

Autism Lunch and Learn

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UC Davis MIND Institute



Declaration of motivations and interests

- I am a neurotypical autism services researcher with over a decade of experience partnering with the community to identify ways to improve access to high quality evidence-based practices
- My goal is to partner with autistic people, families of individuals on the autism spectrum, and the service providers who work with them to address issues of access and fit
- I am constantly learning and I'm open to feedback!



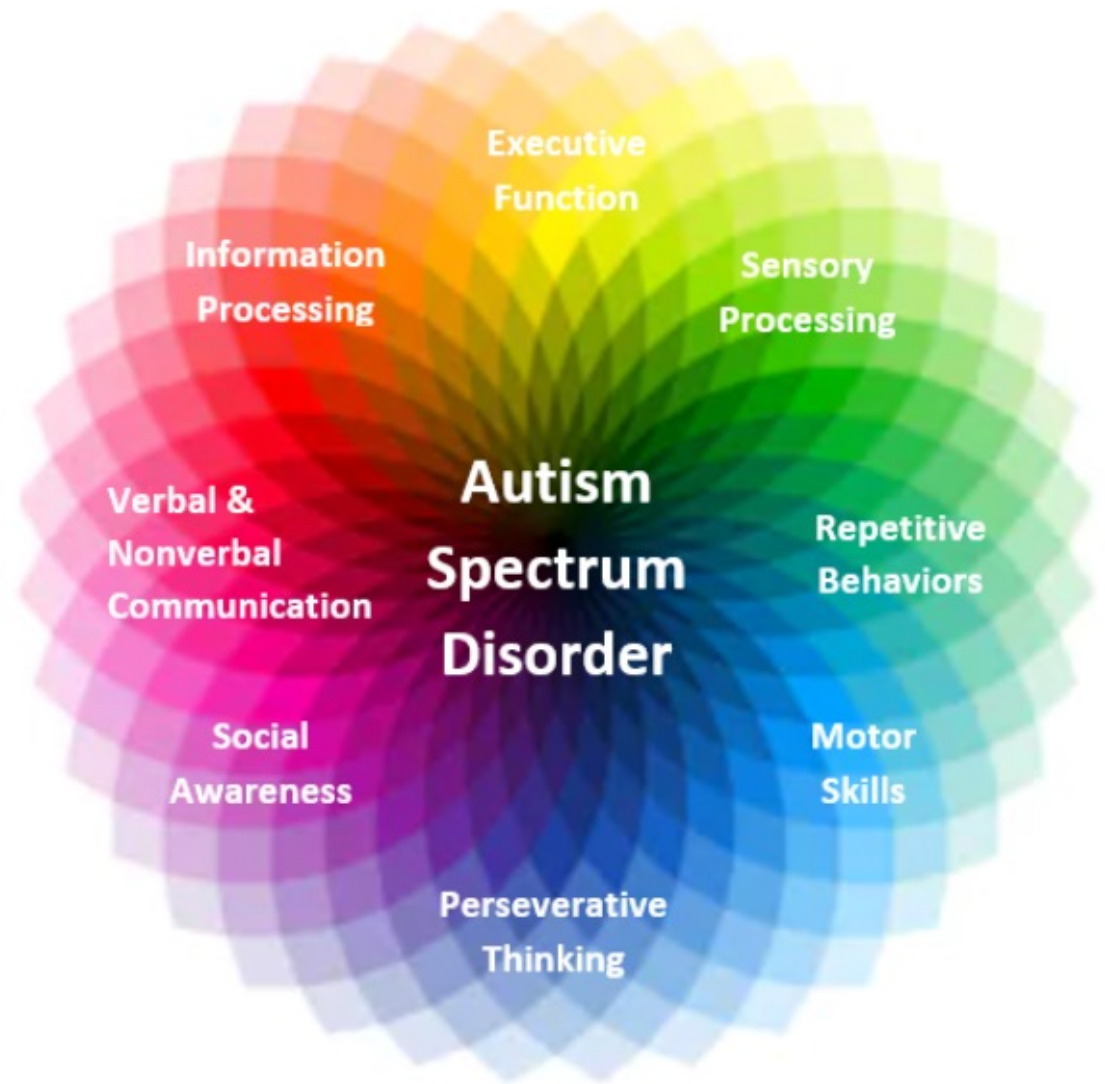
Agenda

- Autism and neurodiversity
- Diagnosis
- Prevalence
- Intervention
- MIND Institute research overview
- Resources for supports at work
- Questions

