

Autism Spectrum Disorder (ASD)

Diagnosis & Treatment

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The background of the slide is white and features several stylized handprints in various colors including light green, yellow, pink, and orange. Some handprints are larger and more prominent, while others are smaller and more faded, creating a sense of depth and movement. The handprints are scattered across the slide, with some appearing to reach towards the center where the text is located.

بسم الله الرحمن الرحيم

It's not a joke!

Autism Spectrum Disorder (ASD)

- ASD is a complex neurological and developmental disorder that begins early in life and affects how a person acts and interacts with others, communicates, and learns.
- It is primarily a genetic condition: most of the risk comes from genes with mutations in more than 100 genes.
- Can last throughout a person's life.

DSM-5

- In 2013, a revised version of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) was released.
- They labeled the whole spectrum as ASD
- In DSM-4 there were four types of autism within the category.

ICD

- International Classification of Diseases (ICD) is the global standard for diagnostic health information recognized by the World Health Organization (WHO).
- In 2018 they released their latest revision ICD-11 which collapses all autism spectrum disorders into one single diagnosis of autism spectrum disease (ASD).

Prevalence

- About 1 percent of the world population has ASD.
- Prevalence of autism in U.S. children increased by 119.4 percent from 2000 (1 in 150) to 2010 (1 in 68).
- Autism is the fastest-growing developmental disability in USA.
- Boys are also approximately 4.5 times more likely to have an autism diagnosis than girls of the same age.



April 2nd

World Autism Awareness Day



Let's spread it around
..by sharing

Causes and Risk Factors of ASD

- There may be many different factors including environmental, biologic and genetic factors.
- Children who have a sibling with ASD are at a higher risk of also having it.
- Individuals with certain genetic or chromosomal conditions, such as fragile X syndrome or tuberous sclerosis, can have a greater chance of having autism.

The Link with Parental Age

- Older men and women are more likely than young ones to have a child with autism, especially when it comes to fathers
- Mother's age and autism is more complex: Women seem to be at increased odds of having a child with autism both when they are much older and much younger than average
- Swedish data found that men over 55 are four times as likely to have a child with autism as men under 30.

The Signaling Imbalance Theory

- The theory suggests that the condition arises from a hyper-excitabile brain or too little inhibition signaling.
- About 80% of neurons in the cerebral cortex, which covers the surface of the brain, transmit excitatory signals by releasing the neurotransmitter glutamate. The remaining 20 percent are inhibitory and operate via gamma-aminobutyric acid (GABA).
- Too much activity in motor brain circuits could contribute to the repetitive behaviors and motor problems in autistic people as well as hypersensitivity to sound, touch and other stimuli.
- This may also explain why so many autistic people have seizures or epilepsy, which result from too much excitation.

Signs and Symptoms



Signs and Symptoms

- Mainly related to:
 - Communication and interactions with other people
 - Repetitive behaviors (stereotyped behaviors)
- Many parents are not aware of these "early" signs of autism and don't start thinking about autism until their children do not start talking at a typical age.
- Health care providers organize some noticeable symptoms of autism into "red flags" to help parents and caregivers know what to look for as children grow and develop.

Red Flags

- **Communication**
- Social behavior
- Stereotyped behaviors
- Other behavior



Communication

- Does not respond to his/her name by 12 months of age
- Cannot explain what he/she wants
- Doesn't follow directions
- Seems to hear sometimes, but not other times
- Doesn't point or wave "bye-bye"
- Used to say a few words but now does not

Red Flags

- Communication
- **Social behavior**
- Stereotyped behaviors
- Other behavior



Social behavior

- Doesn't smile when smiled at
- Has poor eye contact
- Seems to prefer to play alone
- Gets things for him/herself only
- Is very independent for his/her age
- Seems to be in his/her "own world"
- Is not interested in other children
- Doesn't try to attract his/her parent's attention

Red Flags

- Communication
- Social behavior
- **Stereotyped behaviors**
- Other behavior



Stereotyped behaviors

- Doing the same things over and over and can't move on to other things
- Shows unusual attachments to toys, objects, or routines (for example, always holding a string or having to put on socks before pants)
- Spends a lot of time lining things up or putting things in a certain order
- Repeats words or phrases (Echolalia)

