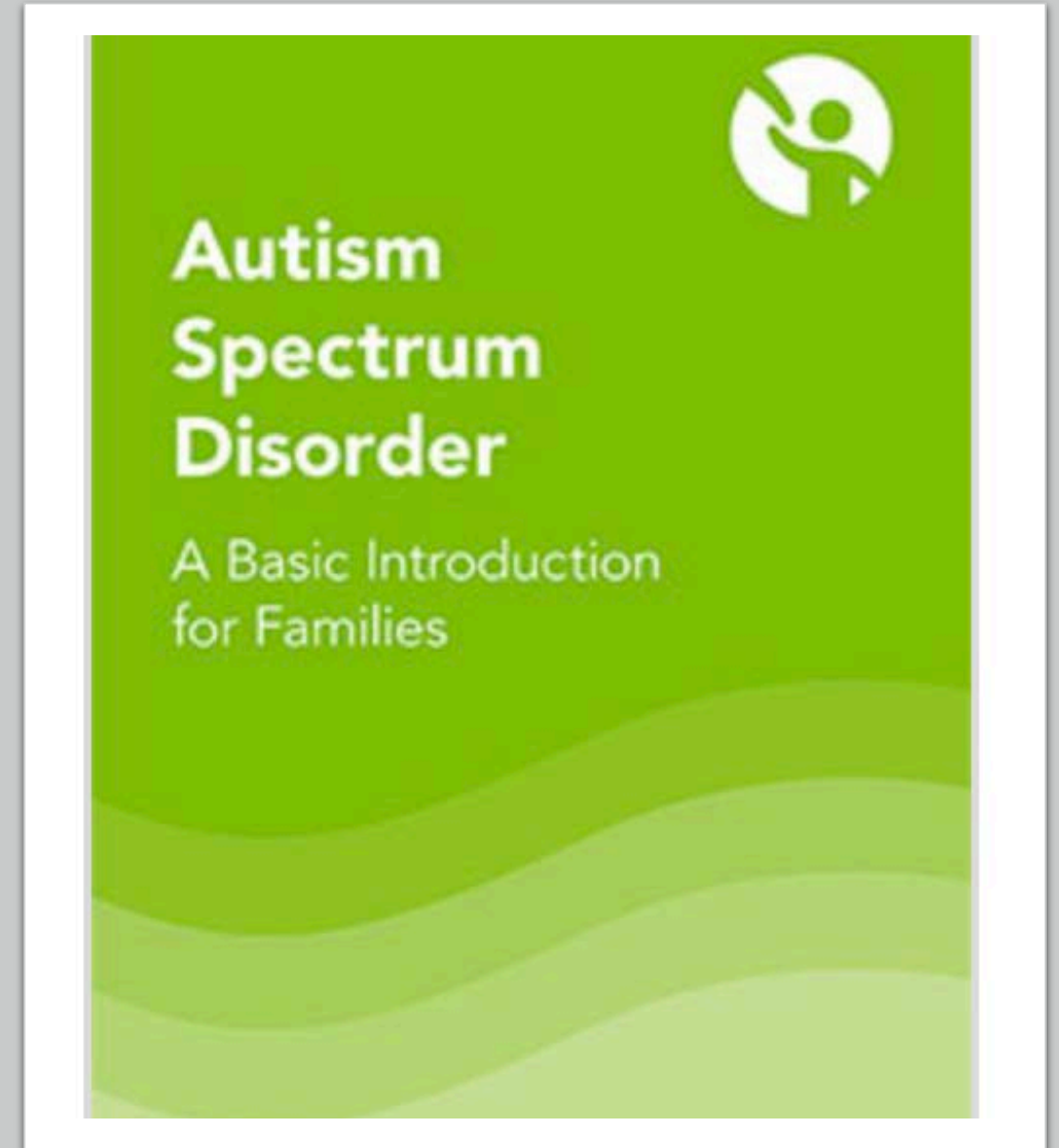
An online video-based learning solution that provides everyone in your family with practical information, real-life examples, and skills they can use to care for and support loved ones with autism spectrum disorder from early childhood through young adulthood.

Parents, grandparents, siblings, aunts, uncles, cousins. If you live with, love, or support someone on the autism spectrum, this training is for you.

OCALE:

Family and Community Outreach Center

www.ocali.org/center/family



OCAI: #HereToHelp

www.ocali.org/project/stay-safe-strong-and-supported

#HereToHelp

OCAI Presents
4 minutes at 4:00 p.m.

