


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

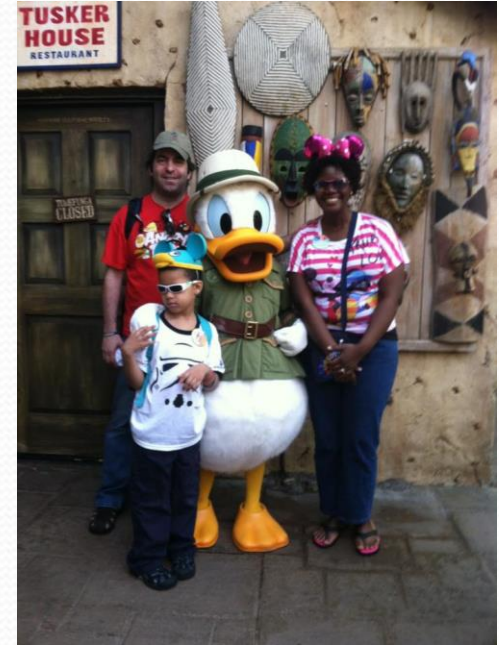
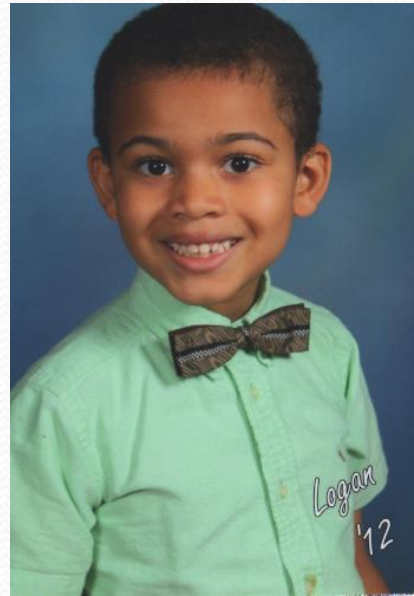


Shannon Haworth, MA
Association of University
Centers on Disabilities

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



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

Disorder	Prevalence
ADHD	28.10%
Social Anxiety Disorder	29.20%
Generalized Anxiety Disorder	13.40%
Panic Disorder	10.10%
Mood Disorder	10.70%
Major Depressive Disorder	.90%
Conduct Disorder	.50%
1 Mental Health Disorder	70.80%
2 or more	17.00%
3 or more	24.00%

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 (immature 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!

Shaworth@aucd.org



Dr. Cathy Pratt, BCBA-D
Director, Indiana Resource Center for Autism
Indiana Institute on Disability and Community
Indiana University



ASD and Children's Mental Health

**Dr. Cathy Pratt, BCBA-D
Director**

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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

University of New Hampshire Institute on Disability

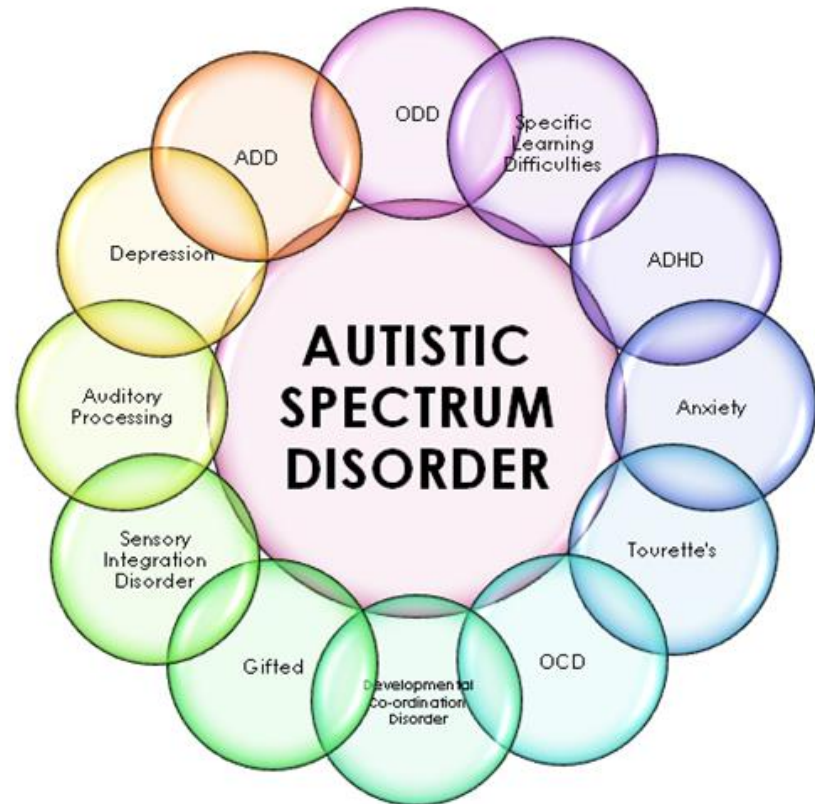
Autism Spectrum Disorders (ASD) and Mental Health

