

Nih Autism Information

Bonnie Evans

Autism Spectrum Disorders Andreas M. Grubner, 2021 Autism spectrum disorders are developmental disorders. Individuals with autism spectrum disorders develop differently. These differences are usually present in social interaction, communication, and sensory processing, and become visible through a wide variety of behavioral responses that differ from individuals without autism spectrum disorders. Despite significant research efforts, the exact causes of autism spectrum disorders remain poorly understood; however, researchers have gained extensive insights into possible pathomechanisms, even at the molecular level of cells. Many diagnostic criteria have been developed, adapted, and improved. The eight chapters in this book highlight the current state-of-the-art in many areas of autism spectrum disorders. Chapter 1 provides an overview of the epidemiology of autism spectrum disorders and the current knowledge of the underlying pathogenic mechanisms. Chapter 2 summarizes the diagnostic criteria and procedures and highlights present and upcoming therapeutic strategies. Chapter 3 reviews the adverse events and trauma in people with autism spectrum disorders. Chapters 4 and 5 focus on atypical sensory processing, and Chapter 6 discusses the genetic overlap of autism spectrum disorders with other neuropsychiatric disorders such as attention deficit hyperactivity disorder (ADHD), depression, and schizophrenia. Chapter 7 focuses on the contribution of abnormalities in mitochondria, and chapter 8 discusses gut-brain interactions and a potential role for microbiota in autism spectrum disorders. This book is aimed primarily at clinicians and scientists, but many areas will also be of interest to the layperson.

Diagnostic and Statistical Manual of Mental Disorders (DSM-5) American Psychiatric Association, 2011-09-24

Mental Disorders and Disabilities Among Low-Income Children National Academies of Sciences, Engineering, and Medicine, Institute of Medicine, Board on Children, Youth, and Families, Board on the Health of Select Populations, Committee to Evaluate the Supplemental Security Income Disability Program for Children with Mental Disorders, 2015-10-28 Children living in poverty are more likely to have mental health problems, and their conditions are more likely to be severe. Of the approximately 1.3 million children who were recipients of Supplemental Security Income (SSI) disability benefits in 2013, about 50% were disabled primarily due to a mental disorder. An increase in the number of children who are recipients of SSI benefits due to mental disorders has been observed through several decades of the program beginning in 1985 and continuing through 2010. Nevertheless, less than 1% of children in the United States are recipients of SSI disability benefits for a mental disorder. At the request of the Social Security Administration, *Mental Disorders and Disability Among Low-Income Children* compares national trends in the number of children with mental disorders with the trends in the number of children receiving benefits from the SSI program, and describes the possible factors that may contribute to any differences between the two groups. This report provides an overview of the current status of the diagnosis and treatment of mental disorders, and the levels of impairment in the U.S. population under age 18. The report focuses on 6 mental disorders, chosen due to their prevalence and the severity of disability attributed to those disorders within the SSI disability program: attention-deficit/hyperactivity disorder, oppositional defiant disorder/conduct disorder, autism spectrum disorder, intellectual disability, learning disabilities, and mood disorders. While this report is not a comprehensive discussion of these disorders, *Mental Disorders and Disability Among Low-Income Children* provides the best currently available information regarding demographics, diagnosis, treatment, and expectations for the disorder time course - both the natural course and under treatment.

Social and Communication Development in Autism Spectrum Disorders Tony Charman, Wendy Stone, 2008-01-14 From leading clinical researchers, this volume presents important recent advances in understanding and treating autism spectrum disorders (ASD) in very young children. The book is grounded in cutting-edge findings on the social-communication behavior of typically and atypically developing infants, toddlers, and preschoolers. The contributors highlight the connections between ASD and specific early social-communication impairments - including problems with joint attention,

imitation, and play - with a focus on what clinicians can do to help. Innovative screening and assessment procedures are reviewed, as are evidence-based intervention and prevention strategies. Throughout, attention to both real-world practice and research considerations enhances the book's utility as a clinical reference and text.

