

NEURODEVELOPMENTAL DIAGNOSES ~ CHARACTERISTICS AND CONSIDERATIONS

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COMMON DIAGNOSES

Autism Spectrum Disorder (ASD)

Attention Deficit Hyperactivity Disorder
(ADHD) (ADD)

Fetal Alcohol Spectrum Disorder (FASD)

Developmental Delay

Developmental Language Disorder

AUTISM SPECTRUM DISORDER

- A **neurodevelopmental** disorder with onset in the developmental period that causes changes in brain function resulting in:
 - Persistent qualitative impairment in
 - Reciprocal **social** interaction
 - Verbal and nonverbal **communication**
 - As well as presence of:
 - Restricted, **repetitive patterns** of behavior, activities and interests



WHAT WE KNOW ABOUT ASD

- ASD occurs in all racial, ethnic and socioeconomic groups
- Ratio of boys to girls is 4:1
 - Boys: 1:37
 - Girls: 1:151
- CDC, March, 2023 prevalence rate:
- 1 in 36
- <https://www.cdc.gov/ncbddd/autism/data.html>

ASD FOR EDUCATORS - CDC

- [Information on Autism Spectrum Disorder for Educators | CDC](#)



- Individuals with ASD may have:
 - No spoken language
 - Limited speech
 - Echolalia
 - Significant pragmatic difficulties
 - High levels of vocabulary
 - Difficulty understanding idioms, slang or abstract language
 - Difficulty taking turns in conversations

COMMUNICATION CHARACTERISTICS



- Many individuals with ASD have difficulty:
 - Understanding the perspective of others
 - Reading social cues and reacting to others
 - Understanding social interactions
 - Predicting the behavior or reactions of other people
 - Reading intentions
 - Understanding and expressing emotions
 - Explaining their own behavior

SOCIAL CHARACTERISTICS



- Individual with ASD may have:
 - Preoccupation with parts of objects (spinning wheels, flipping switches, etc.)
 - Focus on collecting/hoarding objects
 - Focus on acquiring and remembering facts about a specific topic
 - Not so much what they are interested in, but how and how much they use that interest

INTERESTS



- Individuals with *ASD* may have:
 - Preoccupation with sensory experiences
 - Lack of visible response to some sensory experiences (pain, cold, etc.)
 - Extreme sensitivity to smells, noises, bright lights, etc.

SENSORY

VIDEO EXAMPLE (11:49)

- <https://youtu.be/YS-ThGQlEX8>

- **Weaker Areas**

- Abstract thinking
- Auditory skills
- Reasoning
- Imitation
- Generalization
- Long-term planning
- Summarizing
- Perceiving emotions
- Expressing feelings

Stronger Areas

- Concrete thinking
- Punctuality
- Visual skills
- Memory
- Honesty
- Detail oriented
- Intense focus
- Logical thinking
- Following rules

COGNITIVE CHARACTERISTICS

WE SEE....

Get into your classroom team/group.

- 1) Pick at least one child that you THINK (or know) may have an ASD and complete the provided checklist for that child.
- 2) Pick a different child that you THINK (or know) does NOT have an ASD and complete the provided checklist for that child.

CO-OCCURRING DISORDERS

- CDC Findings:
 - Over 95% of individuals with an ASD diagnosis presented with at least one additional condition (co-occurring)
 - In children ages 4-8, the average number of “additional” conditions was 4.9
 - As people age, more co-occurring disorders are present
 - Other neurodevelopmental disorders show similar findings
- March 2018

- ADHD
- Developmental Coordination Disorder
- Intellectual Development Disorder
- Specific Language Impairment
- Tourette Syndrome
- Bipolar Disorder
- Behavior Phenotype Disorders
- Neurological and Seizure Disorders
- Gastrointestinal Disorders
- Schizophrenia
- Social Anxiety Disorder
- Major Depressive Disorder
- Generalized Anxiety Disorder
- Oppositional Defiant Disorder
- Obsessive Compulsive Disorder
- Sleep Disorders