Heidi Cloutier, MSW

University of New Hampshire

Institute on Disability

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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

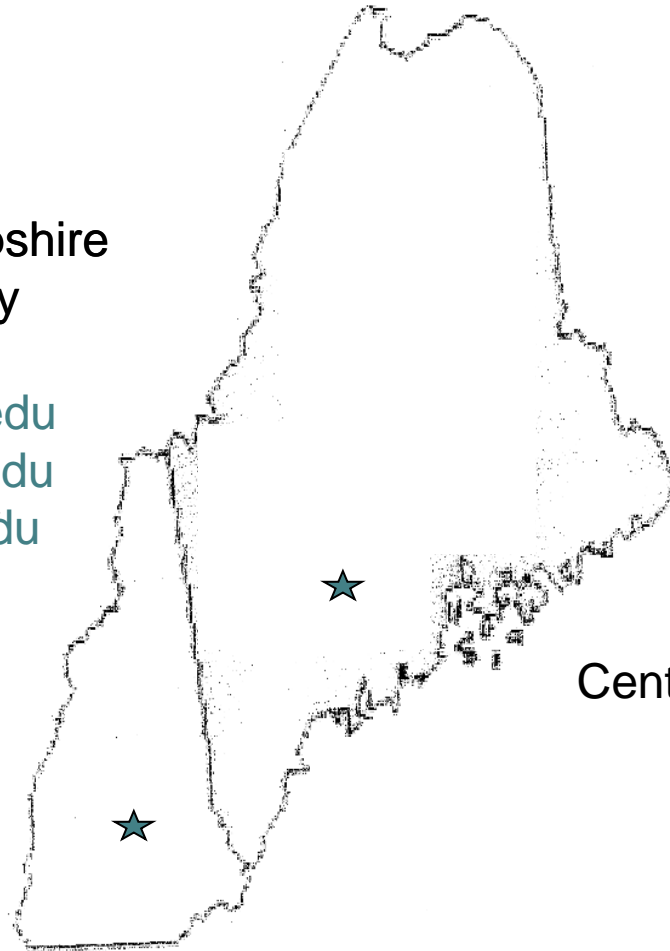




Family-Centered Transition Planning for Students with Autism Spectrum Disorders

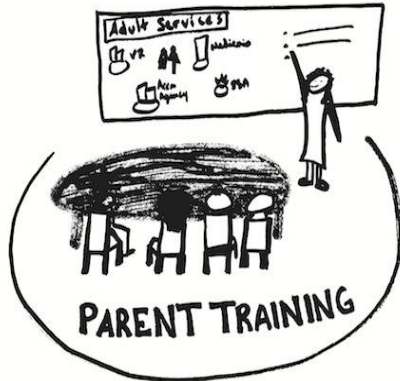
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University of Maine
Center on Community Inclusion
and Disability Studies

FCTP Components



Parent
Training
(SPECS)

3 Saturdays



Person-Centered
Planning

5 - 9 in-home mtgs.