A Computational View of Autism Uttama Lahiri, 2020-07-27 This book first explains autism, its prevalence, and some conventional intervention techniques, and it then describes how virtual reality technology can support autism intervention and skills training. The approaches and technologies covered include immersive virtual reality, augmented reality and mixed reality. The tasks covered include emotion recognition, affective computing, teaching communication skills, imparting literacy skills, training for imitation skills, and joint attention skills. Most of the chapters assume no prerequisite knowledge of autism or virtual reality, and they are supported throughout with detailed references for further investigation. While the author is an engineer by profession, with specialist knowledge in robotics and computer-based platforms, in this book she adopts a user perspective and cites many real-life examples from her own experience. The book is suitable for students of cognitive science, and researchers and practitioners engaged with designing and offering technological assistance for special needs training.

Handbook of Life Course Health Development Neal Halfon, Christopher B. Forrest, Richard M. Lerner, Elaine M. Faustman, 2017-11-20 This book is open access under a CC BY 4.0 license. This handbook synthesizes and analyzes the growing knowledge base on life course health development (LCHD) from the prenatal period through emerging adulthood, with implications for clinical practice and public health. It presents LCHD as an innovative field with a sound theoretical framework for understanding wellness and disease from a lifespan perspective, replacing previous medical, biopsychosocial, and early genomic models of health. Interdisciplinary chapters discuss major health concerns (diabetes, obesity), important less-studied conditions (hearing, kidney health), and large-scale issues (nutrition, adversity) from a lifespan viewpoint. In addition, chapters address methodological approaches and challenges by analyzing existing measures, studies, and surveys. The book concludes with the editors' research agenda that proposes priorities for future LCHD research and its application to health care practice and health policy. Topics featured in the Handbook include: The prenatal period and its effect on child obesity and metabolic outcomes. Pregnancy complications and their effect on women's cardiovascular health. A multi-level approach for obesity prevention in children. Application of the LCHD framework to autism spectrum disorder. Socioeconomic disadvantage and its influence on health development across the lifespan. The importance of nutrition to optimal health development across the lifespan. The Handbook of Life Course Health Development is a must-have resource for researchers, clinicians/professionals, and graduate students in developmental psychology/science; maternal and child health; social work; health economics; educational policy and politics; and medical law as well as many interrelated subdisciplines in psychology, medicine, public health, mental health, education, social welfare, economics, sociology, and law.

Autism and the Environment Institute of Medicine, Board on Health Sciences Policy, Forum on Neuroscience and Nervous System Disorders, 2008-03-12 Autism spectrum disorders (ASD) constitute a major public health problem, affecting one in every 150 children and their families. Unfortunately, there is little understanding of the causes of ASD, and, despite their broad societal impact, many people believe that the overall research program for autism is incomplete, particularly as it relates to the role of environmental factors. The Institute of Medicine's Forum on Neuroscience and Nervous System Disorders, in response to a request from the U.S. Secretary of Health and Human Services, hosted a workshop called Autism and the Environment: Challenges and Opportunities for Research. The focus was on improving the understanding of the ways in which environmental factors such as chemicals, infectious agents, or physiological or psychological stress can affect the development of the brain. Autism and the Environment documents the concerted effort which brought together the key public and private stakeholders to discuss potential ways to

improve the understanding of the ways that environmental factors may affect ASD. The presentations and discussions from the workshop that are described in this book identify a number of promising directions for research on the possible role of different environmental agents in the etiology of autism.

A Time for Metabolism and Hormones Paolo Sassone-Corsi, Yves Christen, 2016-04-04 Recent years have seen spectacular advances in the field of circadian biology. These have attracted the interest of researchers in many fields, including endocrinology, neurosciences, cancer, and behavior. By integrating a circadian view within the fields of endocrinology and metabolism, researchers will be able to reveal many, yet-unsuspected aspects of how organisms cope with changes in the environment and subsequent control of homeostasis. This field is opening new avenues in our understanding of metabolism and endocrinology. A panel of the most distinguished investigators in the field gathered together to discuss the present state and the future of the field. The editors trust that this volume will be of use to those colleagues who will be picking up the challenge to unravel how the circadian clock can be targeted for the future development of specific pharmacological strategies toward a number of pathologies.

The Unwritten Rules of Social Relationships Temple Grandin, Sean Barron, 2005 The authors share what they have learned about social relationships over the course of years struggling with the effects of autism, identifying Ten Unwritten Rules as general guidelines for handling social situations.

