

Autism Case Training: Web-based Continuing Education Course

October 24, 2012



Webinar Overview

Introduction



Walter Jenner, MS, CAS: Act Early Ambassador, Education and Outreach Officer for the South Carolina Autism and Developmental Monitoring (ADDM) Program, Medical University of South Carolina, Division of Genetics and Developmental Pediatrics

Presentation



Georgina Peacock, MD, MPH : Medical Officer, DBP, National Center on Birth Defects and Developmental Disabilities/Centers for Disease Control and Prevention

Q & A

Submit questions throughout the webinar via the 'questions box' on your webinar dashboard.

Please take a few minutes to complete our short survey!



Autism Case Training

Web –based Continuing Education Course

Walter Jenner MS CAS

Autism and Developmental Disabilities Monitoring

Act Early Ambassador

Thank you

- Twelve ADDM sites;

Alabama, Arizona, Arkansas, Colorado, Georgia, Maryland, Missouri, New Jersey, North Carolina, South Carolina, Utah, Wisconsin

- Act Early Ambassadors

Arizona, Colorado, North Carolina, South Carolina, Utah and Wisconsin and others

- Cathy Rice, Tory Christensen, and Cheryl Rhodes

- Act Early Summit Team Leaders/AMCHP Grantees/LEND Coordinators

Prevalence of ASD

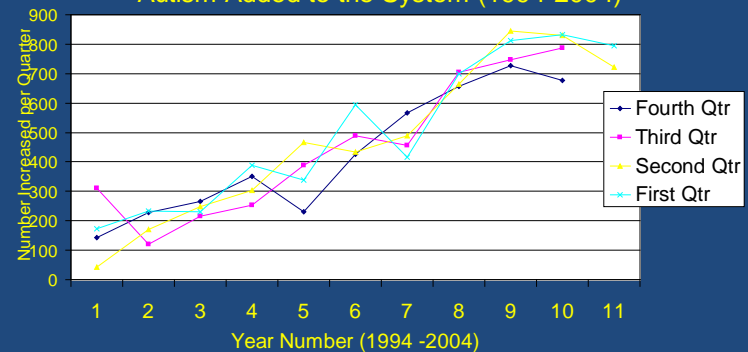


Concerns Over Increases of Autism...

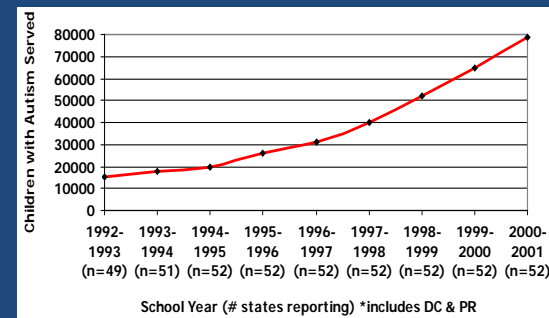


- **Low Incidence Disorder?**
 - Past estimates of 4-5 per 10,000 children with autism
- **Service Provider Data - Numbers**
- **Epidemiologic Data - Prevalence Studies**

Quarterly Trends in Number of Persons with Autism Added to the System (1994-2004)