Career
Exploration

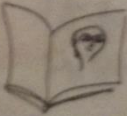


3 - 6 months

Case Study





WHAT WORKS

Creates Happiness, excitement,
Joy, contentment, engagement

- Playing video games
 Card games
- Comedy shows
- RPG's w/ Friends
 (Role playing games)
- Social Networking - xbox
 - skype
 - chat online
- Watching Anime
-  Reading Manga
-  Listening to music Rock Rap
- Being helpful = makes me happy
- Being right
- Going to the CATO Shop
- playing w/ Cosmo (Dog)
- Happy looks like  smiling
upright posture, talk a bit more

WHAT DOESN'T WORK

Creates Anxiety, Frustration, SADNESS,
Anger, Boredom

Angry Make fists, hands close sometimes quiet ^(school)
Raise voice, Catcalls, shaking, pacing, banging head against walls
Angry = when  are disrespecting
Authority figures,  disrespecting me
(not paying attention, ^{not} fishing, Acting like a buffoon)

Anxious =
Intense situations, Conflict, Anticipation (close to winning)
wondering what will come next
Not knowing

ANGRY
looks like: yelling, raised tone, vulgar, rage

- Can get upset if
 - Power struggles online
 - jockeying for position
- Breathing helps calm when I'm not
 getting a straight answer
 Not ~~staying~~

- Computerized assessment that doesn't give
 feedback on what I've gotten wrong
- Multiple choice questions on tests/quizzes
 - none of the above
 - All of the above
 - A+B or C+A } confusing
- low self-esteem

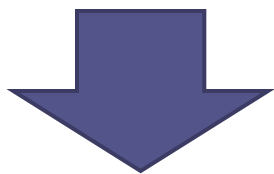
What Works/ Doesn't Work



To understand -

- How emotions manifest
- What helps
- What is Important

What Works and Doesn't Work



Use to teach how to ask for support

WHAT WORKS
motivational
promotes connection, understanding
feel at ease,

Rhonda math teacher
Pen = music teacher
at school
Jim = Economics teacher

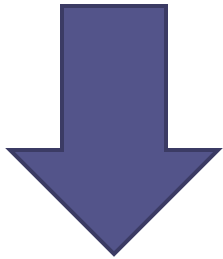
- learning from mistakes
- Interest in the subject/material or helps me get where I want to be
- Reviewing notes
- Copy notes from visuals
- Following the rules
- Time to connect with friends online helps me calm down
- Allowing Jordan time to finish his thoughts + enough time to process thoughts

WHAT Doesn't work
INHIBITS LEARNING PERFORMING
Attention, connection

- When others Don't take the class seriously when others disrespect the teacher
- **Fear** of Not being able to complete something to my standards
- **Distracted** when anxious or tired
- Noises !!
- Unfamiliar format not being able to reflect on mistakes
- Can't take notes from verbal lecture only
- Enforcing the rules gets me in trouble

Diagrams and drawings include: two stick figures, a stick figure pointing to a box, a stick figure with a box, a box labeled 'RULES', and a box labeled 'Fear'.

