Autism Spectrum Disorder and Children’s Mental Health

Autism Special Interest Group Webinar Series

April 27, 2015
Welcome to the Autism Spectrum Disorder and Children’s Mental Health webinar organized thru the Autism Special Interest Group (SIG).

Autism SIG provides mechanism for LEND and UCEDD centers that are part of the AUCD network to learn from and collaborate around issues and interests.
Speakers:

- Shannon Haworth, MA,
  - Senior Program Specialist, AUCD
- Dr. Cathy Pratt, BCBA-D
  - Director, Indiana Resource Center for Autism, Indiana Institute on Disability and Community, Indiana University
- Heidi Cloutier, MSW
  - University of New Hampshire Institute on Disability
Reminders

- Recorded and Archived
- Q & A
- Survey
Shannon Haworth, MA
Senior Program Specialist, AUCD
Autism Spectrum Disorder and Mental Health
One Families Story

Shannon Haworth, MA
Association of University Centers on Disabilities
Background

- Mother of a child with an Autism Spectrum Disorder
- Comorbid mental health issues
- Sharing our story
- Challenges
- Interventions that have worked
- What is needed for families
Logan

- Very hard to get a diagnosis for my child (knew something was wrong)
- Finally at 4 – diagnosed with PDD-NOS by a developmental pediatrician
- At 6 it changed to Autistic Disorder (ADOS testing)
- Toughest challenges has been school, his mental health
Mental Health and Autism

1 in 5 kids have a mental health condition
Most start before the age of 14

Over 70% of children with autism have at least 1 comorbid mental health issue
# Children with Autism and Mental Health Disorders

<table>
<thead>
<tr>
<th>Disorder</th>
<th>Prevalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD</td>
<td>28.10%</td>
</tr>
<tr>
<td>Social Anxiety Disorder</td>
<td>29.20%</td>
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<tr>
<td>Generalized Anxiety Disorder</td>
<td>13.40%</td>
</tr>
<tr>
<td>Panic Disorder</td>
<td>10.10%</td>
</tr>
<tr>
<td>Mood Disorder</td>
<td>10.70%</td>
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<tr>
<td>Major Depressive Disorder</td>
<td>.90%</td>
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<tr>
<td>Conduct Disorder</td>
<td>.50%</td>
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<tr>
<td><strong>1 Mental Health Disorder</strong></td>
<td><strong>70.80%</strong></td>
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<tr>
<td>2 or more</td>
<td>17.00%</td>
</tr>
<tr>
<td>3 or more</td>
<td>24.00%</td>
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</table>
Mental Health Challenges

- Noticed his mood changed rapidly
- Impulse control
- Afraid of my own child
- ADHD
- Decided on medication route...
Mental Health Crisis

- Manic Episode
- We don’t take those children
  - Not many places will take a child with autism unless verbal (another issue). Turned away “we don’t take those kids”
- 1st hospitalization at 5 - 2 weeks for med adjustment
- Mood disorder NOS
- Hospitalized 6 times last 3 years
- Disruptive mood dysregulation disorder
- Disruptive behavior disorder (immediate frontal lobe)
- Hard to determine what is autism and what is mental health
What We Learned

- Not enough information about autism and mental health
- No place to go when child was in crisis
- Not enough child psychiatrist
- Have to be involved, advocate and know people
- Fear of police involvement and lack of training
- Medication management difficult this population
- School was very difficult- suspensions lack of understandings
- Stigma
Logan Today
What Worked Well

- Advocating, Finding advocates
- Education
- Networking
- Being open
- Family Centered Care
- Cultural Competency
- Crisis intervention and inpatient care
- Creative approaches to outpatient care – play therapy, sports, cognitive therapy, psychiatry, OT, self care
- Documenting what works and does not - school, medical, home
What is Needed

- Autism diagnosis and mental health information
- Holistic approaches to outpatient interventions
- Crisis management and inpatient services
- School understanding of mental health
- Cohesive community health system
- Training police officers and first responders
- Culturally competent care
Thank you!