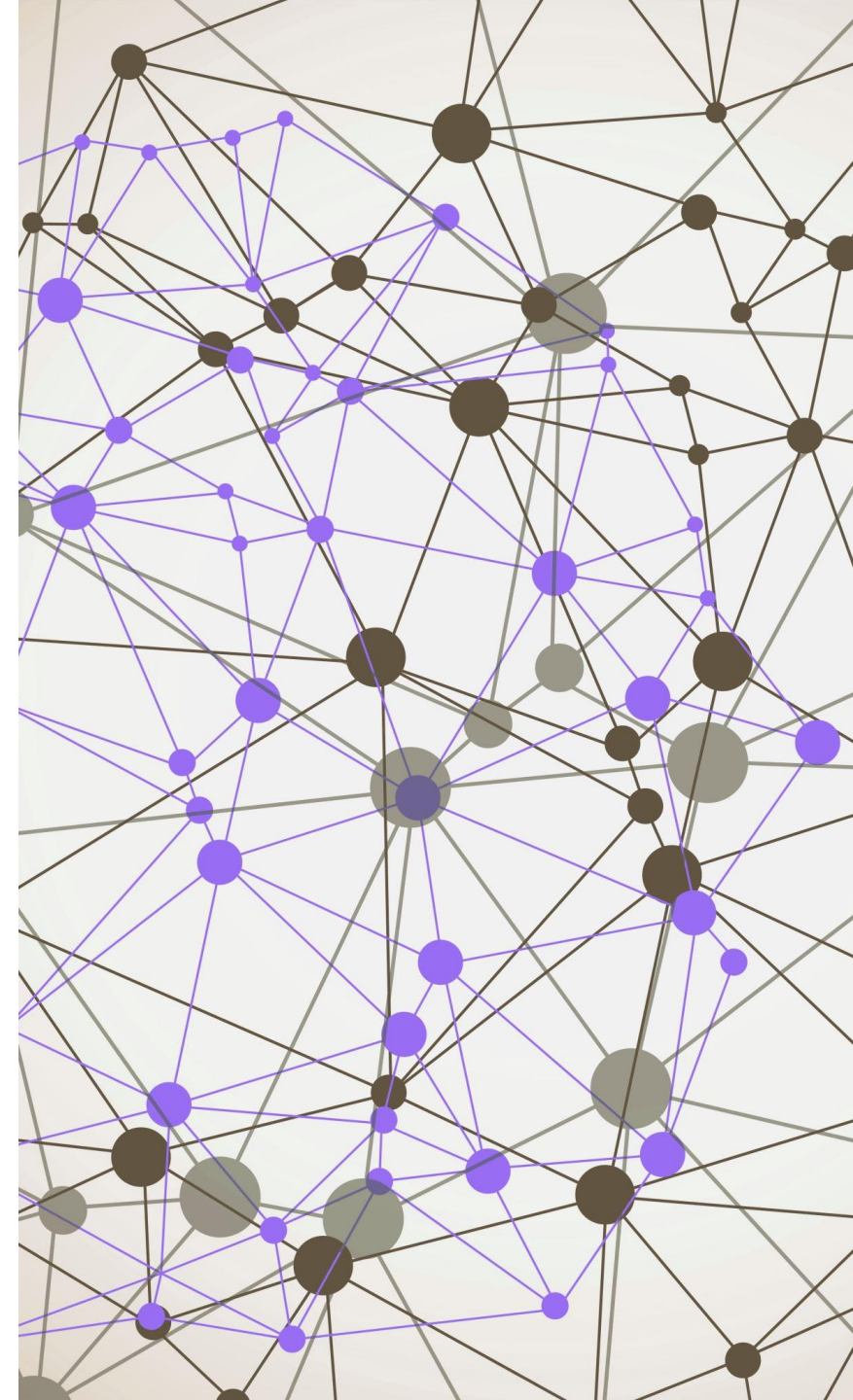
COMMON CO-OCCURRING CONDITIONS

VIDEO EXAMPLE (14:05) ON YOUR OWN

[HTTPS://YOUTU.BE/D4HAPMM9YIY](https://youtu.be/D4HAPMM9YIY)

MORE INFORMATION

- Autism Internet Modules
- Organization for Autism Research
- Centers for Disease Control
- Autism Society of America



ATTENTION DEFICIT HYPERACTIVITY DISORDER

- Persistent symptoms of inattention and/or hyperactivity/impulsivity for at least 6 months in two or more settings
- Several symptoms present before age 12
- Symptoms not better explained by another diagnosis
- Symptoms cause significant impairment in social, academic or occupational functioning
- 3 main subtypes of ADHD: predominantly-inattentive, predominantly-hyperactive, and combined type, each with different symptom thresholds



SYMPTOMS OF INATTENTION

- Makes careless mistakes
- Lacks sustained attention (fun or tasks)
- Poor listener, even without obvious distractions
- Difficulty following through
- Difficulty organization
- Avoids tasks requiring sustained mental effort
- Loses necessary materials