The metamorphosis of autism Bonnie Evans, 2017-03-28 This electronic version has been made available under a Creative Commons (BY-NC-ND) open access license. This book is available as an open access ebook under a CC-BY-NC-ND licence. What is autism and where has it come from? Increased diagnostic rates, the rise of the 'neurodiversity' movement, and growing autism journalism, have recently fuelled autism's fame and controversy. The metamorphosis of autism is the first book to explain our current fascination with autism by linking it to a longer history of childhood development. Drawing from a staggering array of primary sources, Bonnie Evans traces autism back to its origins in the early twentieth century and explains why the idea of autism has always been controversial and why it experienced a 'metamorphosis' in the 1960s and 1970s. Evans takes the reader on a journey of discovery from the ill-managed wards of 'mental deficiency' hospitals, to high-powered debates in the houses of parliament, and beyond. The book will appeal to a wide market of scholars and others interested in autism.

Educating Children with Autism National Research Council, Division of Behavioral and Social Sciences and Education, Committee on Educational Interventions for Children with Autism, 2001-11-11 Autism is a word most of us are familiar with. But do we really know what it means? Children with autism are challenged by the most essential human behaviors. They have difficulty interacting with other people—often failing to see people as people rather than simply objects in their environment. They cannot easily communicate ideas and feelings, have great trouble imagining what others think or feel, and in some cases spend their lives speechless. They frequently find it hard to make friends or even bond with family members. Their behavior can seem bizarre. Education is the primary form of treatment for this mysterious condition. This means that we place important responsibilities on schools, teachers and children's parents, as well as the other professionals who work with children with autism. With the passage of the Individuals with Disabilities Education Act of 1975, we accepted responsibility for educating children who face special challenges like autism. While we have since amassed a substantial body of research, researchers have not adequately communicated with one another, and their findings have not been integrated into a proven curriculum. *Educating Children with Autism* outlines an interdisciplinary approach to education for children with autism. The committee explores what makes education effective for the child with autism and identifies specific characteristics of programs that work. Recommendations are offered for choosing educational content and strategies, introducing interaction with other children, and other key areas. This book examines some fundamental issues, including: How children's specific diagnoses should affect educational assessment and planning How we can support the families

of children with autism Features of effective instructional and comprehensive programs and strategies How we can better prepare teachers, school staffs, professionals, and parents to educate children with autism What policies at the federal, state, and local levels will best ensure appropriate education, examining strategies and resources needed to address the rights of children with autism to appropriate education. Children with autism present educators with one of their most difficult challenges. Through a comprehensive examination of the scientific knowledge underlying educational practices, programs, and strategies, *Educating Children with Autism* presents valuable information for parents, administrators, advocates, researchers, and policy makers.

Autism Spectrum Disorders Dianne Zager, David F. Cihak, Angi Stone-MacDonald, 2004-09-22 The field of autism has been growing at an unprecedented rate in recent years. In addition to an actual rise in the number of classic DSM-IV cases, broadened diagnostic criteria have uncovered a wider range of autistic behaviors and ability levels. The third edition of this well-known text continues the mission of its predecessors--to present a comprehensive, readable, up-to-date overview of the field of autism, one that links research, theory, and practice in ways that are accessible to both practitioners and parents. Key features include: *Expanded Coverage--To accommodate the recent explosion of research, the book has been expanded from 11 to 14 chapters that examine the impact of autism on the individual and the family from infancy through adulthood. *Expertise--Internationally recognized experts offer cutting-edge treatment and educational information on topics such as early diagnosis, medical treatment, assessment, educational methods, language development, behavior regulation, and family support. *Neurobiological Research--Comprehensive medical research and treatment chapters provide an understandable overview of neurobiological research and current treatments including when and how medication can be employed as part of a treatment plan. *Focus on Early Years--Old sections I and III have been combined and a new 3-chapter section on early identification and intervention added. *Focus on Parents and Families--In addition to a chapter on the evolving role of families, a new chapter addresses family needs during the preschool years. *Integration of Assessment and Intervention--The chapters on assessment and intervention have been reorganized and more closely integrated in keeping with current thinking about their inter-relatedness. *Future Directions--Two chapters discuss emerging directions in this exploding field and how to make informed decisions among a variety of approaches. This book is appropriate for anyone--students, practitioners, or parents--who must provide care for an autistic child.