Thoughts on Terminology

- Language is flexible!
- Autism not ASD
- Person-first and identity-first
- On the autism spectrum

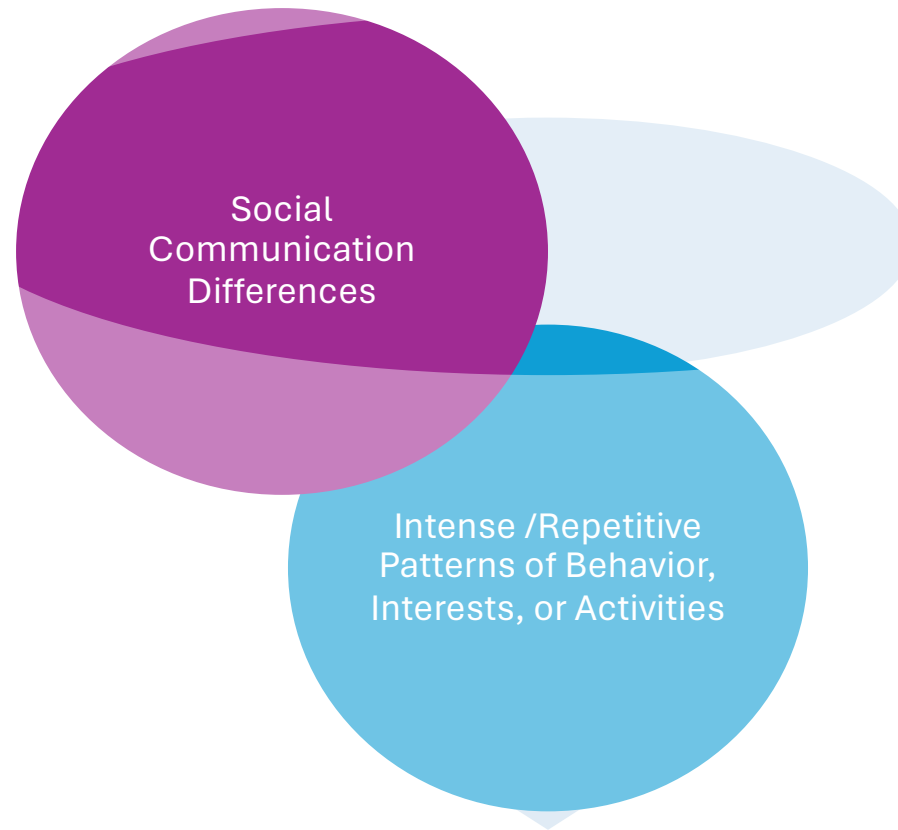
Autism Is



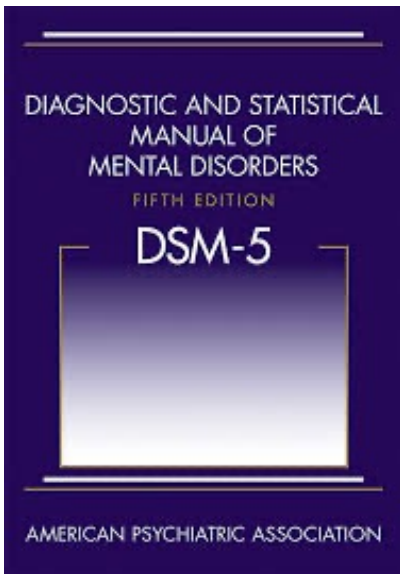
DSM-5 Autism Spectrum Disorder

- A. Persistent deficits in social communication and social interaction, including deficits in:
 - 1. Social-emotional reciprocity
 - 2. Nonverbal communicative behaviors used for social interaction
 - 3. Developing, maintaining, and understanding relationships
- B. Restricted, repetitive patterns of behavior, interests, or activities
 - 1. Stereotyped or repetitive motor movements, use of objects, or speech
 - 2. Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior
 - 3. Highly restricted, fixated interests that are abnormal in intensity or focus
 - 4. Hyper- or hyporeactivity to sensory input or unusual interests in sensory aspects of the environment
- C. Symptoms present in the early developmental period
- D. Symptoms cause clinical significant impairment
- E. Not better explained by intellectual disability or global developmental delay