Red Flags

- Communication
- Social behavior
- Stereotyped behaviors
- **Other behavior**

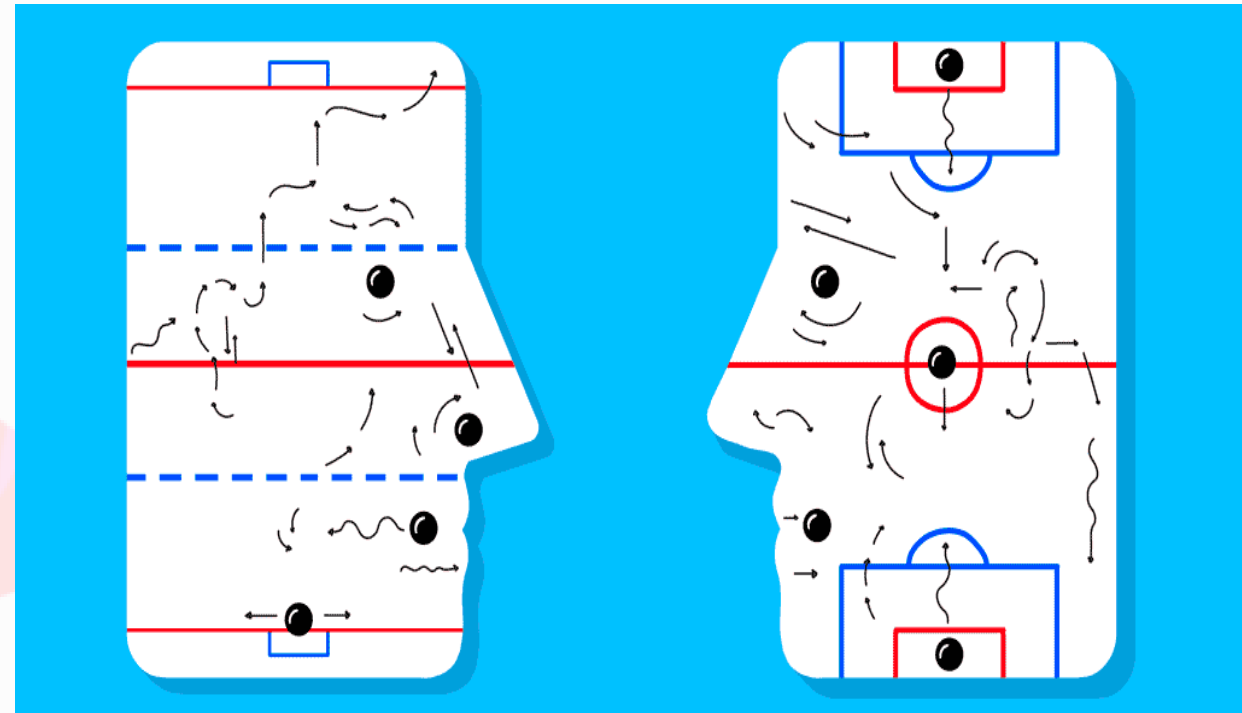


Other behavior

- Has odd movement patterns
- Doesn't know how to play with toys
- Walks on his/her toes
- Doesn't like to climb on things such as stairs
- Doesn't mimic faces
- Seems overly sensitive to noise
- Doesn't like to be swung or bounced on his/her parent's knee

Mismatched Facial Expressions

- People engaged in conversation tend to unconsciously mimic each other's behavior, which may help create and reinforce social bonds.
- This synchrony can break down between autistic people.
- These disconnects can lead to fewer opportunities to meet people and maintain relationships.



Regression

- Some children with autism regress, meaning they stop using language, play, or social skills that they've already learned. This regression may happen between ages 1 year and 2 years.
- Might happen earlier for some social behaviors, such as looking at faces and sharing a smile.

Diagnosis



Diagnostic Measures

- Certain developmental screening tests specific for ASD.
- Blood test to help rule out some other conditions and problems.
- Tests for communication abilities.
- Observation of the child's behaviors.

DSM-5

According to the DSM-5 criteria, a person has ASD if he or she:

1. Has problems with communication and social interactions, namely:
 - Doesn't respond appropriately to social and emotional cues
 - Has deficits in nonverbal communication during social interactions
 - Has trouble developing friendships, keeping friends, and understanding relationships
2. Has at least two types of repetitive behavioral patterns. These might include repetitive movements, very restricted interests, or unusual responses to certain sensory inputs, such as the way a particular object feels.

Specialist doctor

- Check for language disability and the level of disability
- Assess for intellectual disability and the level of disability
- Exclude medical conditions common among those with ASD, such as seizures, anxiety, depression, or problems with the digestive system
- Give the child a range of other tests: like
 - electroencephalogram (EEG) if the child shows symptoms of seizures
 - hearing test
 - tests of muscle strength and tests of ability to control movement
 - genetic test to detect certain types of disorders

Conditions that accompany autism

- More than half of people on the spectrum have four or more other conditions.
- The conditions that overlap with autism generally fall into one of four groups:
 - medical problems, such as epilepsy, gastrointestinal and sleep disorders
 - developmental, such as language delay
 - Mental health conditions, such as depression
 - genetic conditions, including fragile X syndrome and tuberous sclerosis complex
- Up to 84% of autistic children have anxiety.
- Serious sleep problems affect nearly 86% of children with ASD.

Milestones

2 months

4 months

6 months

9 months

1 year

18 months

2 years

3 years

4 years

5 years

CDC's Developmental Milestones

[Español \(Spanish\)](#)

Skills such as taking a first step, smiling for the first time, and waving "bye bye" are called developmental milestones. Children reach milestones in how they play, learn, speak, act, and move (crawling, walking, etc.).

Click on the age of your child to see the milestones:

- [2 months](#)
- [4 months](#)
- [6 months](#)
- [9 months](#)
- [1 year](#)
- [18 months](#)
- [2 years](#)
- [3 years](#)
- [4 years](#)
- [5 years](#)

Download Today!

CDC's FREE Milestone Tracker App

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- Share a Summary
- Get Tips & Activities

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طفلك في عمر الشهرين



اسم الطفل سن الطفل تاريخ اليوم

إن الطريقة التي يلعب بها طفلك ويتعلم ويتفاعل ويتحرك من خلالها تقدم دلالات هامة عن تطور الطفل. مراحل التطور الأساسية هي الأشياء التي يستطيع معظم الأطفال القيام بها عند عمر معين. تحقق من مراحل التطور الأساسية التي بلغها طفلك بإتمام شهرين. حدي النتائج وتحدثي مع طبيب طفلك في كل زيارة عن مراحل التطور الأساسية التي بلغها طفلك وعمّا تتوقعه لاحقاً.

ما يفعله معظم الأطفال الرُّضع في هذا العمر:

اجتماعيًا/عاطفيًا

- ☐ يبدأ يتسمك للناس
- ☐ يمكنه تهدئة نفسه مؤقتًا (تقريب يده لفمه ومصها)
- ☐ يحاول النظر للوالدين

اللغة / التواصل

- ☐ يصدر أصوات هديل وقرقرة
- ☐ يحرك رأسه تجاه الأصوات

النشاط الإدراكي (التعلم والتفكير وحل المشكلات)

- ☐ ينتبه إلى الوجوه
- ☐ يبدأ متابعة الأشياء بعينه والتعرف على الأشخاص من على بُعد
- ☐ يبدأ التعامل بملأ (كالبكاء أو إصدار ضجة) إذا لم يتغير النشاط معه