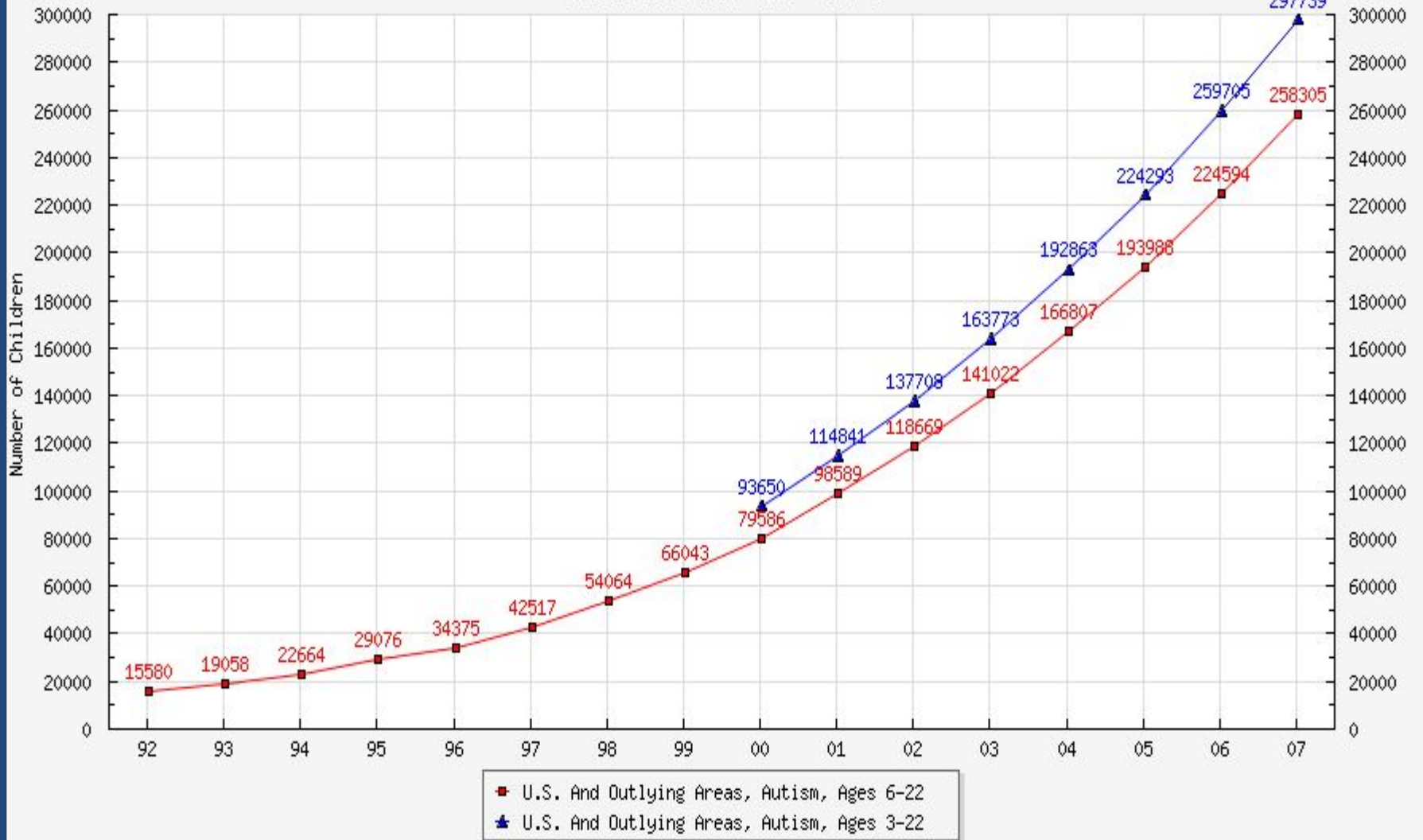


Number of Children with Autism Served under IDEA, Part B, 1992-93 to 2000-01, 6-21 years



Number of Cases

[U.S. School Years 1992 - 2007]



Graph: www.thoughtfulhouse.org

Data: www.ideadata.org and www.cdc.gov/nchs/

Children's Health Act of 2000

- Congress passed PL 106-310 in October 2000
- Efforts by parents
- A pediatric autism research act



Impact of the Children's Health Act of 2000

- Creation of *National Center on Birth Defects and Developmental Disabilities (NCBDDD)*
 - Provides a “home base” for CDC’s existing programs in birth defects, developmental disabilities, and disability and health
 - Increases visibility of health issues of people with disabilities
 - Directed NCBDDD of CDC to fund state programs to determine the prevalence of autism