Autism is characterized and diagnosed by certain patterns of behavior or features



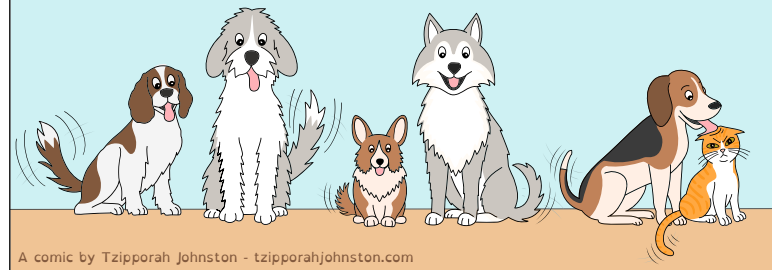
Autism



Explaining the Double Empathy Theory

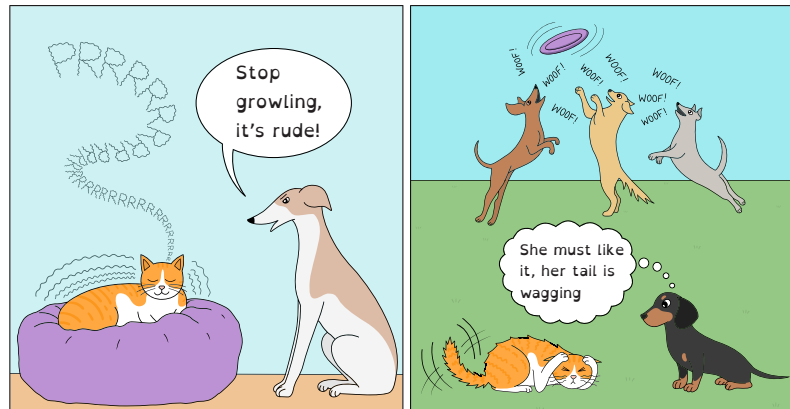


Being autistic often feels like being a cat stuck in a world full of dogs



A comic by Tziporah Johnston - tzipporahjohnston.com

The world is too loud, too intense, and it feels like you're speaking a different language from everyone else



The world tells you that you're the problem, that you need to fit in



But maybe you're not just a rubbish version of a dog



Psst... I know a place

Maybe you're actually a perfectly good cat



CAT CLUB

Hold up

Why do I need to make all the effort?

How come I always need to be more dog?

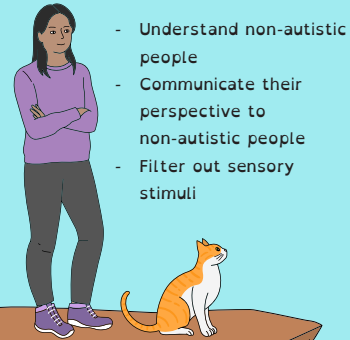
Why couldn't you try being more cat?

Holy litter box, this is amazing

Cats and dogs, or autistic and non-autistic people, have different life experiences and forms of social communication, which makes it harder to understand and empathise with each other - this is called the **Double Empathy Gap**.

Perspective-taking is a two-way process, and both sides have a responsibility to try to understand and empathise with the other.