التطور الحركي/النمو البدني

- ☐ يمكنه إبقاء رأسه مرفوعة ويبدأ يدفعها لأعلى وهو مستلقٍ على بطنه
- ☐ يقوم بحركات أكثر سلاسة بذراعيه ورجليه

تصرفي في وقت مبكر بالتحدث مع طبيب طفلك إذا كان طفلك:

- ☐ لا يستجيب للأصوات العالية
- ☐ لا يراقب الأشياء أثناء تحريكها
- ☐ لا يتسمك للناس
- ☐ لا يقرب يده لفمه
- ☐ لا يمكنه إبقاء رأسه مرفوعة عندما يدفعها لأعلى وهو مستلقٍ على بطنه

أخبري طبيب طفلك أو الممرضة إذا لاحظتي أيًا من هذه العلامات المحتملة الدالة على تأخر تطور الطفل في هذا العمر، وتحدثي مع شخص في مجتمعك على دراية بالخدمات التي تقدم للأطفال الصغار في منطقتك، مثل برنامج التدخل المبكر العام بالولاية. لمزيد من المعلومات، انتقلي إلى www.cdc.gov/concerned أو اتصلي بـ 1-800-CDC-INFO (1-800-232-4636).

نقش من 5 و 6 YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5. © 2009, 2004, 1999, 1995, 1991, 1987, 1984, 1980, 1976, 1972, 1968, 1964, 1960, 1956, 1952, 1948, 1944, 1940, 1936, 1932, 1928, 1924, 1920, 1916, 1912, 1908, 1904, 1900, 1896, 1892, 1888, 1884, 1880, 1876, 1872, 1868, 1864, 1860, 1856, 1852, 1848, 1844, 1840, 1836, 1832, 1828, 1824, 1820, 1816, 1812, 1808, 1804, 1800, 1796, 1792, 1788, 1784, 1780, 1776, 1772, 1768, 1764, 1760, 1756, 1752, 1748, 1744, 1740, 1736, 1732, 1728, 1724, 1720, 1716, 1712, 1708, 1704, 1700, 1696, 1692, 1688, 1684, 1680, 1676, 1672, 1668, 1664, 1660, 1656, 1652, 1648, 1644, 1640, 1636, 1632, 1628, 1624, 1620, 1616, 1612, 1608, 1604, 1600, 1596, 1592, 1588, 1584, 1580, 1576, 1572, 1568, 1564, 1560, 1556, 1552, 1548, 1544, 1540, 1536, 1532, 1528, 1524, 1520, 1516, 1512, 1508, 1504, 1500, 1496, 1492, 1488, 1484, 1480, 1476, 1472, 1468, 1464, 1460, 1456, 1452, 1448, 1444, 1440, 1436, 1432, 1428, 1424, 1420, 1416, 1412, 1408, 1404, 1400, 1396, 1392, 1388, 1384, 1380, 1376, 1372, 1368, 1364, 1360, 1356, 1352, 1348, 1344, 1340, 1336, 1332, 1328, 1324, 1320, 1316, 1312, 1308, 1304, 1300, 1296, 1292, 1288, 1284, 1280, 1276, 1272, 1268, 1264, 1260, 1256, 1252, 1248, 1244, 1240, 1236, 1232, 1228, 1224, 1220, 1216, 1212, 1208, 1204, 1200, 1196, 1192, 1188, 1184, 1180, 1176, 1172, 1168, 1164, 1160, 1156, 1152, 1148, 1144, 1140, 1136, 1132, 1128, 1124, 1120, 1116, 1112, 1108, 1104, 1100, 1096, 1092, 1088, 1084, 1080, 1076, 1072, 1068, 1064, 1060, 1056, 1052, 1048, 1044, 1040, 1036, 1032, 1028, 1024, 1020, 1016, 1012, 1008, 1004, 1000, 996, 992, 988, 984, 980, 976, 972, 968, 964, 960, 956, 952, 948, 944, 940, 936, 932, 928, 924, 920, 916, 912, 908, 904, 900, 896, 892, 888, 884, 880, 876, 872, 868, 864, 860, 856, 852, 848, 844, 840, 836, 832, 828, 824, 820, 816, 812, 808, 804, 800, 796, 792, 788, 784, 780, 776, 772, 768, 764, 760, 756, 752, 748, 744, 740, 736, 732, 728, 724, 720, 716, 712, 708, 704, 700, 696, 692, 688, 684, 680, 676, 672, 668, 664, 660, 656, 652, 648, 644, 640, 636, 632, 628, 624, 620, 616, 612, 608, 604, 600, 596, 592, 588, 584, 580, 576, 572, 568, 564, 560, 556, 552, 548, 544, 540, 536, 532, 528, 524, 520, 516, 512, 508, 504, 500, 496, 492, 488, 484, 480, 476, 472, 468, 464, 460, 456, 452, 448, 444, 440, 436, 432, 428, 424, 420, 416, 412, 408, 404, 400, 396, 392, 388, 384, 380, 376, 372, 368, 364, 360, 356, 352, 348, 344, 340, 336, 332, 328, 324, 320, 316, 312, 308, 304, 300, 296, 292, 288, 284, 280, 276, 272, 268, 264, 260, 256, 252, 248, 244, 240, 236, 232, 228, 224, 220, 216, 212, 208, 204, 200, 196, 192, 188, 184, 180, 176, 172, 168, 164, 160, 156, 152, 148, 144, 140, 136, 132, 128, 124, 120, 116, 112, 108, 104, 100, 96, 92, 88, 84, 80, 76, 72, 68, 64, 60, 56, 52, 48, 44, 40, 36, 32, 28, 24, 20, 16, 12, 8, 4, 0.

ساعدي طفلك على التعلم والنمو



يمكنك مساعدة طفلك على التعلم والنمو. تحدثي معه واقرئي له وعني معه وألعباً سوياً كل يوم. فيما يلي بعض الأنشطة للضوء وقت مع طفلك البالغ من العمر شهرين.