Strengths, Accomplishments & Skills



To identify
potential careers

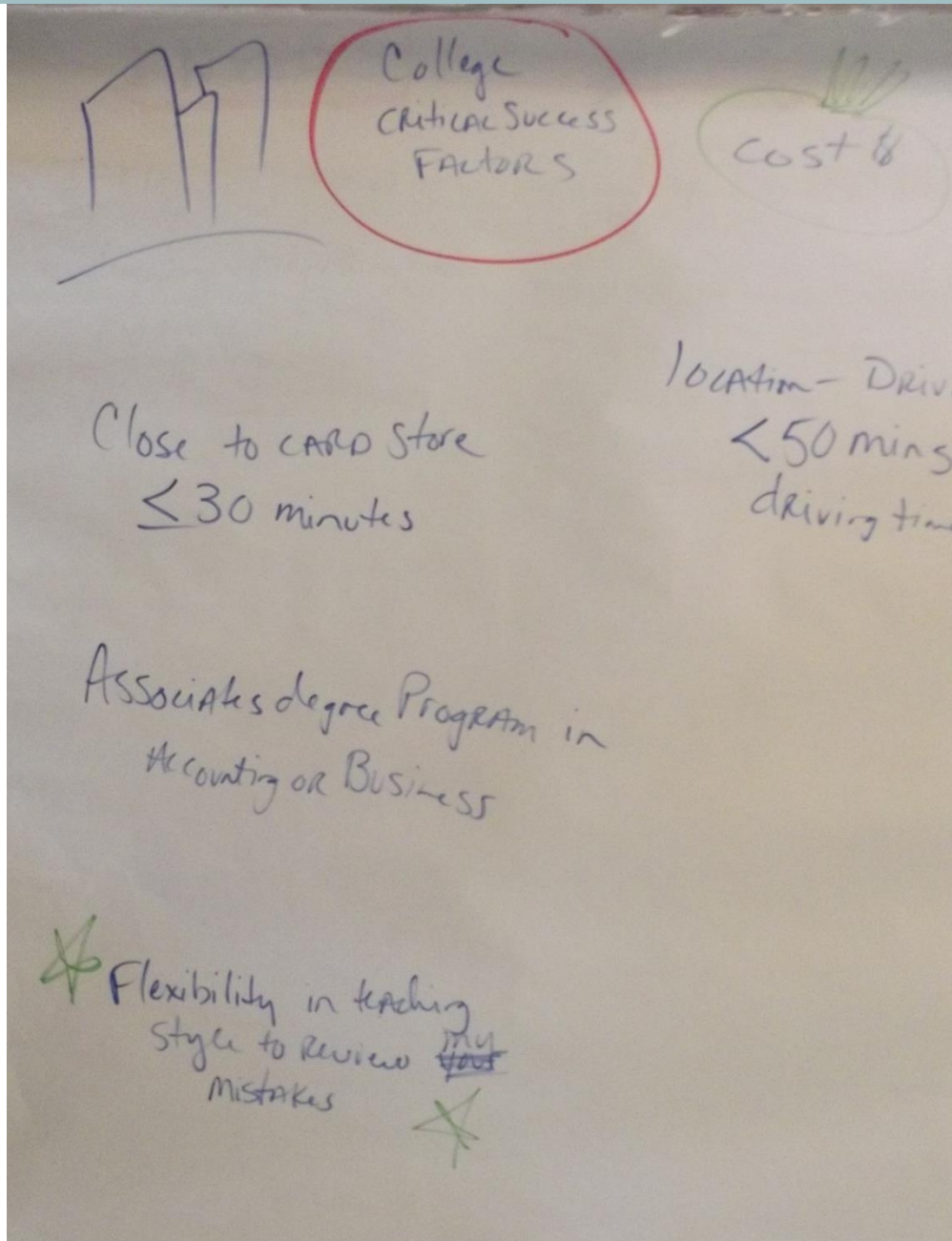
The image shows a handwritten list of strengths, accomplishments, and skills on a piece of paper. The paper is divided into two main sections: 'STRENGTHS ACCOMPLISHMENTS' and 'SKILLS'. A small drawing of a person lifting a barbell is positioned between the two sections. The text is written in black ink on lined paper.

STRENGTHS ACCOMPLISHMENTS

- Good sense of humor
- Teaching Assistant in Math class
- Bought apples & orchard for Mom + Dad / Grandpa
- Winning / Playing card games
- Switched to another card game place - made a choice b/c the other environment wasn't good for him Vanguard = new game
- Overcame fear of Dogs After being bitten multiple times
- Accepting of other cultures
- Devoid of Prejudice
- Drama / Acting
- Odyssey of the Mind

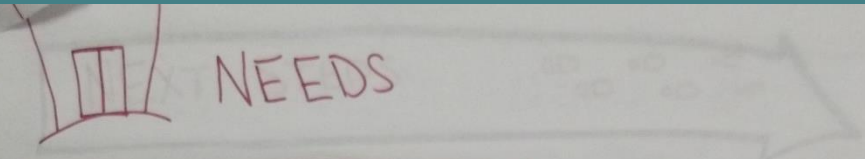
SKILLS


- Math
- Tutoring other students 1:1
- Correcting papers - I.D. writing answers
- Copy materials
- Encouraging other students
- Break steps down, explaining in simple terms
- Provide examples
- In tune w/ Dogs
- Walk Dog, food + water when Mom + Dad not home
- Knowledge of game, physics, ex strategy
- Analyze situation when Approves
- try to recognize emotion take a break
- Good vocabulary
- Creative teamwork
- great ideas