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ASD and Children’s Mental Health

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Realities

• Increasing Incidence
• Increasing Complexity
• Increasingly Complicated Lives
Dual Diagnosis

- ADHD
- Obsessive-Compulsive
- Anxiety Disorders
- Depression
- Mood Disorders
- Bi-Polar
- Oppositional Defiant Disorder
- Conduct Disorder
Strategies

• If behavior is an issue, must build a program based on an assessment of the behavior. Must examine context and relationship patterns also. What is our role?

• Have a crisis plan.

• Understand triggers and indicators of escalating behaviors.

• Know the individual and what helps to calm them.
Strategies

• Focus should be on teaching alternative skills such as coping, relaxation, self-management, anger management and so forth.

• Punishment strategies will be less effective.

• Know community and medical resources.
Strategies

• Build a rapport/trust.
• Place the student in situations where they experience success.
• Bottom line...know the child and what works and does not work for them.
Heidi Cloutier, MSW
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Autism Spectrum Disorders (ASD) and Mental Health

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Classifications of Psychiatric Disorders

- Mood Disorder
- Anxiety Disorders
- Psychotic Disorders
- Personality Disorders
- Adjustment Disorders
- Other psychiatric disorders
Most Common Comorbid Mental Health Conditions with ASD

- Anxiety
- Mood
- Attention*
Interventions

- Psychopharmacology
- Cognitive behavior Therapy
- Behavior Support
- Mindfulness Based Therapy
- Social Skills Instruction
- Parent / Family Support
- Person Centered Planning
- Supported Employment
Other Services

- Wellness recovery Planning (WRAP)
- Crisis Intervention Services/ Respite
- Residential Supports & Services
- Family Education
Family-Centered Transition Planning for Students with Autism Spectrum Disorders

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FCTP Components

- **Parent Training (SPECS)**
  - 3 Saturdays

- **Person-Centered Planning**
  - 5 - 9 in-home mtgs.

- **Career Exploration**
  - 3 - 6 months
Case Study
What Works/Doesn’t Work

To understand –
- How emotions manifest
- What helps
- What is Important
What Works and Doesn’t Work

Use to teach how to ask for support
Strengths, Accomplishments & Skills

To identify potential careers
Goal: Graduate College with Accounting Degree

- Close to carpo store ≤ 30 minutes
- Location - Drive < 50 mins driving time
- Associates degree program in Accounting or Business
- Flexibility in teaching styles to review past mistakes
Help break the goal down into steps with supports identified.
Family Centered Planning addresses BOTH the needs of the youth and parents/caregivers.
Update

- Started out taking 1 class each semester, gradually increasing workload; two years later carrying a full course load and doing well
- Has made friends at college
- Improved Self Determination skills
- Educational supports
  - Social skills coaching
  - Executive functioning coaching
  - Assistance navigating Disability Services
Conclusion

• ASD and comorbid mental health disorders can cause additional stressors for the individual & their family
• There is a growing need for research and specialized training for professionals and families in mental health and the autism community
• Focusing on strengths, staying solutions focused, and identifying good supports are critical factors for
Resources

• Mary Ellen Copeland’s Wellness Recovery Action Planning for Dual Diagnosis
  http://www.mentalhealthrecovery.com/recovery-resources/

• The Association for individuals with developmental disabilities and mental health needs
  http://thenadd.org/

• NAMI (National Alliance on Mental Illness)
  https://www.nami.org/Learn-More/Mental-Health-Conditions/Autism

• University of Southern Florida a Guidebook on Mental Health Issues Affecting Autism Spectrum disorders
  http://card-usf.fmhi.usf.edu/docs/resources/CARD_ASDMH_Brochure092109.pdf
References


References Continued


References Continued

Questions and Answers
THANK YOU!

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More Information

Visit the Websites:
- AUCD Website: http://www.aucd.org
- Autism SIG Website: http://www.aucd.org/template/page.cfm?id=508

Questions about the SIG?:
- SIG Chair – Cathy Pratt: prattc@indiana.edu

Questions about the Webinar?
- Shannon Haworth: shaworth@aucd.org

Please take a few minutes to complete our survey!
Thank you!