ما يمكنك فعله لطفلك البالغ من العمر شهرين:

- ☐ عانقي طفلك ودليلي وتحدثي إليه والعبي معه أثناء إطفائه ووضع ثيابه وأثناء الاستحمام.
- ☐ ساعدي طفلك يتعلم كيف يهدئ نفسه. لا حرج في أن يعض أصابعه.
- ☐ ابدي بمساعدة طفلك في اتباع روتين معين، مثل النوم ليلاً أكثر من نهائز، وحافتي على الالتزام بجداول منتظم.
- ☐ التناغم مع ما يحبه طفلك وما لا يحبه يمكن أن يساعدك على الشعور بالراحة أكثر والثقة.
- ☐ تصرفي بحماسة وإبتسيمي حين يصدر طفلك أصواتاً.
- ☐ قلدي أصوات طفلك أحياناً، ولكن استخدمي أيضاً لغة واضحة.
- ☐ انتهي لأنواع البكاء المختلفة لطفلك لتتعلمي معرفة ما يريد.
- ☐ تحدثي مع طفلك واقرئي وعني له.
- ☐ العبي معه لعبة اللمبة. ساعدي طفلك على لعب لعبة اللمبة أيضاً.
- ☐ ضعي مرآة آمنة فوق سرير طفلك ليستطيع النظر لنفسه.
- ☐ انظري إلى الصور مع طفلك وتحدثي عنها معه.
- ☐ ضعي طفلك على بطنه وهو مستيقظ وضعي ألعاب قربه.
- ☐ شجعي طفلك على رفع رأسه بوضع ألعاب في مستوى نظره أمامه.
- ☐ أمسكي بلعبة أو خشخشة فوق رأس طفلك وشجعيه على محاولة الوصول إليها.
- ☐ أمسكي بطفلك قائماً وقدميه تلمس الأرض. غني لطفلك أو تحدثي معه وهو يقف قائماً.



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تعلمي الإشارات. تصرفي في وقت مبكر.

Treatment



Treatment

- There is currently no cure for ASD.
- Early intervention services help children from birth to 3 years old learn important skills to help the child talk, walk, and interact with others.
- Treatment for particular symptoms, such as speech therapy for language delays, often does not need to wait for a formal ASD diagnosis.
- Because there can be overlap in symptoms between ASD and other disorders, it's important that treatment focus on a person's specific needs, rather than the diagnostic label.

Screening for depression

- More common among autistic people than it is among the general population
- The most common mental-health condition in autistic people.
- Growing evidence indicates that mental-health difficulties such as anxiety and depression may take a different form in autistic people than they do in other people.

Treatment

- **Behavioral management therapy**
- Cognitive behavior therapy
- Joint attention therapy
- Medication treatment
- Nutritional therapy
- Occupational therapy
- Parent-mediated therapy
- Physical therapy
- Social skills training
- Speech-language therapy
- Acupuncture



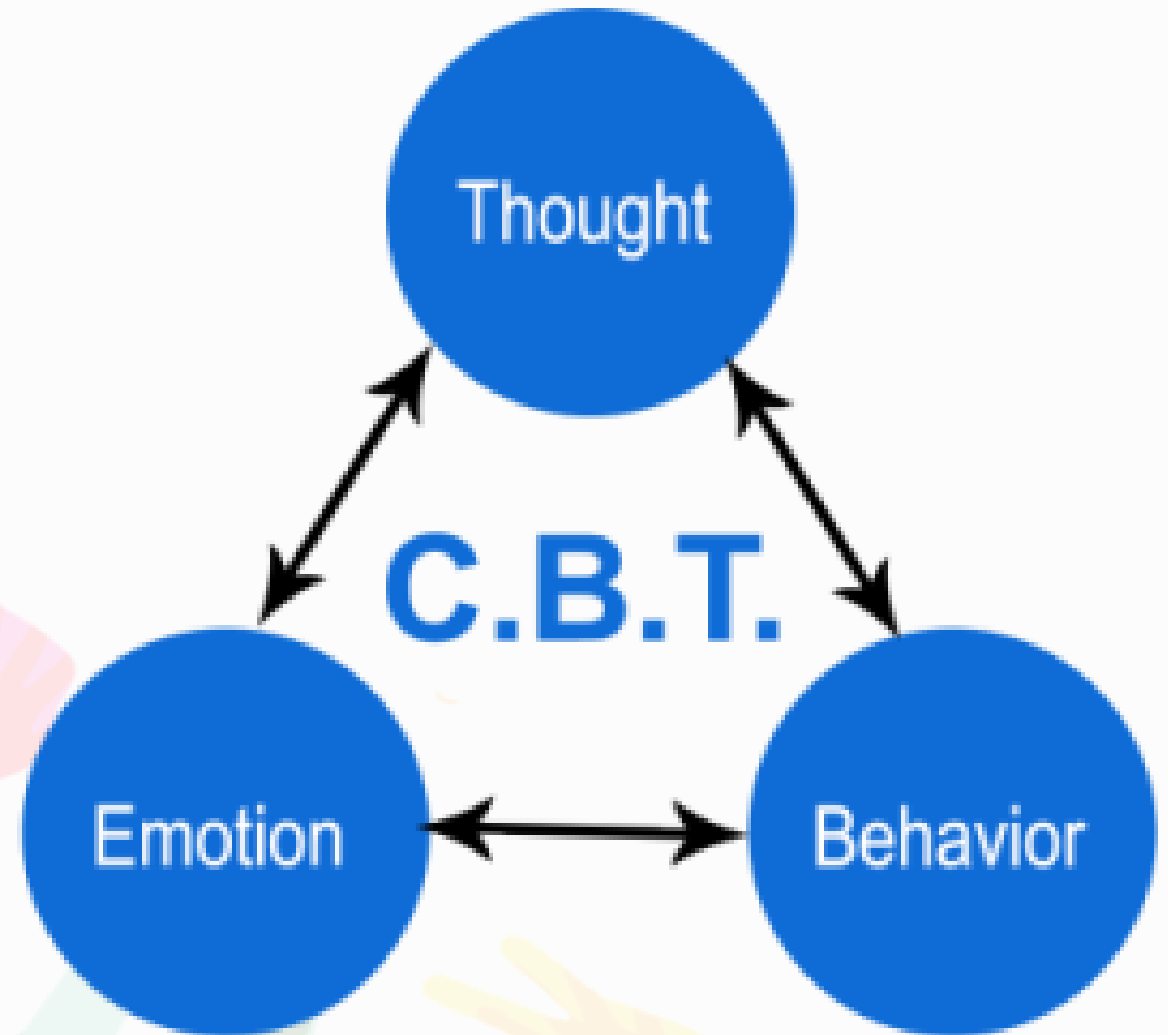
A decorative background featuring several stylized hands in various colors (teal, yellow, pink, orange) reaching upwards from the bottom left corner towards the top right, creating a sense of growth and support.

