

May 2010

CDIS Newsletter

April- Autism Awareness Month & May- Better Speech & Hearing Month

IMPORTANT!!!

The ENMU CDIS program is currently advertising and seeking an On-Campus Supervisor and a Professor. If you know anyone who might be interested, please send them our way.

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Facts About Autism, *By Valerie Trask*

- Autism spectrum disorder (ASD) is a range of complex neurodevelopment disorders, characterized by social impairments, communication difficulties, and restricted, repetitive, and stereotyped patterns of behavior
- ASD varies significantly in character and severity, it occurs in all ethnic and socioeconomic groups, and affects every age group
- 1 percent of the population of children in the U.S. ages 3-17 have an autism spectrum disorder
- Prevalence is estimated at 1 in 110 births; 1 to 1.5 million Americans live with an autism spectrum disorder
- ASD is the fastest-growing developmental disability
- ASD is more common than multiple sclerosis, cystic fibrosis or childhood cancer
- 60% of costs are in adult service
- Cost of lifelong care can be reduced by 2/3 with early diagnosis and intervention
- In 10 years, the annual cost will be \$200-400 billion

- The cost of autism over the lifespan is around 3.2 million dollars per person
- Boys are four times more likely than girls to have autism
- Autism is a developmental disability thought by scientists to have a genetic origin
- A family that has a biologically related relative with an ASD is much more likely to have a child with an Autism Spectrum Disorder than a family without this history
- Early intensive behavioral intervention has been shown to produce marked changes in the skill deficits and problem behavior associated with Autism

Information retrieved from:

http://www.autism-society.org/site/PageServer?pagename=about_what_is_factsstats

<http://www.autismspeaks.org/whatisit/facts.php>

http://www.necc.org/autism_resources/fact_sheets.asp

Autism Awareness, *By Elisa Lucero*

It is not easy for parents to find out their child has autism. A range of emotions may be felt by the parents, siblings, grandparents and extended family. As practitioners, it is important for us to be aware of the emotions and challenges of families dealing with the diagnosis of autism. The more informed we are the

better we can assist families. According to ASHA, speech language pathologists are required to have knowledge of "the multiple roles assumed by family members of individuals with ASD, including that of investigators of information on characteristics of autism, causes, and effective

interventions; advocates for services; collaborators in assessment and diagnosis as they attempt to define their child's symptoms; co-therapists involved in organized intervention programs; service coordinators; financiers of

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Autism Awareness, By Elisa Lucero (cont'd from pg. 1)

non-publicly funded services; and lobbyists for change". We must also have knowledge of parent stress and adjustment and supports to promote coping, sibling relations and adjustment and family dynamics and psychosocial development in relation to social communication development and effectiveness among others.

Family Therapist, Kathryn Smerling, Ph.D., offers tips for parents, siblings, and extended family of children with autism. Smerling suggests that parents be informed and take

advantage of all the services that are available in their community. It is also important for parents to talk about the possible conflicting emotions being experienced. Parents should make an effort to spend quality time with their typically developing children and spouse. It is also beneficial for parents to get involved with the Autism community. Siblings should be taught to be proud of their brother or sister. They can also be informed and learn to talk about autism and be open and comfortable. Siblings must remember that it is OK to want alone time with their parents. It is important for the family to spend time

together with and without their brother or sister. It is beneficial for siblings to find an activity they can do with their brother or sister. Grandparents and extended family can ask how they can be helpful to their family and offer support. Respect the decisions the family makes about their child and put judgment aside. Grandparents and extended family can take some time to spend with each child, typically developing and those with autism.

Above all it is important for us to be as informed as possible, this way we can assist the families we work with.

Autism, the Media, and What This Means for Us, By Alayna LaPrade

Ask people you meet if they know what autism is, and chances are they will at least have some vague idea.

But thanks to the media, what will their perception be? Will they immediately imagine exceeding intelligence, a savant, like Dustin Hoffman's character in *Rain Man*? Will they express how they wish not to have their child immunized for fear that it may cause autism? How accurate will their viewpoint be?

While there is no doubt that the media has played a significant role in advancing societal awareness for autism, it has given a platform and a voice to those who personally confront the disorder. Media attention has also increased research and funding initiatives. It has become quite

quite clear to professionals across multiple disciplines that the media has greatly skewed the definition and nature of autism. Diagnosing autism has become a rather gray area in the eyes of many. The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) has a lengthy diagnostic criterion for the disorder, a plethora of websites define it in a variety of ways, and multiple celebrities publicly share their views as well. Just ask actress and author Jenny McCarthy, and she will tell you that her son's autism was caused by vaccines, even though this claim has been roundly rejected by multiple scientific studies. Watch various shows, like *Parenthood*, and you'll see a Hollywood version of the disorder. So what is our role as speech-language pathologists in a society where many believe whatever they hear, see,

or read? Principle of Ethics III in ASHA's Code of Ethics states, "Individuals shall honor their responsibility to the public by promoting public understanding of the professions ...and by providing accurate information in all communications involving any aspect of the professions, including the dissemination of research findings and scholarly activities..." While we can appreciate that the media has certainly put Autism Spectrum Disorders on the public radar, it is our responsibility to advocate for our clients, and this includes speaking up for the truth about the nature of the various disorders we treat. Autism, though it has become quite controversial, is no exception.