#HereToHelp

FOR PROFESSIONALS

#HereToHelp

FOR FAMILIES
& CAREGIVERS

Vanderbilt Kennedy Center

https://vkc.vumc.org/vkc/triad/covid19/?fbclid=IwAR1VGbEOpV_xWnXswnjT-otFRYz_Pj-HoyT-f_Mtz9DZd0Hr8F8RMMwnOao



Resources for Autism Assessment and Care amid COVID-19 Pandemic

The rapidly evolving challenges associated with the COVID-19 pandemic have caused countless disruptions for families across the country as they seek autism diagnostic assessments and support for their toddlers. In response we have developed opportunities to share various resources with families, early intervention providers, and diagnosticians.

AFIRM

(Autism Focused Intervention Resources & Modules)

- <https://afirm.fpg.unc.edu/node/137>
- Free online modules
- Designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with ASD from birth to 22 years of age



Autism Focused Intervention
Resources & Modules

AFIRM Modules

COVID-19 Toolkit

Learn with AFIRM

AFIRM modules guide your application of
evidence-based practices (EBP)

[View Module Structure](#)

OCALE

Resources:

www.ocali.org



Autism Certification Center

ASD Strategies in Action

ASD Strategies in Action offers an innovative approach to online training in evidence-based strategies. Courses provide instruction through videos filmed with educators, service providers, experts, families, and people with ASD in the natural settings of school, home, work, and the community. An introductory course presents the common characteristics of autism and simple strategies. The courses that follow take participants to the next level of understanding with the opportunity to focus on strategies for Toddler and Preschool Age, School Age, or Transition Age individuals.

[Learn More](#)

Autism Internet Modules

Autism Internet Modules (AIM) provide high-quality information and professional development for anyone who supports, instructs, works with, or lives with someone with autism. Developed with partners from across the country, participants can select from over 40 modules to complete at their own time and pace.

[Learn More](#)

Assistive Technology Internet Modules

Assistive Technology Internet Modules (ATIM) is an online learning environment containing 50 AT topics from assessment and funding to content areas such as access to mobile devices, communication, seating and positioning, AT for students with complex needs and more. Developed with partnering universities and nationally renowned experts in the field, ATIM brings you the highest quality content available. Free access as well as professional development certificates and graduate credit are available.

[Learn More](#)


OCAI:

Center for the Young Child

www.ocali.org/center/cyc



**Suite of Resources for Early
Childhood Professionals**



**Early Care and Education
Seminars**

Tidbits for Toddlers
Learn More



ASD STRATEGIES
IN ACTION

autism certification center

Toddler & Preschool Age

OCAI Resources:

- www.cycseminars.org
- 30 hour course
- Counts towards DS credentialing
- Fee



Infant and Toddler Growth and Development

Decades of research show that early experiences have a profound impact on brain development. This seminar addresses developmental stages and influences, sequences and variability of typical milestones, growth and developmental domains, learning in natural environments, and more.

[View Details](#)

Disabilities and Risk Factors from Birth

This seminar provides in depth information and resources related to physical, medical and mental health conditions and risk factors in young children. The six units include syndromes, diagnosed conditions, special procedures for children with extraordinary needs and prevention and management.

[View Details](#)

OCAI Resources:

- www.cycsuite.org
- Free, Ohio Approved course
- About an hour each



This Child, Each Child Will Grow and Learn

This module emphasizes the importance of understanding and noticing the development of each child. Professionals will learn about using developmental monitoring and screening tools to learn about each child's strengths and areas of concern, effective ways to share information with families, and how to identify resources to support all children.

[Preview Module](#)

Do This, Right Where We

first step in building the confidence and early care and education professionals to welcome our settings. Evidence-based strategies and create success in inclusive early care and centered, demonstrating that practical supports intention and purpose.



OCAI Resources:

www.ocali.org



Autism Center



**Teaching Diverse
Learners Center**



**Universal Design for
Learning Center**



**Lifespan Transitions
Center**



**Family and Community
Outreach Center**



**Center for the Young
Child**

National Clearinghouse on Autism Evidence and Practice Review Team

- University of North Carolina, Frank Porter Graham Child Development Institute
- Recently revised to include new research
- <https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf>