Behavioral management therapy

- Tries to reinforce wanted behaviors and reduce unwanted behaviors.
- Based on applied behavior analysis (ABA):
 - Positive Behavioral and Support (PBS): change the environment, teach skills, and make other changes that make a correct behavior more positive for the child.
 - Pivotal Response Training (PRT): improve a few "pivotal" skills, such as motivation and taking initiative to communicate.
 - Early Intensive Behavioral Intervention (EIBI): provides individualized behavioral instruction to very young children with ASD.
 - Discrete Trial Teaching (DTT): teaches skills in a controlled, step-by-step way. The teacher uses positive feedback to encourage the child to use new skills.

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Cognitive behavior therapy

- Focuses on the connection between thoughts, emotions, and behaviors.
- Structured into specific phases of treatment. However, it is also individualized to patients' strengths and weaknesses.
- Helps people with some types of ASD deal with anxiety.
- Help some people with autism cope with social situations and better recognize emotions.

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Joint Attention Therapy

- Joint attention: is the ability to share focus on an object or area with another person. e.g. following someone else's gaze or pointed finger to look at something.
- It is important to communication and language learning.
- This therapy focuses on improving specific skills related to shared attention such as:
 - Pointing
 - Coordinating looks between a person and an object

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Medication

- Currently, there is no medication that can cure autism or all of its symptoms.
- Use medications to deal with a specific behavior like aggression allows the patient to focus on other things, including learning and communication.
- Medication is most effective when used in combination with behavioral therapies.
- All medications carry risks, some of them serious.

Medication Plan

- Healthcare providers and families should work together to help ensure safe use of medication.
- One person with autism might respond to medications differently than another.
- Some medications may make symptoms worse at first or take several weeks to work.
- Healthcare provider may have to try different dosages or different combinations of medications to find the most effective plan.

Antipsychotic drugs

- Risperidone and aripiprazole are examples.
- Reducing irritability
- Decrease hyperactivity
- Reduce stereotyped behaviors
- Approved by the U.S. Food and Drug Administration (FDA).

Selective serotonin re-uptake inhibitors (SSRIs)

- A group of antidepressants.
- Work by increasing the available levels of the neurotransmitter “serotonin” in the brain.
- Serotonin is a neurotransmitter, “the happy chemical”.
- They reduce the frequency and intensity of repetitive behaviors; decrease anxiety, irritability, and aggressive behavior; and improve eye contact.

Tricyclics antidepressant

- Another type of antidepressant .
- Cause more minor side effects than SSRI's.
- Sometimes more effective than SSRIs.



Stimulants

- Drugs that temporarily increase mental or physical function or both (increase focus and decrease hyperactivity).
- For example: dexamphetamine and methylphenidate.
- Particularly helpful for those with mild ASD

Anxiolytic medication

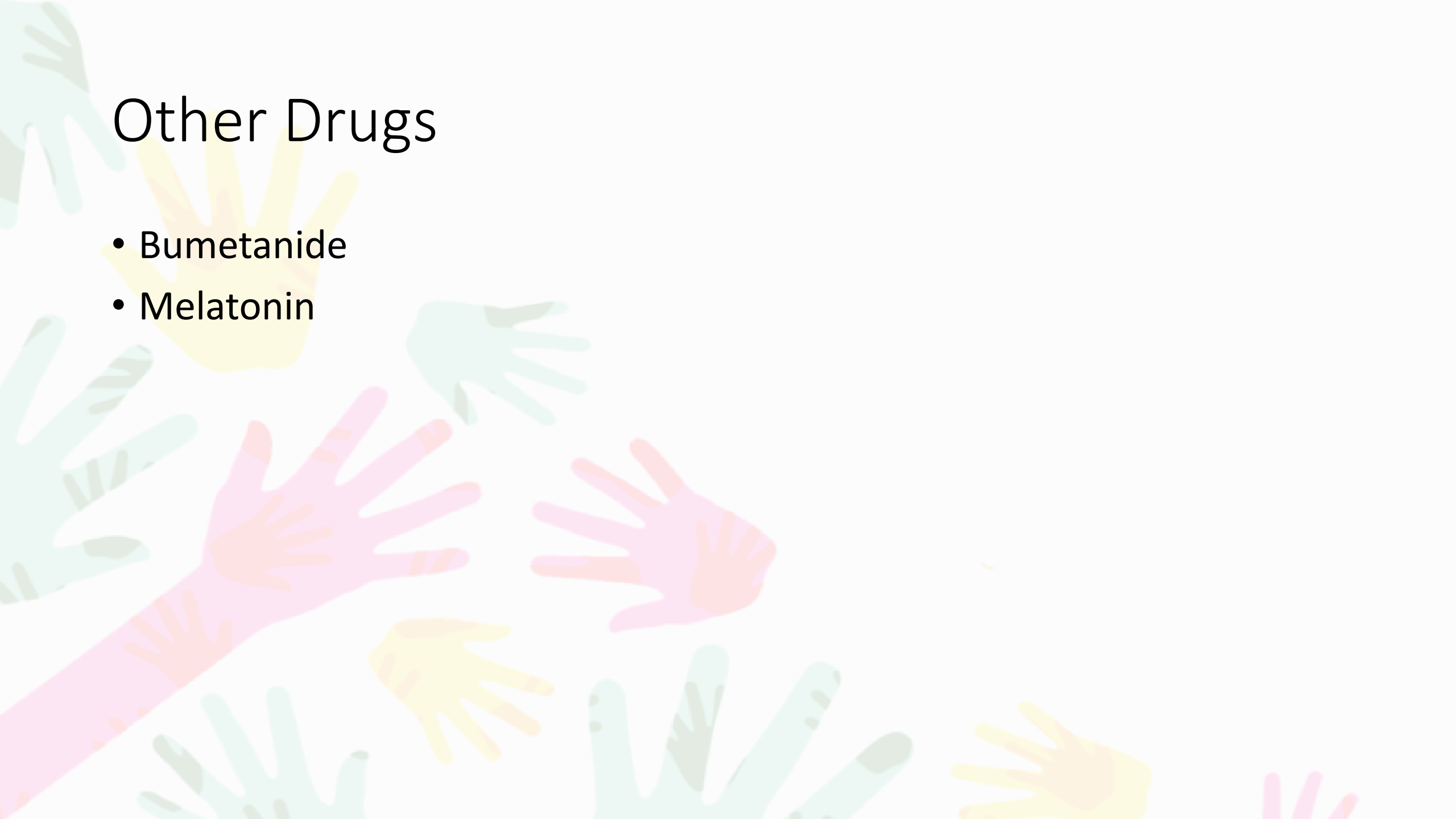
- Help relieve anxiety and panic disorders, which are often associated with ASD
- For example: fluvoxamine which has been approved by FDA for treating obsessive–compulsive disorder (OCD).