Autism and Developmental Disabilities Monitoring Network



Autism and Developmental Disabilities Monitoring (ADDM) Network Sites



★ CDC

■ Surveillance Year 2008 Sites

ADDM Network Methods

- Multisite, multisource, records-based surveillance methodology

```
graph TD; A[Screening and abstraction of records at multiple data sources in community] --> B[All abstracted evaluations reviewed by trained clinicians to determine ASD case status];
```

Screening and abstraction of records at multiple data sources in community

All abstracted evaluations reviewed by trained clinicians to determine ASD case status

ADDM Network 2000-2008

Identified Prevalence of ASDs

Combining Data from All Sites

Surveillance Year	Birth Year	Number of ADDM Sites Reporting	8-year-old Population	Number of children identified with ASDs	Prevalence per 1,000 Children (Range)
2000	1992	6	187,761	1,252	6.7 (4.5-9.9)
2002	1994	14	407,578	2,685	6.6 (3.3-10.6)
2004	1996	8	172,335	1,376	8.0 (4.6-9.8)
2006	1998	11	308,038	2,757	9.0 (4.2-12.1)
2008	2000	14	337,093	3,820	11.3 (4.8-21.2)

ADDM Network ASD Prevalence Reports

2007: First reports in MMWR SS representing 8 year olds born in 2000 & 2002

—1 in 150 8-year-old children in these communities identified with ASD

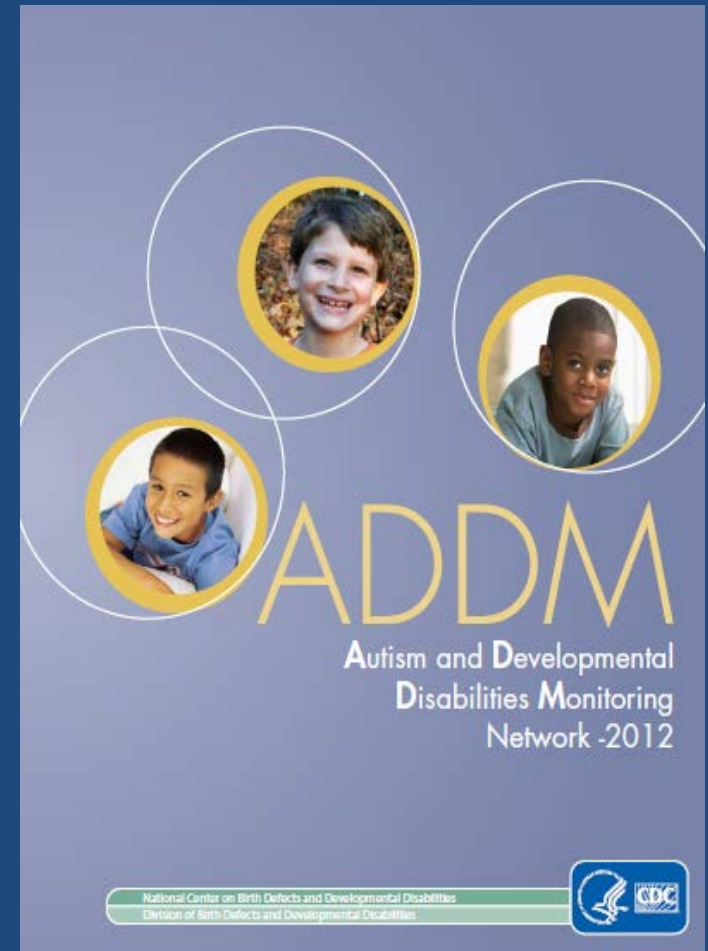
- **2009:** Second reports in MMWR SS representing 8 year olds born in 2004 & 2006 surveillance years

—1 in 110 8-year-old children in these communities identified with ASD

— Autism prevalence **increased 57%** between 2002 and 2006

Autism Prevalence

- March 30 2012
- 1 in 88 children have and ASD
- Boys 4-5 times more prevalent
 - 1 in 54 boys



78 % increase over the
previous 5 years



Other research suggests that the true prevalence of Autism is still higher than our ADDM numbers.