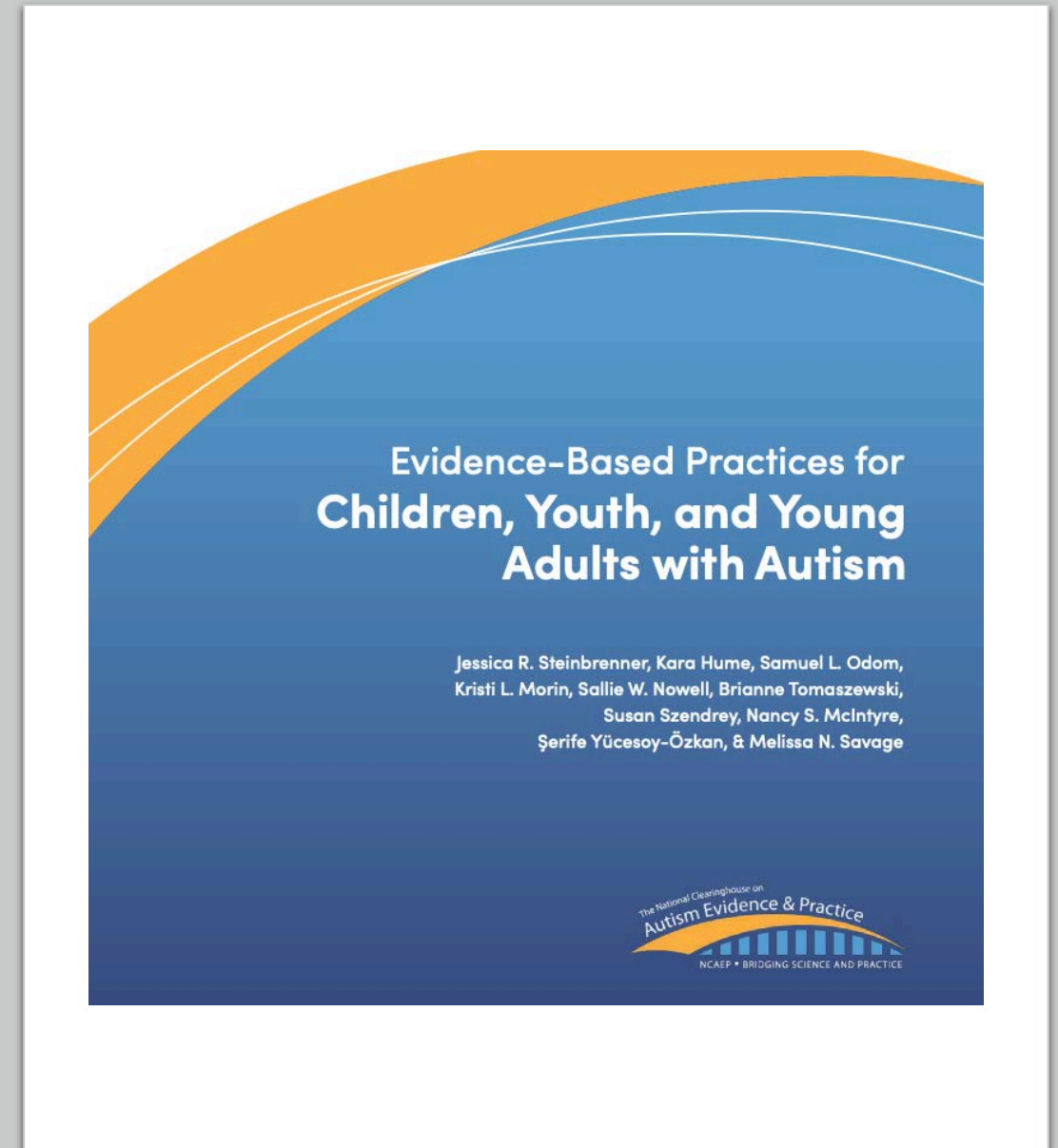


Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

[illegible]

Outcome Categories

- Academic/Pre-academic
- Adaptive/Self-help
- Challenging/Interfering behavior
- Cognition
- Communication
- Joint Attention
- Mental health
- Motor
- PLAY
- School readiness
- Social




Evidence-Based Practices

- ABl: Antecedent-Based Interventions
- AAC: Augmentative Alternative Communication
- BMI: Behavioral Momentum Intervention
- DR: Differential Reinforcement of Alternative, Incompatible or Other behavior
- DI: Direct Instruction
- DTT: Discrete Trial Training
- EXM: Exercise and Movement
- EXT: Extinction




Evidence- Based Practices

- FBA: Functional Behavioral Assessment
 - FCT: Functional Communication Training
 - MD: Modeling
 - MMII: Music-Mediated Intervention
 - NI: Naturalistic Intervention
 - PII: Parent Implemented intervention
 - PBII: Peer-based instruction and intervention
 - PP: Prompting
 - R: Reinforcement
- 




