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# IDD ECHO

## Identifying autism in adults with IDD

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# Disclosures

- Target audience: clinicians who care for adults with I/DD
- Objective: To improve the knowledge of primary care providers who care for individuals with I/DD
- Speaker Disclosure: **Joe McLaughlin** has no relationship with any commercial firm having products related to topics discussed at this conference. Actual disclosure forms are available upon request.

# Criteria for a diagnosis of Intellectual Disability

## DSM-5

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B. Deficits in adaptive functioning

C. Onset of these deficits during the developmental period

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- C. Onset of these deficits during the developmental period
  - Before age 22



# Criteria for a diagnosis of Autism Spectrum Disorder

- A. Persistent deficits in social communication and social interaction across multiple contexts
- B. Restricted, repetitive patterns of behavior, interests, or activities
- C. Symptoms present in the early developmental period
- D. Symptoms cause impairment in social, occupational, or other important areas of functioning
- E. Disturbances are not better explained by ID – social communication is below that expected for the general developmental level.

# Deficits in social communication and social interaction

1. Deficits in social-emotional reciprocity
2. Deficits in nonverbal communicative behaviors
3. Deficits in developing, maintaining, and understanding relationships

# **Restricted, repetitive patterns of behavior**

1. Stereotyped or repetitive movements
2. Insistence on sameness
3. Highly fixated interests
4. Hyper- or hyporeactivity to sensory input

# ASD and intellectual ability

- ASD occurs through the full range of intellectual ability from severe or profound ID through intellectual giftedness
- About 50% of individuals with ASD also have ID
- About 25% of individuals with ID have ASD

# Diagnosing ASD

- History
  - Developmental history – cognitive, language, social, motor development
  - Requires a knowledgeable informant
  - Medical and school records can be very informative
- Observation
  - Communication and interaction in the clinical setting
  - Consider whether the observed behavior is typical (informant is needed)
- Adaptive behavior
  - Examination of day-to-day behavior skills (conceptual, social, practical)
  - Requires a knowledgeable informant

# **Formal observation of behavior for diagnosing ASD**

Autism Diagnostic Observation Schedule, Second edition (ADOS-2)

- Various “modules” from toddlerhood through adulthood
- Creation of situations by the examiner that can elicit behavioral characteristics of ASD
- Takes about 45 minutes
- Requires an examiner who is knowledgeable about ASD, is a very good observer, and has good clinical judgment

# When should the question of ASD arise for someone with ID

- Unusual behaviors which make developmental progress more difficult
- Difficulty in understanding social rules
- Difficulty understanding nonverbal communication
- Absence of social relationships
- Upset episodes that may reflect sensory issues
- Limited interests and activities

## **Potential benefits of finding co-occurring ASD and ID**

- Better understanding of the patient
- Better understanding of the patient's unique needs
- Basis for advocating for the patient in his/her environments based on greater understanding of him/her
- Possibility of additional services
- Finding new routes to intervention



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**Thank you!**