Adverse Effects of Vaccines Institute of Medicine, Board on Population Health and Public Health Practice, Committee to Review Adverse Effects of Vaccines, 2012-04-26 In 1900, for every 1,000 babies born in the United States, 100 would die before their first birthday, often due to infectious diseases. Today, vaccines exist for many viral and bacterial diseases. The National Childhood Vaccine Injury Act, passed in 1986, was intended to bolster vaccine research and development through the federal coordination of vaccine initiatives and to provide relief to vaccine manufacturers facing financial burdens. The legislation also intended to address concerns about the safety of vaccines by instituting a compensation program, setting up a passive surveillance system for vaccine adverse events, and by providing information to consumers. A key component of the legislation required the U.S. Department of Health and Human Services to collaborate with the Institute of Medicine to assess concerns about the safety of vaccines and potential adverse events, especially in children. *Adverse Effects of Vaccines* reviews the epidemiological, clinical, and biological evidence regarding adverse health events associated with specific vaccines covered by the National Vaccine Injury Compensation Program (VICP), including the varicella zoster vaccine, influenza vaccines, the hepatitis B vaccine, and the human papillomavirus vaccine, among others. For each possible adverse event, the report reviews peer-reviewed primary studies, summarizes their findings, and evaluates the epidemiological, clinical, and biological evidence. It finds that while no vaccine is 100 percent safe, very few adverse events are shown to be caused by vaccines. In addition, the evidence shows that vaccines do not cause several conditions. For example, the MMR vaccine is not associated with autism or childhood diabetes. Also, the DTaP vaccine is not

associated with diabetes and the influenza vaccine given as a shot does not exacerbate asthma. Adverse Effects of Vaccines will be of special interest to the National Vaccine Program Office, the VICP, the Centers for Disease Control and Prevention, vaccine safety researchers and manufacturers, parents, caregivers, and health professionals in the private and public sectors.

A Comprehensive Book on Autism Spectrum Disorders Mohammad-Reza Mohammadi, 2011-09-15 The aim of the book is to serve for clinical, practical, basic and scholarly practices. In twentyfive chapters it covers the most important topics related to Autism Spectrum Disorders in the efficient way and aims to be useful for health professionals in training or clinicians seeking an update. Different people with autism can have very different symptoms. Autism is considered to be a spectrum disorder, a group of disorders with similar features. Some people may experience merely mild disturbances, while the others have very serious symptoms. This book is aimed to be used as a textbook for child and adolescent psychiatry fellowship training and will serve as a reference for practicing psychologists, child and adolescent psychiatrists, general psychiatrists, pediatricians, child neurologists, nurses, social workers and family physicians. A free access to the full-text electronic version of the book via Intech reading platform at <http://www.intechweb.org> is a great bonus.

Magnesium in the Central Nervous System Robert Vink, Mihai Nechifor, 2011 The brain is the most complex organ in our body. Indeed, it is perhaps the most complex structure we have ever encountered in nature. Both structurally and functionally, there are many peculiarities that differentiate the brain from all other organs. The brain is our connection to the world around us and by governing nervous system and higher function, any disturbance induces severe neurological and psychiatric disorders that can have a devastating effect on quality of life. Our understanding of the physiology and biochemistry of the brain has improved dramatically in the last two decades. In particular, the critical role of cations, including magnesium, has become evident, even if incompletely understood at a mechanistic level. The exact role and regulation of magnesium, in particular, remains elusive, largely because intracellular levels are so difficult to routinely quantify. Nonetheless, the importance of magnesium to normal central nervous system activity is self-evident given the complicated homeostatic mechanisms that maintain the concentration of this cation within strict limits essential for normal physiology and metabolism. There is also considerable accumulating evidence to suggest alterations to some brain functions in both normal and pathological conditions may be linked to alterations in local magnesium concentration. This book, containing chapters written by some of the foremost experts in the field of magnesium research, brings together the latest in experimental and clinical magnesium research as it relates to the central nervous system. It offers a complete and updated view of magnesiums involvement in central nervous system function and in so doing, brings together two main pillars of contemporary neuroscience research, namely providing an explanation for the molecular mechanisms involved in brain function, and emphasizing the connections between the molecular changes and behavior. It is the untiring efforts of those magnesium researchers who have dedicated their lives to unraveling the mysteries of magnesiums role in biological systems that has inspired the collation of this volume of work.

