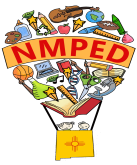


AODD Preschool Webinar Series #1: The Early Years, age 3-5

A Developmental Look at ASD in the Early Years

<p>Early Developmental Indicators of ASD for Infants and Toddlers</p>	<p>The following behaviors (or lack of the behavior) may be cause for concern during later infancy, but are more likely to occur between 9 and 16 months:</p> <ul style="list-style-type: none"> • Baby shows more interest in objects than people • Baby rarely shares enjoyment with others • Baby uses little or no gestures such as pointing • Baby does little or no imitating of other people • Baby may lose acquired skills or language • Baby shows unusual movements of hands, fingers, or body (Wetherby, 2019). <p>It is important to note that the single most concerning developmental indicator, regardless of learning domain, may begin to occur at the end of the first year of life... and that is <i>the loss of a learned skill or regression in development.</i></p>
<p>Developmental Domains Affected by ASD:</p> <ul style="list-style-type: none"> • Speech • Communication • Gestures • Social Interaction 	<p>Children with ASD show qualitative differences in areas of development:</p> <ul style="list-style-type: none"> • <u>Language</u> (delays)- Diminished babbling (especially back and forth), no single words by 16 months, odd first words, no two-word phrases by 24 months, limited response to name, repetitive language (echolalia), and/or abnormal tone of voice • <u>Nonverbal communication</u> -Atypical eye gaze, little or no joint attention, less positive affect, limited social smile, infrequent use of gestures such as pointing • <u>Social</u> - Limited shared enjoyment, showing, reciprocity (Steiner, et al., 2012)
<p>Differences in Play and Learning</p>	<p>Children with ASD often demonstrate limitations in the following skills:</p> <ul style="list-style-type: none"> • Joint Attention Skills • Social Communication Skills • Imitation Skills • Symbolic Play Skills
<p>Other Characteristics of Autism Spectrum Disorder</p>	<p>Restricted Repetitive Patterns of Behavior/Interests</p> <ul style="list-style-type: none"> • Stereotyped or repetitive motor movements- Movements that are intense and/or unusual • Routines or rituals- Play may consist of stacking or lining things up • Restricted interests- May be focused on particular toys or objects; may be more interested in small parts of toys/objects rather than the whole thing (wheels, knobs, screws, etc.)



<p>When you should be concerned</p>	<p>Many children with autism develop normally for a period of time and then either slow down, develop idiosyncratically, or actually regress. It is important to note that the single most concerning developmental indicator, regardless of learning domain, and that is <i>the loss of a learned skill or regression in development.</i></p>
<p>Want to Know More</p>	<p>Center for Development and Disability: http://cdd.unm.edu/</p> <p>CDD Autism Portal: https://cdd.health.unm.edu/autismportal/</p> <p>UNM CDD Autism Programs:</p> <ul style="list-style-type: none"> ● CDD Autism Family and Provider Resource Team (ASD Specific), 505-272-1852 ● Online Training for Families and Providers: https://cdd.health.unm.edu/autismportal/online-training/ ● CDD Information Network and Library, 505-272-8549 ● ABA and School Support Team, prblevins@unm.edu, 505-272-2611 ● Email: autismprograms@salud.unm.edu ● Phone: 505-272-1852 or 1-800-270-1861 <p>Autism Spectrum Evaluation Clinic https://unmhealth.org/services/development-disabilities/programs/clinics/autism-evaluation.html</p> <p>The Autism Spectrum Evaluation Clinic (ASEC) provides diagnostic evaluations for Autism Spectrum Disorder (ASD) or related conditions. We see children ages 3 and older, to evaluate social and emotional development, communication, thinking and problem solving ability, adaptive skills and behavior.</p>

References:

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