SYMPTOMS OF HYPERACTIVITY/IMPULSIVITY

- Fidgets, taps, squirms
- Leaves seat when timing is unexpected
- Excessive restless
- “on the go” “driven by a motor”
- Difficulty with quiet, leisure activities
- Excessive talking
- Blurting
- Interrupts/intrudes on others



ADHD - CDC

- [Symptoms and Diagnosis of ADHD | CDC](#)
- [Learn About Attention-Deficit / Hyperactivity Disorder \(ADHD\) | CDC](#)



FETAL ALCOHOL SPECTRUM DISORDER (FASD)

CAUSE AND PREVENTION

- Can occur when a person is exposed to alcohol before birth.
- Alcohol passes through the umbilical cord.
- A woman should avoid alcohol if she pregnant or might become pregnant.
- Stopping alcohol during pregnancy – it is never too late.
- FASDs are preventable.



FASD SIGNS AND SYMPTOMS

Low body weight

Poor coordination

Hyperactive behavior

Difficulty with attention

Poor memory

Difficulty in school (particularly math)

Learning disabilities

Speech and language delays

Low IQ

Poor reasoning and judgment

Sleep and sucking problems (baby)

Small head size

Abnormal facial features such as a smooth ridge between the nose and upper lip (philtrum)

TREATMENT

- Lifetime
- No cure – early intervention can improve outcomes.
- Medications, behavior and education, parent training.
- Close monitoring and follow-ups.
- Diagnosis before 6.
- Loving, nurturing and stable home environment
- Absence of violence
- Involvement in specialized education and services



FASD AS A BRAIN DIFFERENCE (3:38)

- https://youtu.be/0hP_BosFP6I?si=0dTOUAlmaiYiNOUr



FASD - CDC

- [Basics about FASDs | CDC](#)
- [Home | POPFASD - Fetal Alcohol Spectrum Disorder \(FASD\) Resource for Educators \(fasdoutreach.ca\)](#)



DEVELOPMENTAL DISABILITIES (DD)

- When a child's progression through predictable developmental phases slows, stops or reverses.
- Symptoms: slower-than-normal: motor, cognitive, social, and emotional skills.
- About 1:6 have a DD
- Treatment: OT, ST, PT, ECSE



DD - POTENTIAL CAUSES

- Prematurity
- Medical problems
- Lead poisoning
- Trauma
- Unknown



RESOURCES

- [Developmental Disabilities | CDC](#)



DEVELOPMENTAL LANGUAGE DISORDER (DLD)

- Effects speaking, listening, reading and writing.
- Not explained by other diagnoses such as hearing loss, ASD, extenuating circumstances
- 1:14 in kindergarten
- Impact of DLD persists into adulthood
- Tends to run in families. (50-70% have at least 1 family member dx)



SYMPTOMS OF DLD

- Late to put words together
- Struggle to learn new words
- Difficulty following directions
- Frequent grammatical errors
- Limited use of complex sentences.
- Difficulty with figurative language.
- Reading problems.
- Disorganized storytelling and writing.
- Frequent spelling errors.



DLD AND LD

- DLD is not the same thing as a learning disability (LD)
- DLD is a risk factor for LD since affects classroom performance.
- People with DLD are 6x more likely to have a reading and spelling LD and 4x more likely to have a math LD than those who do not have a DLD.



MORE INFORMATION

- [Developmental Language Disorder | NIDCD \(nih.gov\)](https://www.nidcd.nih.gov/development/language/developmental-language-disorder.aspx)
- [New IDEA Guidance Includes Developmental Language Disorder as a Qualifying Category \(asha.org\)](https://www.asha.org/practice-portal/new-idea-guidance-includes-developmental-language-disorder-as-a-qualifying-category)



"WHAT'S GOOD FOR THE GOOSE IS GOOD FOR THE GANDER."

Proverb

1. Literally, what is good for a female goose is equally good for a male goose (gander); or, what is good for a woman should be equally as good for a man.
2. If something is good for one person, it should be equally as good for another person; someone who treats another in a certain way should not complain if the same is done to them.



CLASSROOM CONSIDERATIONS

- Relationships come first
- Environmental considerations
- A visual schedule that is understood “even in the worst moment”
- Predictable sequence to the day and moments
- Place(s) to calm and recover
 - How do adults respond?
- The power of the transition
- How to communicate
- How does the child/ren communicate?