Our ADDM estimate is based on a review of records, chart reviews.

A recent study in South Korea by a Yale University research team using direct assessment found

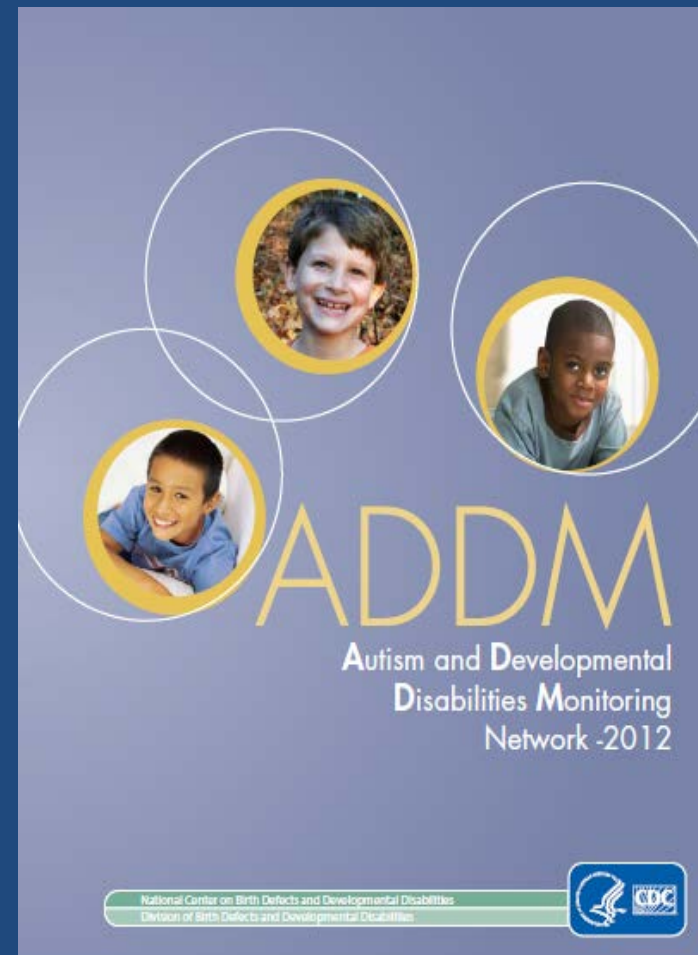
1 in 38 children had an ASD.

South Carolina Children's Educational Surveillance Study



- **\$825,000 grant**
 - awarded by *Autism Speaks* in January 2012
- This project will evaluate the prevalence of autism spectrum disorders in a tri-county region of South Carolina for children born in 2004 using screening and direct assessment
- **Investigators:**
 - Lydia King, PhD
 - Laura Carpenter, PhD
 - Jane Charles, MD
 - Joyce Nicholas, PhD
 - Catherine Cheely, PhD
 - Walter Jenner, MS
 - Katie Pietris MS
 - Haley Specter BS
 - Amy Wahlquist MS

Returning to the most recent ADDM report.....



Earliest Known ASD Diagnosis

Median Age and Proportion by Diagnostic Subtype

ADDM Network, SY 2008

(Combining data from 14 sites)

Subtype of Earliest Diagnosis:	Autistic Disorder	ASD/PDD	Asperger Disorder
Distribution of Subtypes:	44%	47%	9%
Median Age of Earliest Diagnosis:	48 Months	53 Months	75 Months

In early 2000 the CDC began to develop the
Learn the Signs/Act Early Campaign

Learn the Signs.
Act Early.





