



autism speaks®

Autism Awareness Interagency Roundtable
Indian Health Service
Screening, Assessment/Evaluation & Treatment

April 2, 2021

Presented by: Pamela Dixon, PhD

Presentation Outline

Importance of early:

- Screening
- Assessment/Evaluation
- Intervention

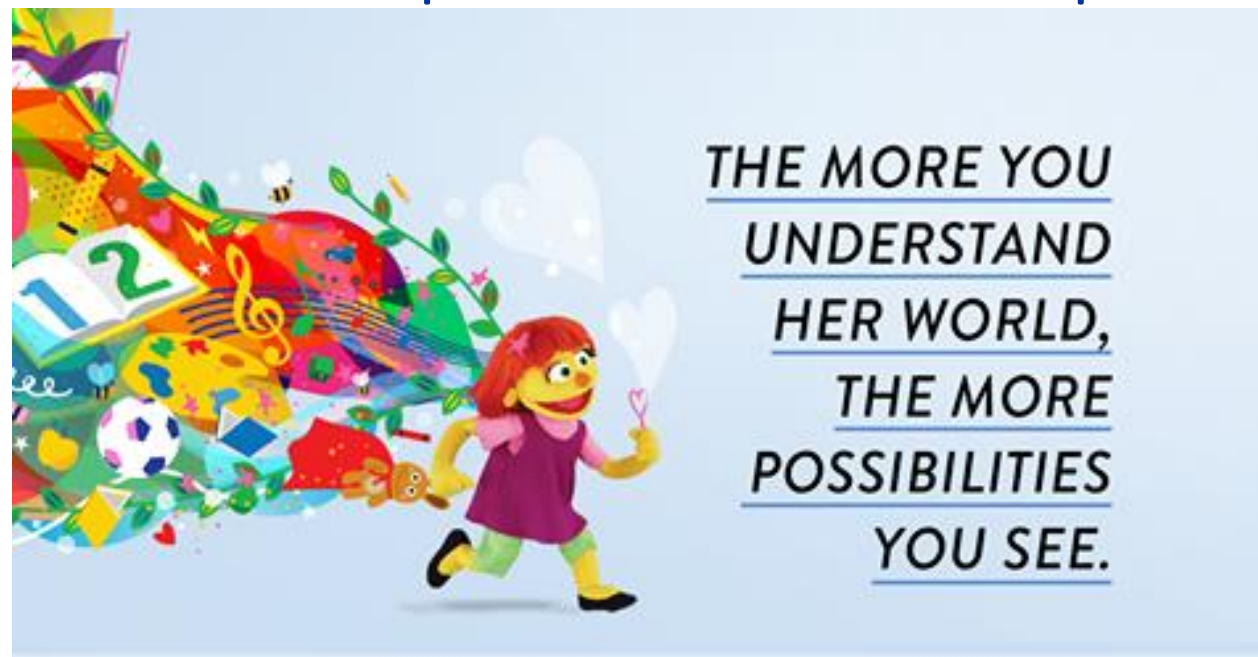
Screening/Early Identification

- 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

Screening/Early Identification

- Public awareness campaign
- Goal: lower the age of diagnosis for all children, no matter their ethnicity or socioeconomic status
- Spanish- and English-language content
- Websites:
 - ScreenForAutism.org
 - DeteccionDeAutismo.org

Partnership with Sesame Workshop



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Autism?](#)[Help &
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autismo?](#)[Donate ▶](#)

Instructions for Taking and Scoring the M-CHAT-R autism test ([Access the M-CHAT-R™ 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. It's intended for toddlers between 16 and 30 months of age. 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

[Next »](#)

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
- Results in diagnosis and treatment plan (optimally) that can be used to gain access to intervention

Intervention

- **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

- **Treatment for associated symptoms** (e.g. anxiety, ADHD, sleep disturbance)

- **Challenges**

Lack of access

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

WHO Caregiver Skills Training program (CST)