Visuals Support All Levels of Prompting

DEPENDENT

INDEPENDENT

Physical with visuals	Verbal with visuals	Gesture with visuals	Visual / Independence
<ul style="list-style-type: none"> Hand under hand Individual's body or body part is moved toward task or object 	<ul style="list-style-type: none"> Verbal instructions given to the individual in order for the task to be completed. <p>(Most difficult prompt to fade)</p>	<ul style="list-style-type: none"> Model Indicate next step with action Point to visual 	<p>VISUALS GUIDE</p> <p>STUDENT</p> <p>INDEPENDENTLY</p>
<p>Most Invasive → LEAST INVASIVE</p>			
<p>VERBAL With a plan to fade</p>		<p>SILENCE / WAIT TIME To support independence</p>	

@kwiens62 : Sooke School District #62



CLASSROOM RESOURCES

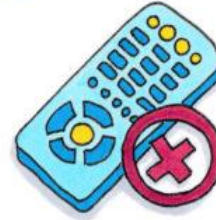
- [Library Sign Up | Special Educator Academy \(autismclassroomresources.com\)](https://autismclassroomresources.com)
- [Teaching Children With Developmental Disabilities: Classroom Ideas | Intervention Central](https://interventioncentral.com)
- [CHADD - Improving the lives of people affected by ADHD](https://chaddcenter.org)
- [NRC Toolkit - CHADD](https://nrc-toolkit.org)



GRAPHICS - FREE DOWNLOADS - NORTH STAR PATHS NORTH STAR PATHS

RETHINKING POWER NEEDS

@kwiens62



POWER IS NOT LIKE A
REMOTE CONTROL
WHERE ONLY ONE PERSON HAS
ALL THE POWER AND CONTROL.



POWER IS LIKE A CANDLE.
YOU CAN GIVE A CHILD POWER WITHOUT
GIVING AWAY ANY OF YOUR OWN POWER.



YOU DON'T HAVE A SET
AMOUNT OF POWER
~ LIKE A BUCKETFUL.
THERE ARE WAYS TO GIVE A
CHILD POWER WITHOUT
LOSING ANY OF YOUR OWN.

KIDS DON'T WANT YOUR POWER. THEY WANT THEIR OWN.

RICHARD LAVOIE



When A Student Feels They Have

POWER WITH
THE ADULTS
AS WELL AS

POWER WITHIN
THEMSELVES

THEY'LL HAVE LESS NEED TO SEEK

POWER OVER
OTHERS



A NEW UNDERSTANDING OF
POWER CAN HELP WITH THIS

“SEE A CHILD
DIFFERENTLY...
SEE A DIFFERENT
CHILD”