Autistic people might find it harder to:



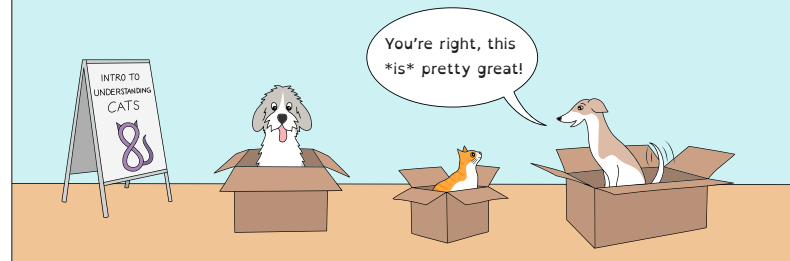
- Understand non-autistic people
- Communicate their perspective to non-autistic people
- Filter out sensory stimuli

Non-autistic people might find it harder to:



- Understand autistic people
- Remember their perspective isn't the only one
- Imagine autistic people's sensory world

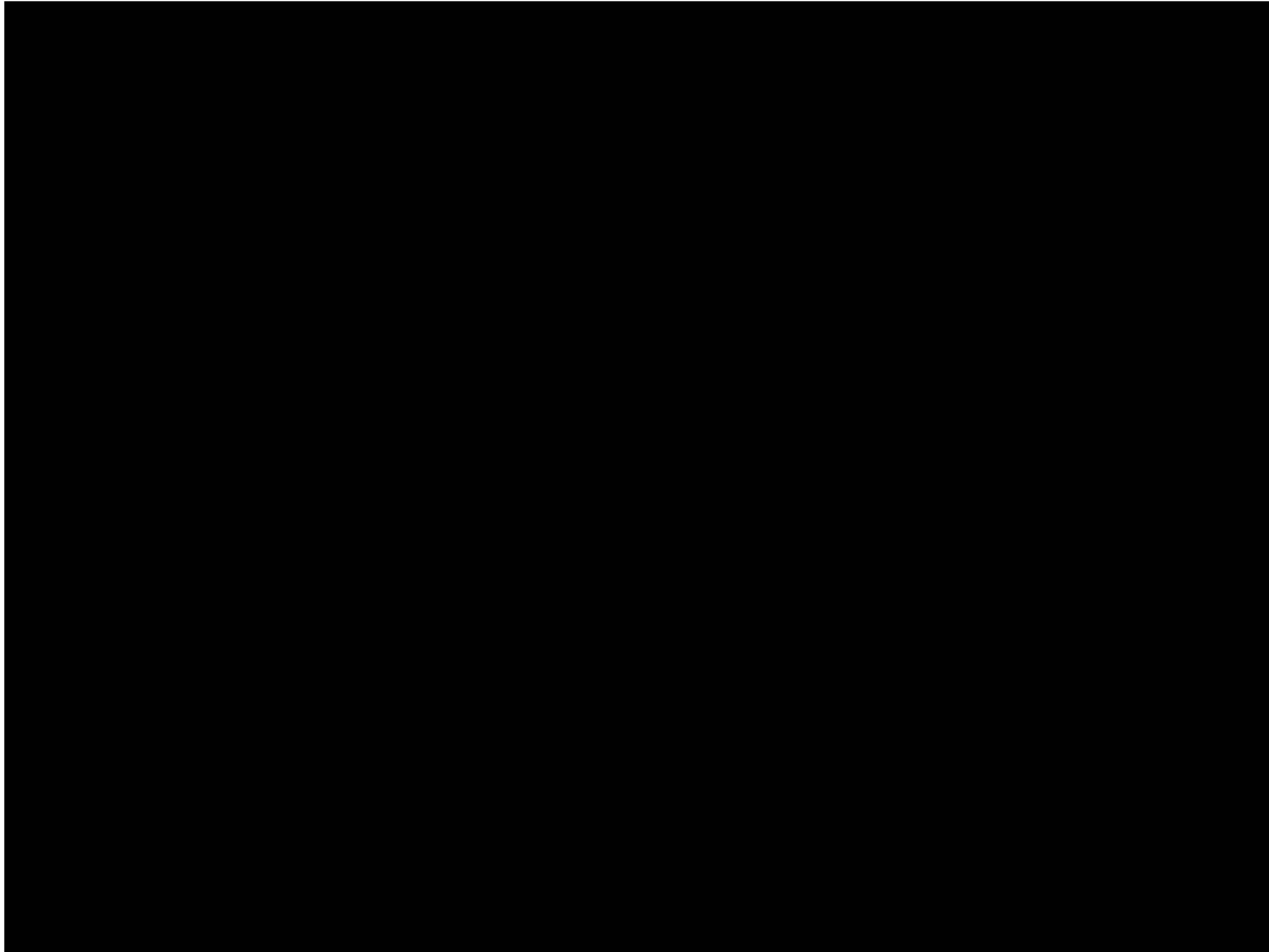
Cats and autistic people aren't wrong, they're just different. Both sides need to make the effort to bridge the gap