Anticonvulsants

- Treat seizures (Seizures are attacks of jerking or staring and seeming frozen) and seizure disorders, such as epilepsy.
- Almost one-third of people with autism symptoms have seizures or seizure disorders.

Other Drugs

- Bumetanide
- Melatonin



Bumetanide

- The blood pressure drug
- It affects the function of the chemical messenger gamma-aminobutyric acid (GABA), which dampens brain signals and is thought to be important in autism.
- It normalizes the levels of chloride ions in the brain, high chloride levels cause GABA to excite brain signals rather than inhibit them.
- The drug decreases repetitive behaviors.

Melatonin

- Melatonin is a sleeping hormone.
- Its level drops during puberty due to sexual maturation.
- Up to 80% of autistic children struggle to fall or stay asleep.
- Good sleep can improve many problems, so that kids can focus better and do better in school and therapy, and also it can impact the family quality of life.

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Nutritional Therapy

- Some will only eat certain foods because of how the foods feel in their mouths.
- Some children with ASD avoid eating certain foods because they associate them with stomach pain or discomfort.
- Eliminate refined sugars, dairy, gluten, corn and artificial ingredients as they worsen the hyperactivity and may cause irritability.
- Always a dietitian opinion is recommended.

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Occupational Therapy for Autism

- Occupational therapy helps people with autism to do everyday tasks by finding ways to work within and make the most of their needs, abilities, and interests.
- An occupational therapist might:
 - Find a specially designed computer mouse and keyboard to ease communication
 - Teach personal care skills such as getting dressed and eating

Treatment

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Parent-Mediated Therapy

- Parents learn therapy techniques from professionals and provide specific therapies to their own child.
- This approach gives children consistent reinforcement and training throughout the day.
- Improve the child's communication skills and interactions with others.
- Several types of therapies can be parent-mediated activities, including:
 - Joint attention therapy
 - Social communication therapy
 - Behavioral therapy

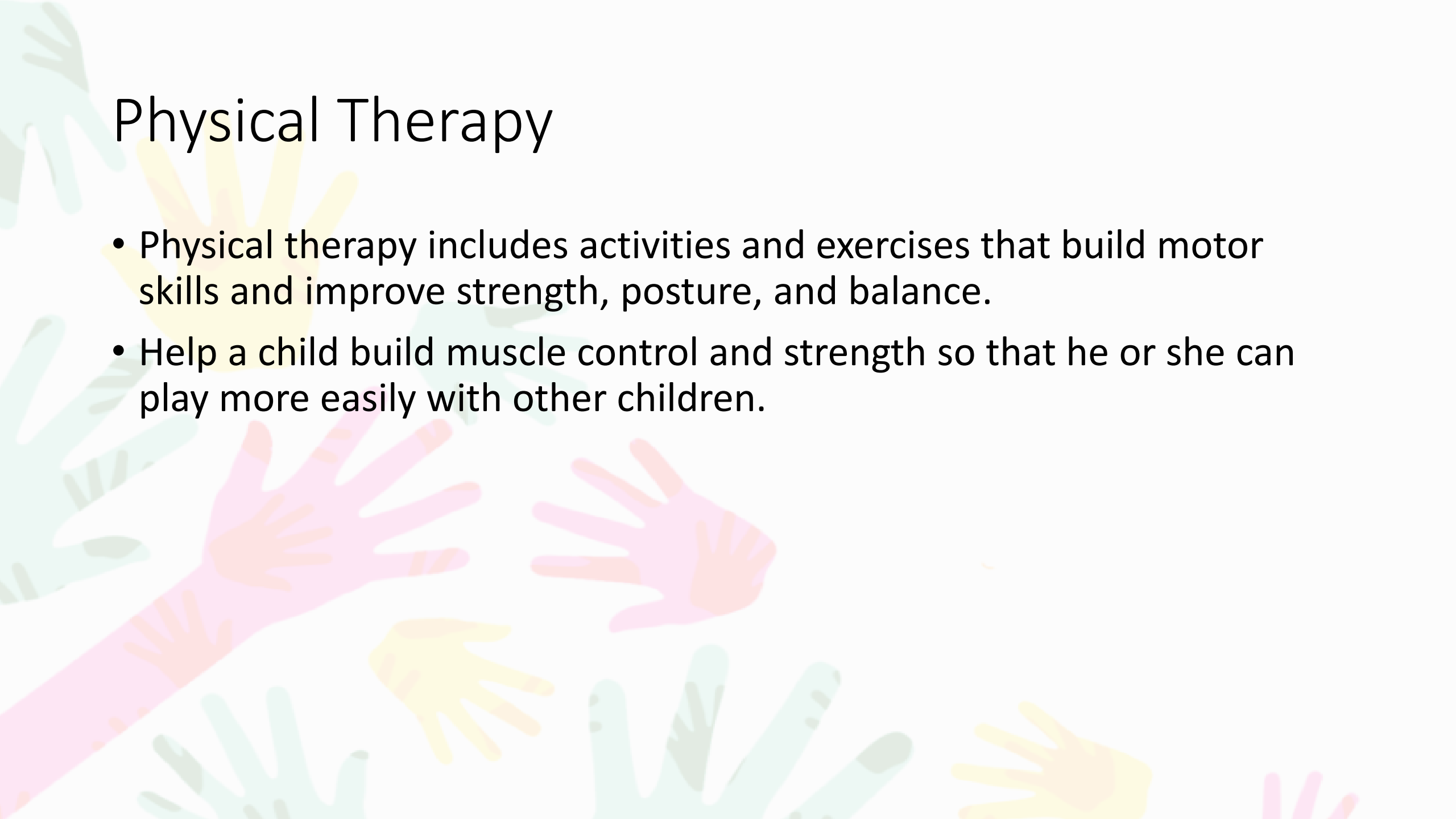
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Physical Therapy