Autism Case Training (ACT) A Continuing Education and Facilitated Curriculum

Georgina Peacock, MD, MPH, FAAP

National Center on Birth Defects and Developmental Disabilities

Division of Birth Defects and Developmental Disabilities, Prevention Research Branch

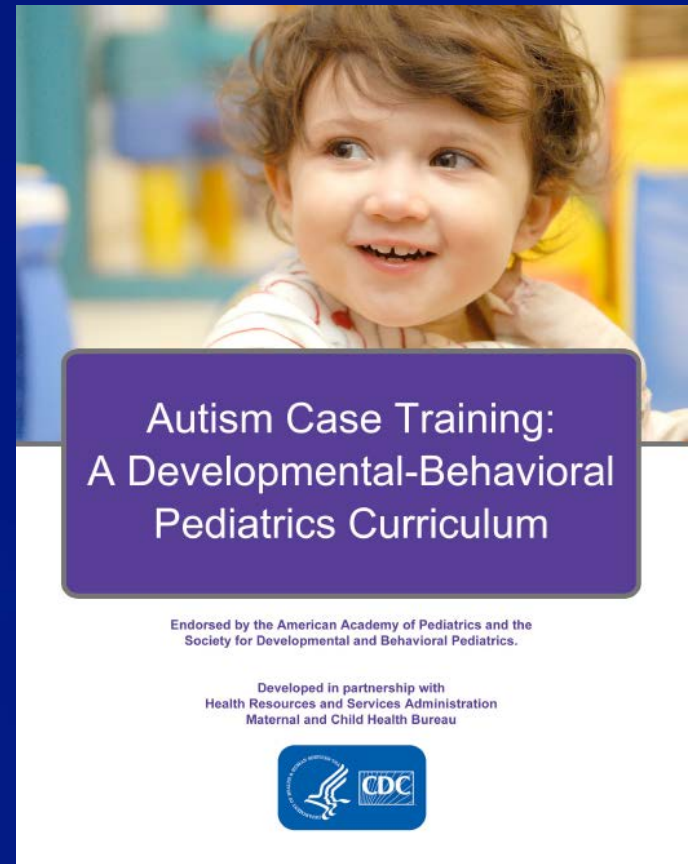


From Vision to Collaboration



Autism Case Training Curriculum

- ❑ 7 cases
- ❑ Written by 23 authors
- ❑ Reviewed by 17 expert developmental-behavioral pediatricians
- ❑ Endorsed by AAP
- ❑ Featuring:
 - 33 handouts
 - 27 videos



Curriculum Modules

Early Identification and Screening

Early Warning Signs of Autism

Screening for Autism

Diagnosis

Communicating Concerns: Screening and Diagnosis Results

Making an Autism Diagnosis

Caring for Children with ASD

Early Intervention and Education

Treatment for ASDs

Autism-Specific Anticipatory Guidance

Content At a Glance

	Autism Screening and Diagnosis	CAM approach	Genetics Family history	Referral	Early Intervention/ IFSP	Pre-school/ IEP	Family concerns	Medication	Behavior, Sleep, Eating Disorders
Early Warning Signs of Autism			X	X			X		
Screening for Autism	X			X			X		
Communicating Abnormal Results	X		X	X			X		
Making an Autism Diagnosis	X						X		X
Early Intervention and Education	X				X		X		
Treatments for Autism		X		X		X	X	X	X
Anticipatory Guidance				X			X	X	X

