Autism Awareness Interagency Roundtable
Indian Health Service

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Enhancing lives today and accelerating a spectrum of solutions for tomorrow
• Importance of early:
  – Screening
  – Assessment/Evaluation
  – Intervention
Early Identification
Screening/Early Identification

• Each state has an Early Intervention Program
• Discuss with Pediatrician - American Academy of Pediatrics recommendations
• All children screened at 18 and 24-month well child visits
  – Modified Checklist for Autism in Toddlers-R (MCHAT-R)
• Challenges
  – Parents often do not feel “heard”
    • get a second opinion
    • parents from minority groups may not feel comfortable challenging pediatrician
• Complete the online MCHAT-R and bring to pediatrician
Public Awareness Campaign partnership with Sesame Workshop

• Partnership with Sesame Workshop
• The new public awareness campaign aims to help lower the age of diagnosis for all children, no matter their ethnicity or socioeconomic status
• Spanish- and English-language content
• Digital, print and out-of-home ads, television to follow in late summer 2019
• Websites - ScreenForAutism.org and DeteccionDeAutismo.org, families can find resources
Instructions for Taking and Scoring the M-CHAT-R *(available in other languages here)*

The Modified Checklist for Autism in Toddlers, Revised (M-CHAT-R) is a screener that will ask a series of 20 questions about your child’s behavior. The results will let you know if a further evaluation may be needed. You can use the results of the screener to discuss any concerns that you may have with your child’s healthcare provider.

*Please answer questions to reflect your child’s usual behaviors. If the behavior is rare (e.g., you’ve seen it only once or twice), answer as if the child has not acquired the behavior.*

**M-CHAT-R (Modified Checklist for Autism in Toddlers, Revised)**

1. If you point at something across the room, does your child look at it?
   *(FOR EXAMPLE, if you point at a toy or an animal, does your child look at the toy or animal?)*

   - [ ] YES
   - [ ] NO

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Assessment/Diagnosis
Education: Special Education Classification

• Testing in schools to determine educational classification
  – Autism Impaired (AI)
• Most likely will include the following components
  – Developmental level/intelligence
  – Academic status
  – Autism Symptoms using questionnaires and observational measures
  – Classroom observation
• Results in Individualized Education Plan/Program (IEP)
“Medical” Diagnosis

• Psychologist/Developmental Pediatrician/Pediatrician/Neurologist
• Most likely will include the following components
  — Developmental level/intelligence
  — Adaptive Functioning
  — Autism symptoms using evidence-based observational measures
    • ADOS-2
    • ADI-R
    • SRS/SCQ
• Results in diagnosis and treatment plan (optimally) that can be used to gain access to intervention
Intervention

(Wong, Odom, Hume, Cox, Fettig et al, 2015)

• Comprehensive Treatment Models
  – Set of practices designed to achieve broad impact on core deficits of ASD
  – Examples: Pivotal Response Training, TEACCH, LEAP Model, Early Start Denver Model

• Focused Intervention Practices
  – Designed to address single skills, building blocks for comprehensive models
  – Examples: Discrete Trial Teaching, prompting, PECS, naturalistic intervention, parent-implemented intervention

• Challenges
Importance of Early Intervention

• Children with ASD who receive intervention see gains in development
  – Increases in developmental level/IQ
  – Improvements in speech-language functioning
  – Improvements in social-communication behaviors
  – Improvements in daily living /adaptive functioning
  – Decreases in challenging behaviors
Autism Speaks/WHO Caregiver Skills Training Program
WHO Caregiver Skills Training program (CST)

CST at a Glance:
• Empower caregivers and families with actionable knowledge to promote healthy development and outcomes.
• Acceptable (i.e. culturally competent) and feasible; leverages home routine and play.
• Can be delivered by non-specialists, including caregivers.
• Designed to be adapted and integrated into existing services or systems of care, including health, education and social protection...

World Health Organization Parent Skills Training for Caregivers of Children with Developmental Delays and Disorders

A new package for capacity building - developed in collaboration with Autism Speaks®
The PST programme

Caregivers meet every two weeks for 10 group sessions

... to share their difficulties as caregivers

...and work on their personal goals

In group sessions, facilitators describe and show psychoeducational strategies...

... while three home visits are used to tailor the intervention and coach caregivers

The strategies taught aim to promote the development of...

... communication

... life skills

... inclusion and social engagement

[illustrations taken from the PST Participant Manual; artwork by Miguel Mendez]
Empowering Caregivers

WHO Parent Skills Training program (PST)
Global Reach of CST Implementation

• 28 countries
  - Select countries (est. Treatment gap > 95%)

• 2 US communities:
  - Newark, Latinx community
  - New York City, Chinese community

*Source: World Bank
2018 Field Trials and Implementation Sites
N=28

New sites: India, Iran, Serbia, South Africa
Thank you!

“Families Are @ the Heart of Everything We Do”