- Physical therapy includes activities and exercises that build motor skills and improve strength, posture, and balance.
- Help a child build muscle control and strength so that he or she can play more easily with other children.



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- Physical therapy
- **Social skills training**
- Speech-language therapy
- Acupuncture



Social skills training

- Teaches children the skills they need to interact with others.
- Includes repeating and reinforcing certain desired behaviors.
- Helps elementary school-age children improve several social skills:
 - Conversation
 - Handling teasing
 - Being a good sport

Treatment

- Behavioral management therapy
- Cognitive behavior therapy
- Joint attention therapy
- Medication treatment
- Nutritional therapy
- Occupational therapy
- Parent-mediated therapy
- Physical therapy
- Social skills training
- **Speech-language therapy**
- Acupuncture

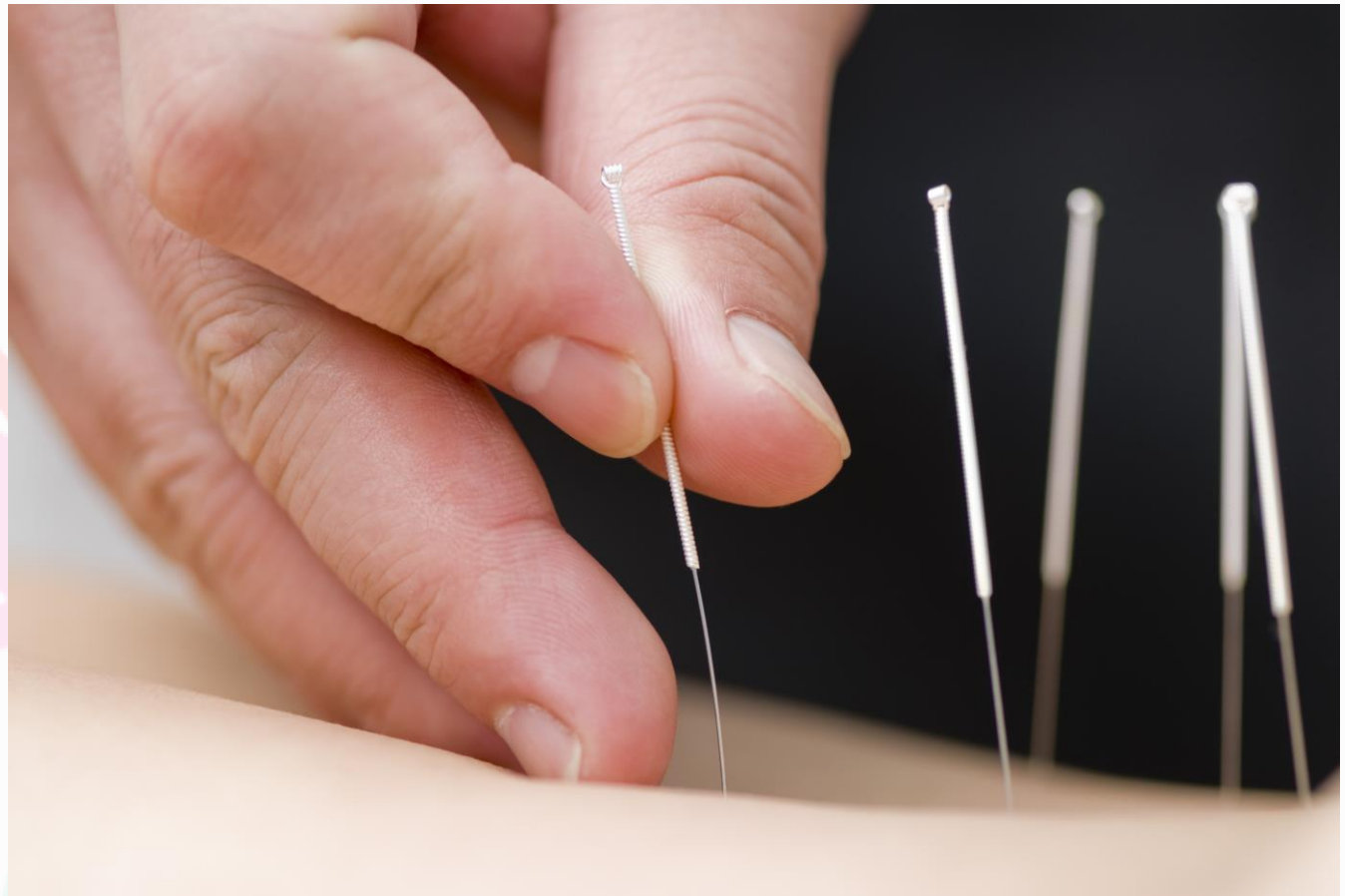


Speech-language therapy

- Verbal therapy: improve spoken or verbal skills:
 - Correctly naming people and things
 - Better explaining feelings and emotions
 - Using words and sentences better
 - Improving the rate and rhythm of speech
- Nonverbal communication skills, such as:
 - Using hand signals or sign language
 - Using picture symbols to communicate
 - include social skills and normal social behaviors. For example: make eye contact or stand at a comfortable distance from another person.