Evidence- Based Practices

- RIR: Response Interruption/Redirection
 - SM: Self-management
 - SI: Sensory Integration
 - SN: Social Narrative
 - SST: Social Skills training
 - TA: Task Analysis
 - TAI: Technology-Aided Instruction and Intervention
 - TD: Time Delay
 - VM: Video modeling
 - VS: visual supports
- 





Discrete Trial Training (DTT):

- One-to-one approach used to teach skills in a planned, controlled, and systematic manner
- Characterized by repeated, or massed, trials that have a definite beginning and end
- Use of antecedents and consequences is carefully planned and implemented
- Begins with presentation of a clear direction or stimulus, which elicits a target behavior
- Positive praise and/or tangible rewards are used to reinforce desired skills or behaviors
- Data is typically collected on every trial
- Other practices that are used in DTT include task analysis, prompting, time delay, and reinforcement

Outcome Areas		0-2 Toddlers	3-5 Preschoolers
	Communication		✓
	Social	✓	✓
	Joint attention	✓	✓
	Play		✓
	Cognitive		✓
	School readiness		✓
	Academic/ Pre-academic		✓
	Adaptive/ self-help		✓
	Challenging/ Interfering behavior		
	Vocational		
	Motor		
	Mental health		
	Self- determination		





Parent Implemented Intervention (PII):

- Parents are the primary person using an intervention practice
 - Practitioners teach parents in individual or in group formats in home or community settings
 - Methods for teaching parents may include didactic instruction, discussions, modeling, coaching, or feedback
 - Parent's role is to use the intervention practice to teach their child new skills
 - Once trained parents implement all or part of the intervention(s) with their child
 - Parents are often implementing other EBPs
 - Manualized Interventions Meeting Criteria:
 - Project ImPACT
 - Stepping Stones Triple P (SSTP)/Primary Care SSTP
- *PLAY Project

Outcome Areas		0-2 Toddlers	3-5 Preschoolers
	Communication	✓	✓
	Social	✓	✓
	Joint attention	✓	✓
	Play	✓	✓
	Cognitive	✓	✓
	School readiness	✓	✓
	Academic/ Pre-academic	✓	✓
	Adaptive/ self-help	✓	✓
	Challenging/ Interfering behavior	✓	✓
	Vocational		
	Motor	✓	✓
	Mental health	✓	✓
	Self-determination		

Naturalistic Intervention (NI):

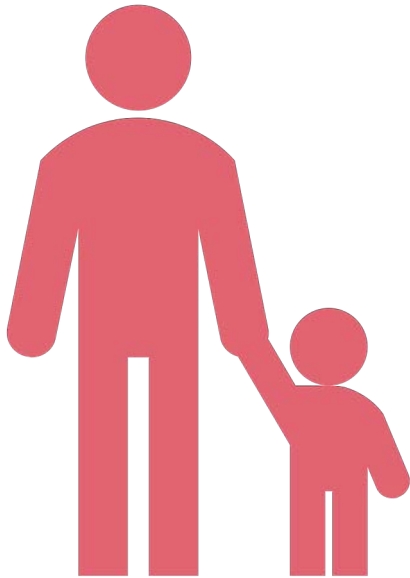
- Collection of practices including environmental arrangement & interaction techniques
- Implemented during everyday routines and activities in the learner's classroom or home environment
- Designed to encourage specific target behaviors based on interests by building more complex skills that are naturally reinforcing and appropriate to the interaction
- Embedded in typical activities and/or routines the child participates in
- Emerges from behavioral (e.g., applied behavior analysis) and/or developmental approaches to learning
- Manualized Interventions Meeting Criteria:
 - Joint Attention Symbolic Play and Emotion Regulation (JASPER),
 - Milieu Teaching
 - Pivotal Response Treatment (PRT)

Outcome Areas		0-2 Toddlers	3-5 Preschoolers
	Communication	✓	✓
	Social	✓	✓
	Joint attention	✓	✓
	Play	✓	✓
	Cognitive	✓	✓
	School readiness	✓	✓
	Academic/ Pre-academic	✓	✓
	Adaptive/ self-help	✓	✓
	Challenging/ Interfering behavior	✓	✓
	Vocational		
	Motor	✓	✓
	Mental health	✓	✓
	Self- determination		

Insufficient Evidence

- Animal assisted intervention
- Auditory integration training
- Exposure
- Massage
- Perceptual Motor
- Punishment
- Sensory diet

Questions?



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