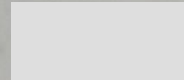


Goal: Graduate College with Accounting Degree

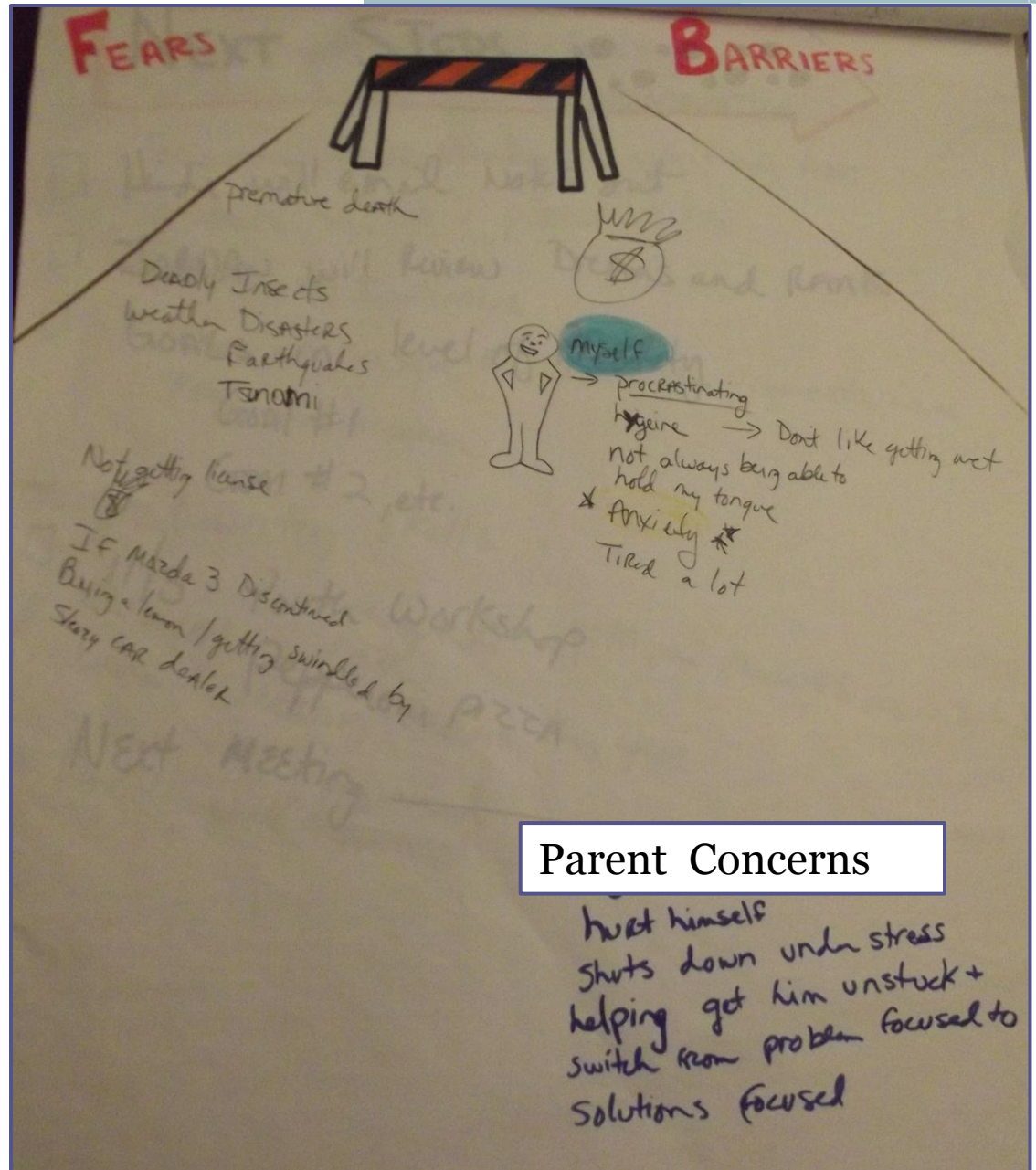
Help break the goal down into steps with supports identified



Associates Degree 

1. COURSES Required - get online 22 credits required
2. meet w/ADVISOR to discuss when courses are offered
3. \$
FAFSA Federal Application for Federal Financial Aid
→ Mom + DAD do taxes + then Fill out FAFSA
→ OVER X-MAS break  can open an online Account
Mom will
4. High School Diploma
5. Work Hard + Study
6. Help w/ time management
7. tutoring
8. Extra time on tests
9. ^{use} Digital Recorder

Family Centered Planning addresses BOTH the needs of the youth and parents/caregivers



Parent Concerns

hurts himself
Shuts down under stress
helping get him unstuck +
switch from problem focused to
Solutions focused

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

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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!