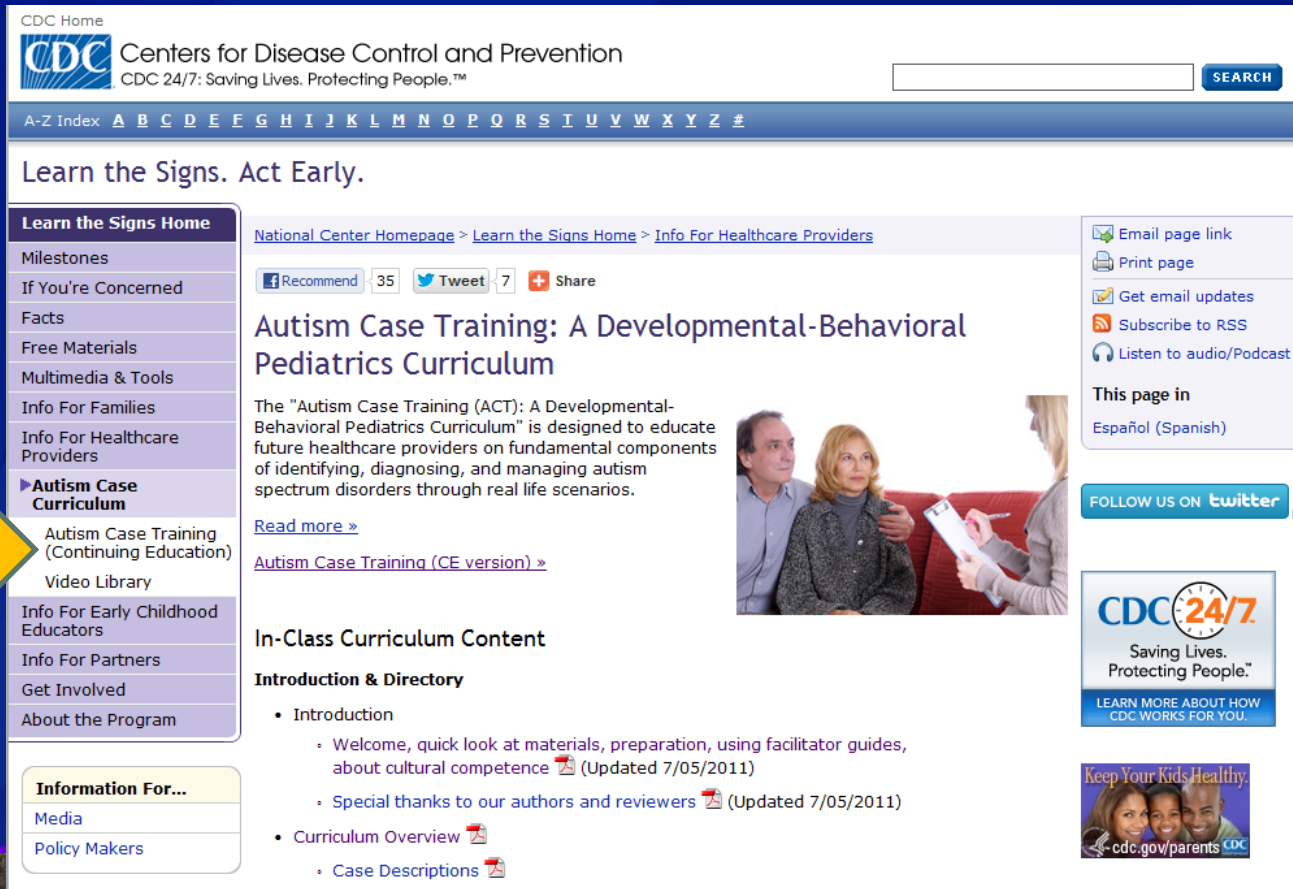


Available Two Ways

- ❑ **Free continuing education for individual learning**
 - Online training course
- ❑ **Classroom-based facilitated curriculum for group learning**
 - Online slides, handouts, videos for downloading/printing



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- Autism Case Curriculum**
- Autism Case Training (Continuing Education)
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Autism Case Training: A Developmental-Behavioral Pediatrics Curriculum

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- Introduction
 - Welcome, quick look at materials, preparation, using facilitator guides, about cultural competence 📄 (Updated 7/05/2011)
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Continuing Education

Autism Case Training: Early Warning Signs of Autism Spectrum Disorders

Course Information

Autism Case Training: Early Warning Signs of Autism Spectrum Disorders

Authors:

- **Liz Harstad, MD**, Children's Hospital Boston, Harvard Medical School
- **Carol Baum, MD**, Warren Alpert Medical School of Brown University
- **Yvette Yatchmink, MD, PhD**, Warren Alpert Medical School of Brown University



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Continuing Education

Case Study Part I

You are attending a family reunion and during a quiet moment, your cousin Elizabeth takes you aside and asks you what you think about the development of her son, Mark.