Treatment

- Behavioral management therapy
- Cognitive behavior therapy
- Joint attention therapy
- Medication treatment
- Nutritional therapy
- Occupational therapy
- Parent-mediated therapy
- Physical therapy
- Social skills training
- Speech-language therapy
- **Acupuncture**



Acupuncture

For children diagnosed with ASD, acupuncture has been proven to be an effective treatment for:

- verbal communication
- social skills
- behavioral concerns
- food sensitivity
- noise sensitivity

Autism and Covid 19

- People with autism are uniquely vulnerable to the disruptions caused by COVID-19.
- With schools closed and access to services limited, it may be difficult to re-establish routines and maintain structure within the home setting.

اسم الطفل	سن الطفل	تاريخ اليوم
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تحققي من مراحل التطور الأساسية التي بلغها هلايك بإتمام خمسة أعوام. حدي النتائج وتحدثني مع طبيب هلايك في كل زيارة عن مراحل التطور الأساسية التي بلغها هلايك، وعمّا توقعه لاحقاً.

تصرفي في وقت مبكر بالتحدث مع طبيب طفلك إذا كان طفلك:

اجتماعيًا/عاطفيًا

- ☐ يريد إرضاء الأصداء
- ☐ يريد أن يكون مثل الأصداء
- ☐ أكثر قابلية للاهتمام بالثقافة
- ☐ يحب الفناء والرفض والتثميل
- ☐ قادر على إختيار أصدقاء الجسدين
- ☐ يمكنه أن يميز بما هو عربي وما هو تيجيني
- ☐ يظهر مزيجاً من الاستغلاية (على سبيل المثال، قد يزور أحد الجيران المأجورين بمفرده إذا برز ذلك تحت إشراف البالغين))
- ☐ يكون مهتماً اجتماعياً، وفي أحيان أخرى، متفاعلاً للغاية.

- ☐ يتحدث بوضوح شديد
- ☐ يحكي قصة بسيطة باستخدام جمل كاملة
- ☐ يستخدم صيغة الأفعال المستقبلية؛ على سبيل المثال "ستكون جدي هنا".
- ☐ يقول الاسم والعنوان

- ☐ يعد عشرة أشياء أو أكثر
- ☐ يمكنه رسم شخص بما لا يقل عن ستة أجزاء للجسم
- ☐ يمكنه نقل بعض الحروف أو الأرقام
- ☐ ينسخ مثلًا وأشكال هندسية أخرى
- ☐ يتعرف على الأشياء التي تستخدم كل يوم، مثل المال والطعام

- ☐ يقف على قدم واحدة لمدة عشر ثوانٍ أو أكثر
- ☐ يقف: وقد يكون قادراً على الوثب بالجل
- ☐ يمكنه المشي
- ☐ يستخدم شوكة وملقطة وأحياناً سكين الطعام
- ☐ يمكنه استخدام المراحيض بنفسه
- ☐ يتأرجح ويتسلل

المطبعة: الطبعة الخامسة، Caring for your baby and young child: birth to age 5 من: إصدارات منظمة الصحة العالمية، 2009، 2004، 1990، 1985، 1991 © إصدارات منظمة الصحة العالمية
المطبعة: الطبعة الأولى، Guidelines for health supervision of infants, children and adolescents
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المطبعة: الطبعة الأولى، Caring for your baby and young child: birth to age 5 من: إصدارات منظمة الصحة العالمية، 2009، 2004، 1990، 1985، 1991 © إصدارات منظمة الصحة العالمية



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تعلمى الإشارات. تصرف فى وقت مبكر.

قد يبدأ طلاق في الرد بوجاهة أو استخدام ألفاظ نابية (كلمات بذيئة) كوسيلة للتصريح عن الشعور بالاستغلاية. لا تولي هذا الكلام قدراً كبيراً من الاهتمام، بل يجب التصية عليه تنبيهاً مختصراً. وبدلاً من ذلك، امحى طلاق عندما يطلب الأشياء بطريقة لطيفة وهادئة وتقبل الرد بالتفسي.

☐ علمي طفاك عنوانه ورقم هاتفه.

□ شجعتي دلفك على "القراءة" بالنظر إلى الصور ومسرود القصة.

استكشفي اهتمامات طفلك في مجتمعك. على سبيل المثال، إن كان طفلك يحب الحيوانات، فقمي بزيارة حديقة الحيوان أو مزرعة الحيوانات. انذهبي إلى المكتبة أو احضي، على الإنترنت، للتصفح على هذه المواضيع.

☐ اللعب بالألعاب التي تشجع طفلك على وضع الأشياء معًا.

☐ علمي دهلك كيهية فرد وثني ساقيه للتأرجح.

☐ مساعدتي طفلك على الصعود على الحصان التسلق.

□ اذهبي مع طفلك في زواجات والعبى معه لعبة البحث عن الكنز في الحي أو الحديقة الخاصة بك، وساعديه على ركوب الدراجة بعجلات التدريب (بحيث يرتدي خوذة).



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تعلمى الإشارات. تصرف فى وقت مبكر.



Thank You

Any Question?