

**PERVASIVE DEVELOPMENTAL DISORDERS: DIAGNOSIS AND ASSESSMENT
PLUK 3/9/2006**

I. WHAT ARE PDDs AND WHAT DO WE KNOW ABOUT THEM?

A. EARLY INVESTIGATION INTO CHILDHOOD PSYCHOSIS

B. CLASSIFICATION OF PDDs

- 1. AUTISM**
- 2. ASPERGER'S SYNDROME**
- 3. CHILDHOOD DISINTEGRATION DISORDER**
- 4. RHETT'S DISORDER**
- 5. PERVASIVE DEVELOPMENTAL DISORDER NOT OTHERWISE SPECIFIED**

- 6. NONVERBAL LEARNING DISABILITIES**

C. DIAGNOSTIC CRITERIA

1. AUTISM:

- A. QUALITATIVE IMPAIRMENT IN SOCIAL INTERACTION**
- B. QUALITATIVE IMPAIRMENT IN COMMUNICATION**
- C. RESTRICTED REPETITIVE AND STEREOTYPED PATTERNS OF BEHAVIOR, INTERESTS, AND ACTIVITIES**
- D. DELAYS OR ABNORMAL FUNCTIONING IN AT LEAST ONE OF THE FOLLOWING AREAS WITH ONSET PRIOR TO AGE 3 YEARS: 1) SOCIAL INTERACTION, 2) LANGUAGE AS USED IN SOCIAL COMMUNICATION, OR 3) SYMBOLIC OR IMAGINATIVE PLAY.**
- E. THE DISTURBANCE IS NOT BETTER ACCOUNTED FOR BY RHETT'S DISORDER OR CHILDHOOD DISINTEGRATION DISORDER**

2. ASPERGER'S SYNDROME (FIRST APPEARED IN 1994)

- A. IMPAIRMENT IN SOCIAL INTERACTION**
- B. RESTRICTED REPETITIVE, AND STEREOTYPED PATTERN OF BEHAVIORS, INTERESTS, AND ACTIVITIES**
- C. CLINICALLY SIGNIFICANT IMPAIRMENT IN SOCIAL, OCCUPATION, AND OTHER IMPORTANT AREAS OF FUNCTIONING**
- D. NO CLINICALLY SIGNIFICANT GENERAL DELAY IN LANGUAGE (I.E. SINGLE WORDS USED BY AGE 2; COMMUNICATIVE PHRASES USED BY AGE 3)**
- E. NO CLINICALLY SIGNIFICANT DELAY IN COGNITIVE DEVELOPMENT OR IN THE DEVELOPMENT OF AGE-APPROPRIATE SELF-HELP SKILLS, ADAPTIVE BEHAVIOR (OTHER THAN SOCIAL INTERACTION), AND CURIOSITY ABOUT THE ENVIRONMENT IN CHILDHOOD**

II. HOW DO WE MAKE DIAGNOSES?

A. BACKGROUND/DEVELOPMENTAL HISTORY

B. SCHOOL/COMMUNITY COLLATERAL INFORMATION

C. ASSESSMENTS

- 1. PHYSICIAN**
- 2. PSYCHIATRIST**
- 3. NEUROLOGICAL**
- 4. PSYCHOLOGICAL**
- 5. NEUROPSYCHOLOGICAL**

III. THE NEUROPSYCHOLOGICAL EVALUATION

A. WHAT IS IT?

- 1. FUNCTIONAL ASSESSMENT BASED ON BRAIN-BEHAVIOR RELATIONSHIP**
- 2. TESTING VS. ASSESSMENT**

B. WHAT DOES IT CONSIST OF?

- 1. NEURODEVELOPMENT HISTORY**
- 2. PARENT AND TEACHER REPORTS AND RATING SCALES**
- 3. OBSERVATION IN THE CLASSROOM**
- 4. CORE BATTERY OF TESTS:**
 - INTELLIGENCE**
 - ACHIEVEMENT**
 - LANGUAGE**
 - ATTENTION/CONCENTRATION**
 - EXECUTIVE FUNCTIONING**
 - VISUAL-SPATIAL**
 - PROBLEM-SOLVING**
 - ADAPTIVE FUNCTIONING**
 - SENSORY AND FINE MOTOR**
 - SPEED OF PROCESSING**
 - CONCEPT FORMATION**
 - SOCIAL COGNITION**
 - EMOTION/BEHAVIOR**

C. WHAT DO TEST SCORES MEAN AND HOW DO WE MAKE SENSE OF THEM?

D. WHAT DO WE FIND?

- 1. AUTISM**
- 2. ASPERGER'S SYNDROME**

IV. WHAT TO DO WITH THE ASSESSMENT?

A. UNDERSTANDING AND ACCEPTING THE DIAGNOSIS

- 1. WWW.AUTISM-SOCIETY.ORG**

B. SCHOOL ACCOMMODATIONS

- 1. IEP**
- 2. 504**

C. THERAPY

- 1. SOCIAL SKILLS TRAINING**
- 2. SPEECH THERAPY**
- 3. OCCUPATIONAL THERAPY**
- 4. PHYSICAL THERAPY**
- 5. INDIVIDUAL THERAPY**
- 6. GROUP THERAPY**
- 7. MEDICATION THERAPY**
- 8. SPECIALIZED THERAPY**
- 9. PARENT TRAINING/FAMILY THERAPY**

D. FOLLOW AND RETEST OVER TIME