Asperger's Syndrome, by Viva McKenzie

There continues to be debate about whether Asperger's Syndrome is a distinct classification or a subcategory of autism. According to the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition*, Asperger's Syndrome is a term for one of the five disorders classified as Pervasive Developmental Disorder (PDD). The deficits a child presents with must differentiate him/her from other PDDs in order to be labeled with an Asperger's diagnosis.

The pattern of deficits used in diagnosing Asperger's includes stereotyped patterns of behavior, activities, and interests that impair social interaction, intense preoccupation with a

Nonverbal communication issues are seen in their limited use of gestures. Their facial expressions are frequently inappropriate and physical proximity is often an issue as well. Although it is not certain what causes Asperger's, it is generally accepted that it is a neurological disorder. Asperger's is not viewed as directly inherited, but a genetic basis of the syndrome has been identified.

Evaluating and diagnosing Asperger's Syndrome includes a comprehensive investigation of a child's early developmental progress, the psychological state, and communication abilities of the child. A complete analysis of receptive and expressive language skills must be done.

It is imperative that this assessment include nonverbal communication and pragmatic use of language.

The treatment of Asperger's Syndrome is tailored to the need of the individual and is based on a multidisciplinary assessment. Treatment is aimed at managing the symptoms the client presents with. Targets for treatment can include social skills, nonverbal language, abstract language, focused attention, empathy, cooperation and compromise, eye contact, self-confidence skills, etc. Although it is agreed that early intervention is ideal, there is no one treatment that is best.



Special points of interest:

- 1 percent of the population of children in the U.S. ages 3-17 have an autism spectrum disorder
- As practitioners, it is important for us to be aware of the emotions and challenges of families dealing with the diagnosis of autism.
- There continues to be debate about whether Asperger's Syndrome is a distinct classification or a subcategory of autism.

Autism Continuing Education Unit (CEU) Opportunities, *By Benina Foley*

The following CEUs are available at SpeechPathology.com. The membership fee is \$99 for unlimited access to CEUs. **Passing an online exam will be required to earn continuing education credit.**

Literacy Instruction for Children with Autism

Presenter: Tina K. Veale, Ph.D., CCC-SLP; Eastern Illinois University

Length: 60 minutes

Course Type: Recorded event

CEUs/Hours: Offered: ASHA/0.1 Intermediate Level, Professional Area; CASLPA/1.0

Practical Therapy Ideas for Children with ASD

Presenter: Lynn M. Dudek, Autism and Medical Rehabilitation Manager

Course Type: Recorded Event

Length: 60 minutes

CEUs/Hours: Offered: ASHA/0.1 Intermediate Level, Professional Area; CASLPA/1.0

AAC Techniques & Strategies: Supporting Natural Speech Development in ASD & Other Disorders

Presenter: Patricia Ourand, M.S., CCC-SLP

Course Type: Recorded Event

Length: 60 minutes

CEUs/Hours: Offered: ASHA/0.1 Intermediate Level, Professional Area; CASLPA/1.0

10 Things SLPs Need to Teach Teachers & Parents of Students with Autism Spectrum Disorders

Presenter: Linda Hodgdon M.Ed., CCC-SLP

Course Type: Recorded Event

Length: 60 minutes

CEUs/Hours: Offered: ASHA/0.1 Intermediate Level, Professional Area; CASLPA/1.0

Emotional Regulation in Autism Spectrum Disorders (ASD)

Presenter: Emily Rubin, M.S., CCC-SLP

Course Type: Recorded Event

Length: 60 minutes

The Great 8 for SLPs and ASD

Presenter: Lynn M. Dudek, MBA, CCC-SLP

Course Type: Recorded Event

Length: 120 minutes

CEUs/Hours: Offered: ASHA/0.2 Introductory Level, Professional Area; CASLPA/2.0

Autism Spectrum Disorders: Family Matters

Presenter: Jennifer Brown, Ph.D., CCC-SLP

Course Type: Recorded Event

Length: 120 minutes

CEUs/Hours: Offered: ASHA/0.2 Introductory Level, Professional Area; CASLPA/2.0

Using Visual Strategies to Overcome Communication & Behavior Challenges in Autism Spectrum Disorders

Presenter: Linda Hodgdon, M.Ed., CCC-SLP

Length: 120 minutes

CEUs/Hours: Offered: ASHA/0.2 Intermediate Level, Professional Area; CASLPA/2.0

For anyone wanting to receive therapy or get evaluated at the ENMU clinic they are more than welcome to stop by the office and speak to our secretary, Ms. Wendy Turner. For further information about our ENMU Speech Language and Hearing Clinic, please contact Ms. Nicole Bougie:

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ENMU Speech and Hearing Rehabilitation Outreach Center

Office hours are Monday–Friday, 8 a.m.–noon and 1–5 p.m. The Outreach Center is located on the second floor of Lea Hall on campus.

For more information regarding the ENMU Bachelor or Master's degrees, please contact Dr. Suzanne Swift.

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