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

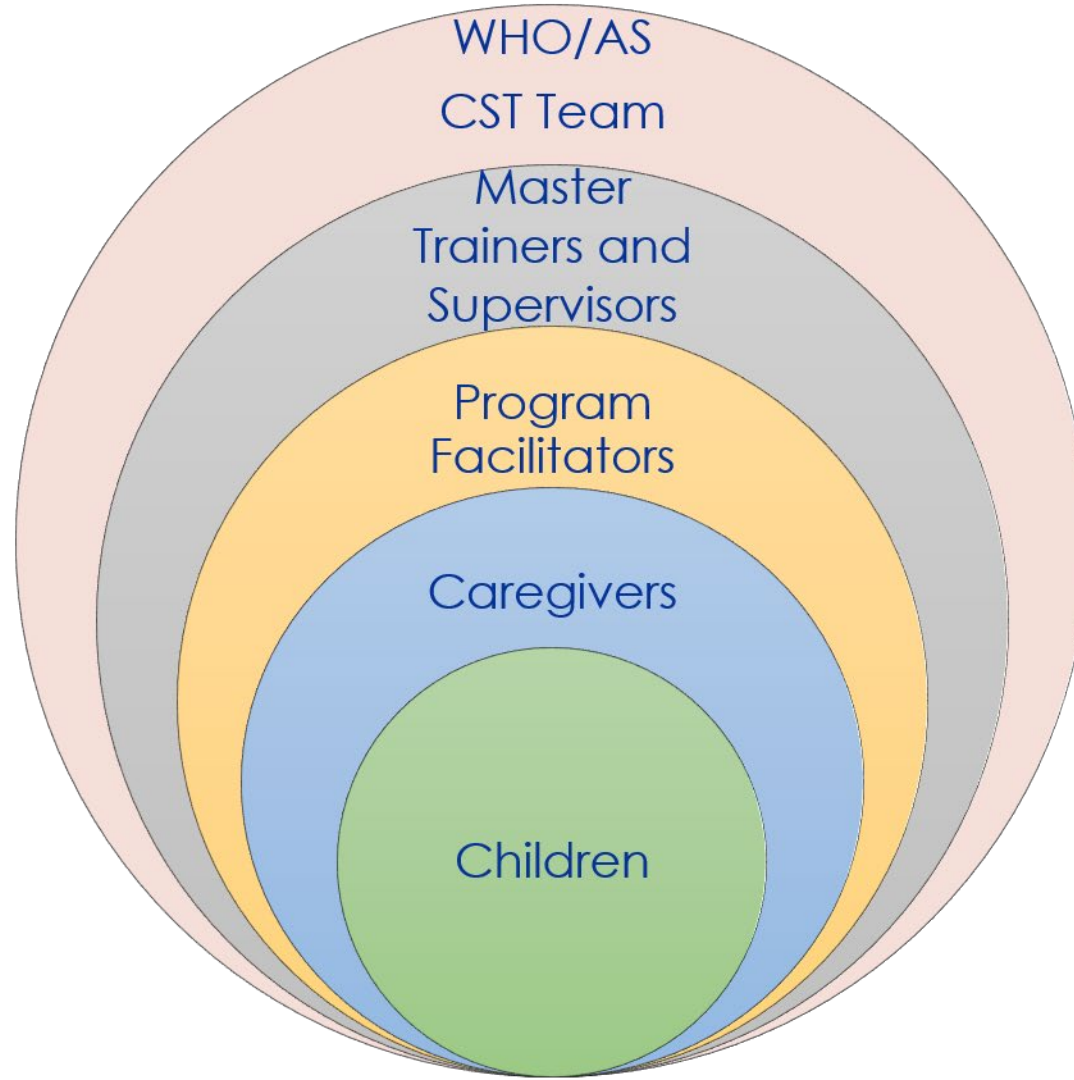
**A new package for capacity building - developed in
collaboration with Autism Speaks®**



CST at a Glance:

- Empowers caregivers and families with skills to promote healthy development
- Acceptable (i.e. culturally competent)
- Leverages home routine and play routines
- Can be delivered by non-specialists
- Designed to be adapted and integrated into existing services or systems of care

WHO Caregiver Skills Training program (CST): Empowering Caregivers



Key Message #1

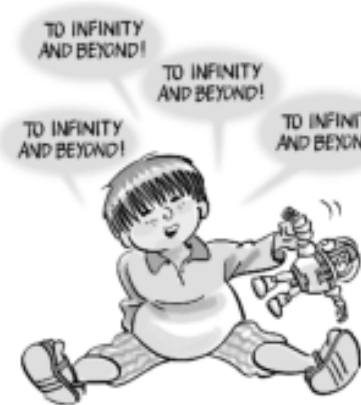
Children communicate using words, behaviour without words, and challenging behaviour

Children may use challenging behaviour to communicate when other ways of communicating are difficult

These are ways children communicate:



WORDS: Clear words, unclear words or something that sounds similar to a word, like "ca" for "cat"



ODD WORDS: Repetitive sounds words or phrases, echoed words, repetition of words and phrases heard from videos or books



SOUNDS Crying, yelling, whining, sounds that means "yes" or "no", etc.

CST in the US

- Integrated into health systems
- Flexible: use as an introductory intervention while parents wait for services and/or paired with more intensive, one-on-one interventions
- Introducing new sites in 2021



Next Steps and More Information

- New sites in the US and abroad in 2021
- Field testing of the eLearning version in 2021
- YouTube Channel Featuring CST Quick Tips Videos
- Contact me for more information pamela.dixon@autismspeaks.org
- **Thank you!**