STUART SHANKER

6 WAYS TO HELP KIDS MEET THEIR POWER NEEDS

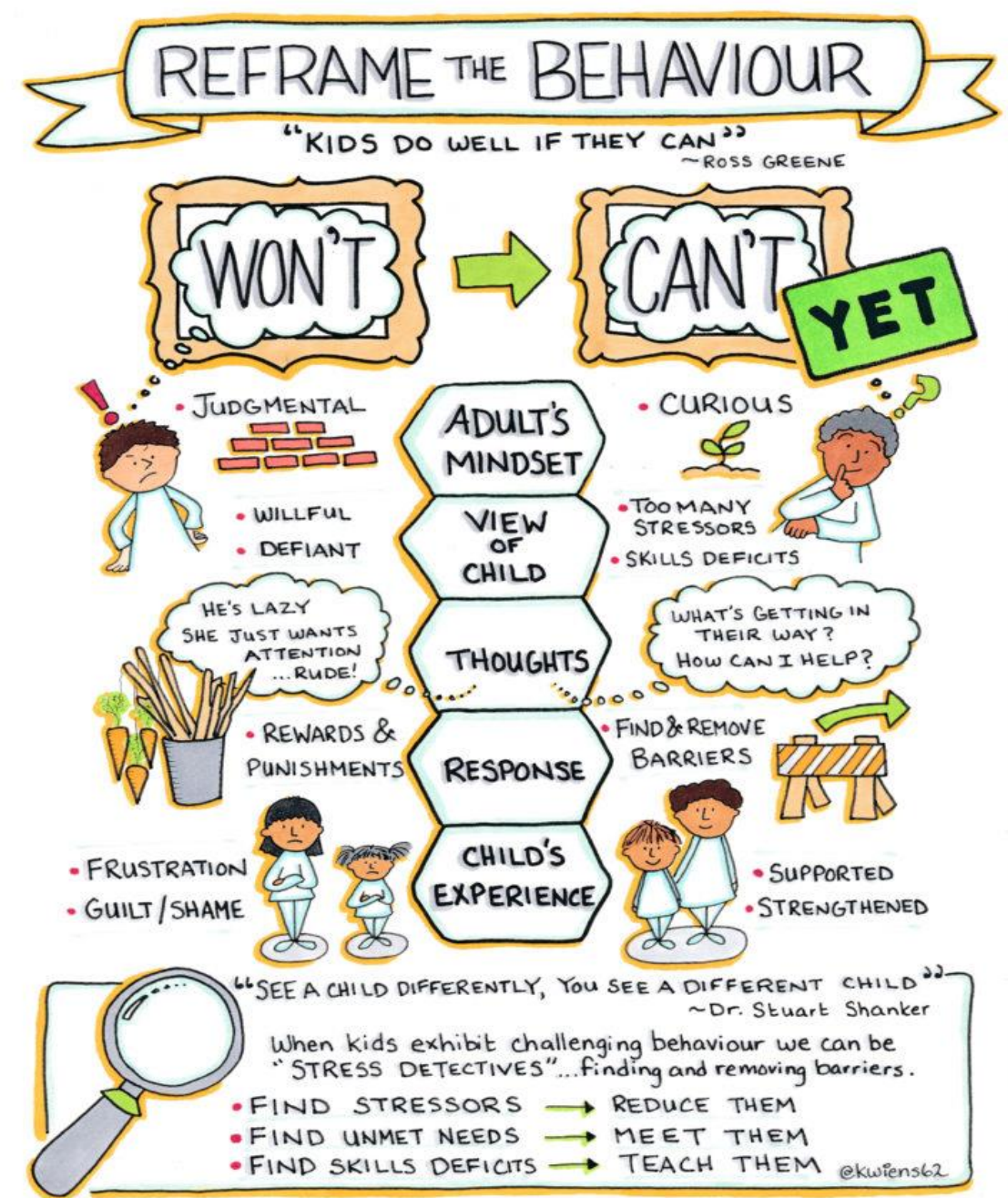
1. OFFER CHOICE, NOT ORDERS
2. GIVE RESPONSIBILITY
3. START WITH STRENGTHS
4. EXPRESS INTEREST RATHER THAN PRAISE
5. ASK FOR THEIR OPINION
6. ASK FOR THEIR HELP

6 POINTS TO REMEMBER

1. AVOID POWER STRUGGLES
2. AVOID MAKING THREATS
3. GROWING POWER NEEDS ARE A HEALTHY PART OF CHILD DEVELOPMENT
4. RESPECT BOUNDARIES
5. THE RULES (NOT THE ADULT) SHOULD BE OBEYED
6. REFLECT ON YOUR OWN NEED FOR POWER & CONTROL

“THE REALITY IS THAT NO ONE WINS A POWER STRUGGLE” ROSS GREENE

KIDS DO WELL IF THEY CAN - ROSS GREENE



PLAY



TEACHING PLAY

- Small discrete steps taught one at a time
- Modeling
- Functional communication
- Reinforce steps as acquired
- Teach to generalization
- Peer/sibling instruction and involvement
- Make it fun!

PLAY AND SHARING SPACE

- Listening with Eyes
- Making guesses about thoughts of others
- Keeping brain and body in group
- Being a thinking of others person
- Connecting language and actions to others



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SERVE AND RETURN ON YOUR OWN (6:06)

- <https://youtu.be/KNrnZag17Ek>



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<https://youtu.be/V-c50HNnPg0>

IMITATE AND EXPAND (6:41)



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NEIGHBORHOOD PLAY GROUP (6:14) ON YOUR OWN

<https://youtu.be/YmpXNXoszVM>



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<https://youtu.be/xXqyum4YeEc>

PRESCHOOL CLASSROOM - BAKERY (5:15)



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https://youtu.be/CTtXha3Y_Zg

3 BOYS PLAYING - ON YOUR OWN (6:24)

MOST OF THESE HAVE PROFESSIONAL DEVELOPMENT CERTIFICATES AVAILABLE

- AFIRM: Autism Focused Intervention Resources and Modules
- IRIS CENTER: Iris.Peabody.Vanderbilt
- Nebraska Autism Spectrum Disorders Network
- AIM: Autism Internet Modules

**APPROACHING
CHALLENGING
BEHAVIORS WITH A
DIFFERENT LENS
FALL 2023 STARTS
9/26/2023**



SPRING 2024

- Two introductory courses will be offered
 - Educating Autistic Students (SPED 593 and SPED 737)
 - Childhood Mental Health and Diagnoses (SPED 593)

QUESTIONS

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