The Autism Epidemic United States. Congress. House. Committee on Government Reform, 2002

Designing for Autism Spectrum Disorders Kristi Gaines, Angela Bourne, Michelle Pearson, Mesha Kleibrink, 2016-05-20 Winner of the 2017 IDEC Book Award, 2017 EDRA Great Places Award (Book Category), 2017 American Society of Interior Designers Joel Polsky Prize and the 2016 International Interior Design Association TXOK Research Award *Designing for Autism Spectrum Disorders* explains the influence of the natural and man-made environment on individuals with autism spectrum disorders (ASD) and other forms of intellectual/developmental disabilities (IDD). Drawing on the latest research in the fields of environmental psychology and education, the authors show you how architecture and interior spaces can positively influence individuals with neurodiversities by modifying factors such as color, lighting, space organization, textures, acoustics, and ventilation. Now you can design homes, therapeutic environments, work environments, and outdoor spaces to encourage growth and learning for the projected 500,000 children

with ASD (in the United States alone) who are expected to reach adulthood by 2024. Topics discussed include: -Environmental design theories - Symptoms of ASD -Sensory processing deficits -Design needs of individuals on the spectrum at all ages -Design methods and solutions for spaces, including residential, learning, work, and therapeutic environments encompassing a wide range of budgets -Designing for self-actualization, well-being, and a high quality of life for the duration of an individual's life -Avenues for healthy living and aging in place -Biophilic design -Environmental impact on well-being -Strategies to promote active living as an integral part of the welfare focus.

A Parent's Guide to Evidence-based Practice and Autism National Autism Center,2011-10-31 Everywhere they turn, parents of children with Autism Spectrum Disorders are bombarded with treatment choices -- all of which claim to be effective. This manual is designed to support parents as they make decisions about their child's treatment. It discusses the complexity of diagnostic evaluations for children on the autism spectrum, identifies and describes effective treatments, and outlines the importance of professional judgment and using data to guide treatment decisions. Other topics include the role of family preferences and values in the decision-making process, and how best to determine if a professional or organization has the capacity to provide evidence-based practice for a child with autism.--Publisher's Web site.

Neurodiversity Studies Hanna Bertilsdotter Rosqvist,Nick Chown,Anna Stenning,2020-06-02 Building on work in feminist studies, queer studies and critical race theory, this volume challenges the universality of propositions about human nature, by questioning the boundaries between predominant neurotypes and 'others', including dyslexics, autistics and ADHDers. This is the first work of its kind to bring cutting-edge research across disciplines to the concept of neurodiversity. It offers in-depth explorations of the themes of cure/prevention/eugenics; neurodivergent wellbeing; cross-neurotype communication; neurodiversity at work; and challenging brain-bound cognition. It analyses the role of neuro-normativity in theorising agency, and a proposal for a new alliance between the Hearing Voices Movement and neurodiversity. In doing so, we contribute to a cultural imperative to redefine what it means to be human. To this end, we propose a new field of enquiry that finds ways to support the inclusion of neurodivergent perspectives in knowledge production, and which questions the theoretical and mythological assumptions that produce the idea of the neurotypical. Working at the crossroads between sociology, critical psychology, medical humanities, critical disability studies, and critical autism studies, and sharing theoretical ground with critical race studies and critical queer studies, the proposed new field – neurodiversity studies – will be of interest to people working in all these areas. Chapter 7 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution-Non Commercial-No Derivatives (CC-BY-NC-ND) 4.0 license.

Assessment of Autism Spectrum Disorder Sam Goldstein,Sally Ozonoff,2018-02-12 This authoritative resource, now thoroughly revised for DSM-5, has set the standard for the comprehensive assessment of autism spectrum disorder (ASD). Leading experts demonstrate how to craft a scientifically grounded profile of each child's strengths and difficulties, make a formal diagnosis, and use assessment data to guide individualized intervention in clinical and school settings. Chapters review state-of-the-art instruments and approaches for evaluating specific areas of impairment in ASD and co-occurring emotional and behavioral disorders. Considerations in working with children of different ages are highlighted. With a primary focus on children, several chapters also address assessment of adolescents and adults. New to This Edition *Chapter on key implications of DSM-5 diagnostic criteria, plus related updates throughout the volume. *Chapter on advances in early identification (ages 0-3). *Chapter with in-depth case examples illustrating the evaluation decision-making process and common diagnostic challenges. *Chapters on pseudoscience (including strategies for advising parents) and future directions in the field. *Current assessment data, numerous new and revised measures, and cutting-edge screening approaches.

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