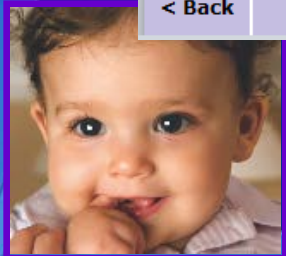


She tears up as she tells you how worried she is about him. Mark will be 2 years old next month, and he seems so different from the other children on the playground.

Although he is an affectionate and happy little boy, his behaviors can be so unpredictable. He is very shy and has terrible temper tantrums. It is usually impossible to reason with him.

Small changes in his routine throw Mark off, and Elizabeth is worried that he won't be able to handle the crowd at this family gathering without causing a scene.

You ask her what her pediatrician thinks.



Continuing Education

A Closer Look

? What are some key developmental milestones for ages 6 months to 4 years? ✕

6 Months | 12 Months | 18 Months | 24 Months | 36 Months | 48 Months

**Basic Developmental Milestones:
6 Months**

- Respond to own name
- Respond to other people's emotions and often seem happy
- Copy sounds
- Like to play with others, especially parents

All children develop at their own pace, and many reach particular milestones slightly late or early.

[Milestone Checklist: 6 Months](#)

*Please be sure to tab through all content.



Credits Available

Autism Case Training (Continuing Education)

Autism Case Training (Continuing Education)

About the Course

▶ Identifying

Early Warning Signs

Screening

Diagnosing

Managing

Additional Resources

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Identifying

Case Study A: Early Warning Signs of Autism

Early warning signs alert providers to the risk of a possible autism spectrum disorder (ASD). Recognizing these warning signs is necessary in order to know when to screen or further evaluate children for ASDs and how to appropriately counsel families.

Case Study B: Screening for Autism Spectrum Disorders

Early identification of ASDs and referral for specialized treatment greatly improves long-term outcomes for children with ASDs. The American Academy of Pediatrics recommends ongoing developmental surveillance at every visit, developmental screening at 9, 18, and 24 or 30 months, and autism-specific screening at 18 and 24 months.

Continuing Education

This module has been approved for the following:

CME	1.5
CNE	1.2
CEU	0.2

Following completion of all case studies in a module, please go to www.cdc.gov/TCEOnline to evaluate the course and receive a certificate of completion. You can also print an ongoing

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Autism Case Training:
A Developmental-Behavioral Pediatrics Curriculum



ACT Facilitated Curriculum

- ❑ **Designed for in-class, learner-driven learning**
- ❑ **Facilitator Kit includes:**
 - **Facilitator's guide**
 - **Case narratives**
 - **Handouts**
 - **PowerPoint presentations**



Sample from Facilitator Guide

Early Warning Signs of Autism

Case Study Part I

You are attending a family reunion and during a quiet moment, your cousin Elizabeth takes you aside and asks you what you think about the development of her son, Mark. She tears up as she tells you how worried she is about him. Mark will be 2 years old next month, and he seems so different from the other children on the playground. Although he is an affectionate and happy little boy, his behaviors can be so unpredictable. He is very shy and has terrible temper tantrums. It is usually impossible to reason with him. Small changes in his routine throw Mark off, and Elizabeth is worried that he won't be able to handle the crowd at this family gathering without causing a scene. You ask her what her pediatrician thinks.

Elizabeth tells you that Mark has been seen by his pediatrician, and she has expressed her concerns about his temper tantrums on a few visits. The doctor has told her to "give him some time; he is still young and will likely grow out of this phase." Mark enjoys going to the doctor's office because they have a large tropical fish tank, and he has generally been calm in that setting. Mark's doctors have all been very reassuring, and think he has a bad case of the "terrible twos."

You have been pre-occupied by your relatives, and you honestly haven't been paying too much attention to Mark. You know that your cousin is a doting and caring mother. Elizabeth and her husband, Sam, had fertility struggles, and she was thrilled to give birth to Mark after a grueling course of in-vitro fertilization treatments. You know that Mark was born full term without any complications. You heard that he was a fussy baby, but that he was otherwise healthy.

