



Family Support and Early Intervention Division
FAMILY INFANT TODDLER (FIT) PROGRAM



Early Childhood Evaluation Program – Technical Assistance & Consultation

Continuing Education series for NM FIT Providers

Presented by

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Early Childhood Evaluation Program (ECEP) Interdisciplinary Clinical Faculty and Staff



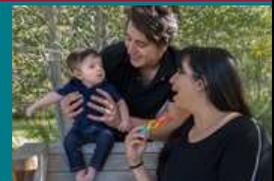
Family Support and Early Intervention Division
FAMILY INFANT TODDLER (FIT) PROGRAM



Talking to Families about Specific Diagnostic Concerns: Focus on Autism and Sensory Differences

April 27 & April 29, 2022

University of New Mexico Health Sciences Center
Department of Pediatrics - Center for Development & Disability



Introductions and Housekeeping

- Today's ECEP Team
- We want to see you!
- We want to hear you!
 - Please use the chat or jump in with comments, ideas, and questions.
 - Goal is to share experiences and knowledge.
 - Small group discussion and practice!

***Please note this zoom platform is not HIPAA-compliant - please de-identify any confidential/case-related information.**

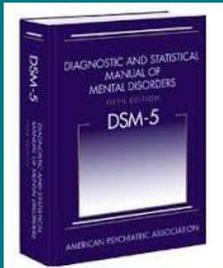


Objectives for today

- Identify three basic strategies for sharing developmental concerns with a family.
- Describe some basic pitfalls people tend to fall into in discussing developmental concerns and making a referral for further assessment.
- Identify one step to take to improve your ability to discuss concerns with a family.



DSM-5 Criteria for Autism Spectrum Disorder



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A. Persistent deficits in social communication and social interaction across multiple contexts:

Deficits in social-emotional reciprocity

Deficits in nonverbal communicative behaviors used for social interaction

Deficits in developing, maintaining, and understanding relationships

B. Restricted, repetitive patterns of behavior, interests, or activities:

Stereotyped or repetitive motor movements, use of objects, or speech

Insistence on sameness, inflexible adherence to routines, or ritualized patterns or verbal nonverbal behavior

Highly restricted, fixated interests that are abnormal in intensity or focus

Hyper- or hypo-reactivity to sensory input or unusual interests in sensory aspects of the environment**

** new consideration

Family Centered Care

“Ten years from now, I may not remember the particular test or therapies administered to my son, but I will most definitely remember the interaction I had with you. I will strive to remember your name and especially the way in which you spoke with me and my child—the compassion you exhibited.”

(A parent, in Leff et al., 1991 Children's Health Care)

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SPIKES PROTOCOL

Setting
 Perception
 Invitation
 Knowledge
 Empathize
 Summary and Strategy



Adapted from: Baile WF, Kudelka AP, Beale EA, et al. Communication skills training in oncology; description and preliminary outcomes of workshops on breaking bad news and managing patient reactions to illness. *Cancer*. 1999;86:887-97.

Setting

- Privacy
- Comfortable location
- Enough time to talk
- Distractions



Perception

- Explore family's ideas, openness, and awareness



Invitation

-Are parents willing to have this conversation?
-How much do they want to talk about today?



Knowledge

- Share information
- Use plain language



Empathy

- Identify family's emotion and provide empathic response
- Recognize how this may be hard



Strategy

- Present options, resources, referrals



Case Example

Small Group Discussion

Watch video of both twins and consider for each:

What red flags do you see?

Do these red flags warrant a referral?

What do you think this mother sees in these two children? Is she aware of the differences and red flags?

How would you support her in noticing these behaviors, assessing her concern, and talking about a referral for an ASD assessment?

<https://youtu.be/1Q2Cz1Jh7nI>

Tell us about **your** experience with these kinds of conversations



- What has been hard?
- What has gone well?
- What cultural differences or specific cultural perspectives have you encountered?
- Do sensory differences come up before the question about Autism?



Join us for more ECEP Office Hours:

Session 3: **Talking to Families about Specific Diagnostic Concerns: Autism and Sensory Differences**
April 27 at 4pm and April 29 at 8am

Session 4: Recognizing Red Flags and Talking to Families about Concerns: **Focus on Cerebral Palsy and other complex neurodevelopmental issues**
May 25 at 4pm and May 27 at 8am

Session 5: **Family-Focused Strategies Addressing Autism Spectrum Disorder, Feeding Issues, and Sensory processing concerns.**
June 22 at 4pm and 24 at 8am



Additional resources



More Helpful Videos

<https://autismnavigator.com/red-flags-of-autism/>

<https://autismnavigator.com/>

https://babynavigator.com/wp-content/uploads/2019/06/16x16_early_glimpse.pdf

<https://autismnavigator.com/asd-video-glossary/>

Additional Webinars/Online Trainings

UNM CDD AODD Webinar: https://www.cdd.unm.edu/cddlearn/autism-portal-courses/for-parents/preschool-interventions/ASDInTheEarlyYears/presentation_html5.html

Autism Case Training: <https://www.cdc.gov/ncbddd/actearly/autism/case-modules/identifying.html>

Information for Providers and Families

UNM CDD Autism Portal: <https://cdd.health.unm.edu/autismportal/>

Autism Family and Provider Resource Team: <http://www.cdd.unm.edu/autism/programs/index.html>
(505) 272-1852 or toll-free 1-800-270-1861

ASHA handout: <https://leader.pubs.asha.org/doi/full/10.1044/leader.FTR1.24042019.46>

Link to online Sensory Processing Disorder (SPD) Symptoms Checklist:
<https://sensoryhealth.org/basic/symptoms-checklist>

What is the difference between Autism and Sensory Processing disorder? (Kim Barthel, OTR/L)
<https://www.youtube.com/watch?v=kKzvLyME5qA>

Centers for Disease Control and Prevention, Learn the Signs, Act Early
<http://www.cdc.gov/ncbddd/actearly/index.html> & <http://www.cdc.gov/ncbddd/autism/signs.html>

Contact information

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