Case Study Part I: Discussion Question

After reading the case, ask participants, "What stands out to you about the mother's concerns?"

Case Study Part I: Potential Prompts

- 1.1 It is evident that Elizabeth is concerned about Mark's "shy" manner. What are typical social skills that most children obtain by 12 months? By 18 months? By 24 months?
- 1.2 How can you determine the difference between a child with a shy temperament and a child with an autism spectrum disorder?
- 1.3 As you begin to ask Elizabeth about her son, what other developmental milestones do you want to consider? : 30
- 1.4 How could you address Elizabeth's concern about Mark's temper tantrums?
- 1.5 What are the strengths of this child and family?

Distribute "Case Study Part I"

Slide 3

Slide 4

Follow up with student responses to encourage more discussion:

- What in the case supports that?
- Why do you think that?
- What makes you say that?

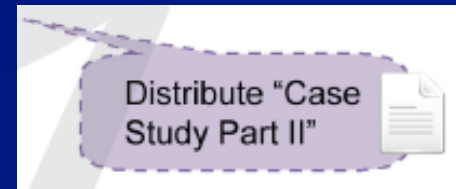


Facilitator Guide Icons

This case does not take place in a clinical setting. This unique setting and the role of the physician in addressing family medical concerns may provide an interesting line of discussion.

POST-IT NOTE - Gives tips and clarification

CALL-OUT - Gives step-by-step teaching instructions



:30

:30 – Indicates a handout, question, or video that could be included if only 30 minutes to teach



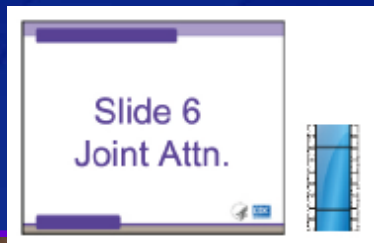
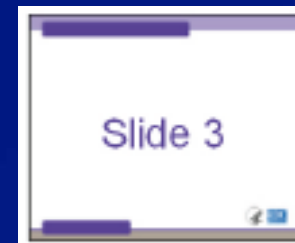
Facilitator Guide Icons, cont.

I. Hallmark Dev.
Milestones

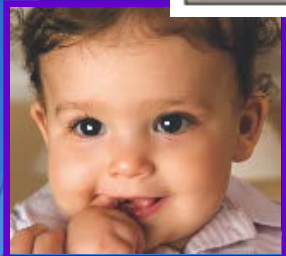


PAPER - Indicates when a handout could be introduced

SLIDE - Directs the optional slide presentation order and pace




FILMSTRIP – Indicates a slide with a video



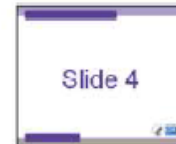
Discussion Questions

- Designed to spur discussion based on learners



Case Study Part I: Discussion Question

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Case Study Part I: Potential Prompts

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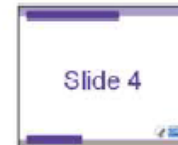
- What in the case supports that?
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Potential Prompts

Case Study Part I: Discussion Question

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Case Study Part I: Potential Prompts

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Follow up with student responses to encourage more discussion:

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- What makes you say that?



Supporting Information for Potential Prompts

Supporting Information for Potential Prompts

1.1 *It is evident that Elizabeth is concerned about Mark's "shy" manner. What are typical social skills that most children obtain by 12 months? By 18 months? By 24 months?*

- 12 months: point and respond to name
- 18 months: joint attention (expresses an enjoyment in sharing an object or event with another person by looking back and forth between object and caregiver)
- 24 months: imitation, excitement/interest in other children, desire for attention



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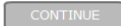



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 02:00	Observation: Difficulty with Transitions	
 00:51	Observation: Dumping and Sorting	


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National Center on Birth Defects and Developmental Disabilities

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