Diagnosing Autism

- No definitive medical test
- Clinical interviews
- Behavioral observation/checklists
- Standardized cognitive and psychological testing





Autism Across the Lifespan

Name: Adam S.
Age: 8

ADOS Scores:
Communication = 6
(Autism cut-off = 3 or above)

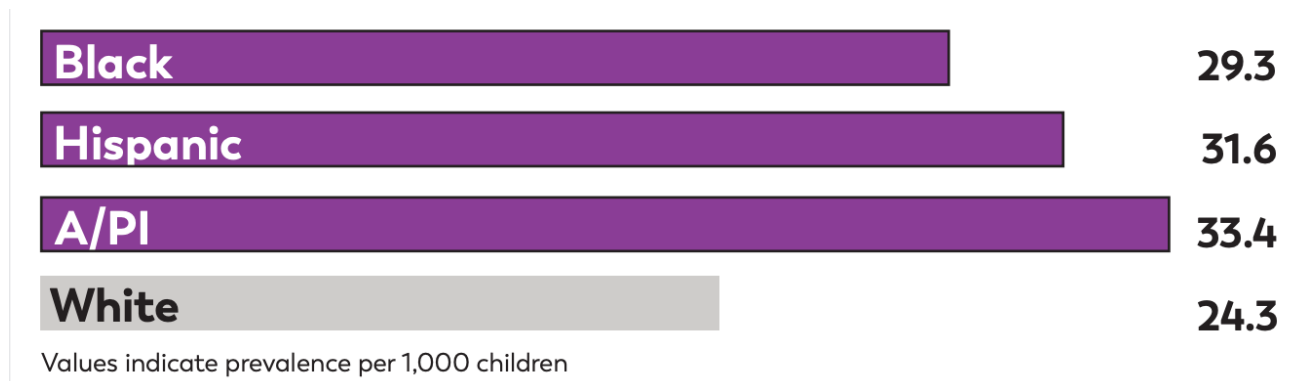
Reciprocal Social Interaction = 9
(Autism cut-off = 6 or above)

Communication + Social = 15
(Autism cut-off = 10 or above)



Prevalence of Autism

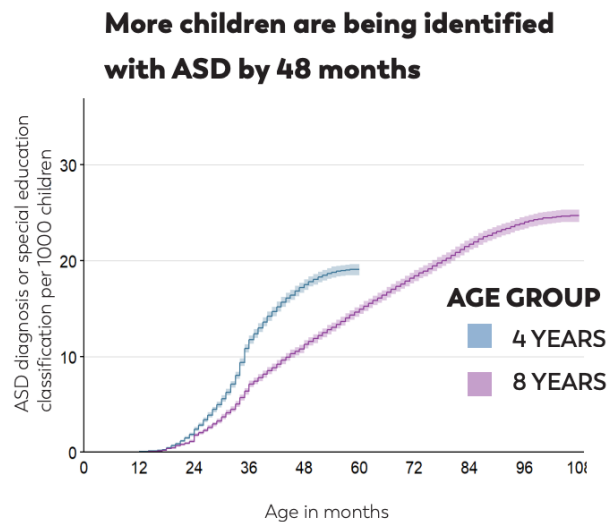
- 1 in 36 children identified
- Boys are nearly 4 times more likely than girls to be identified



Data from CDC Autism and Developmental Disabilities Monitoring (ADDM) Network

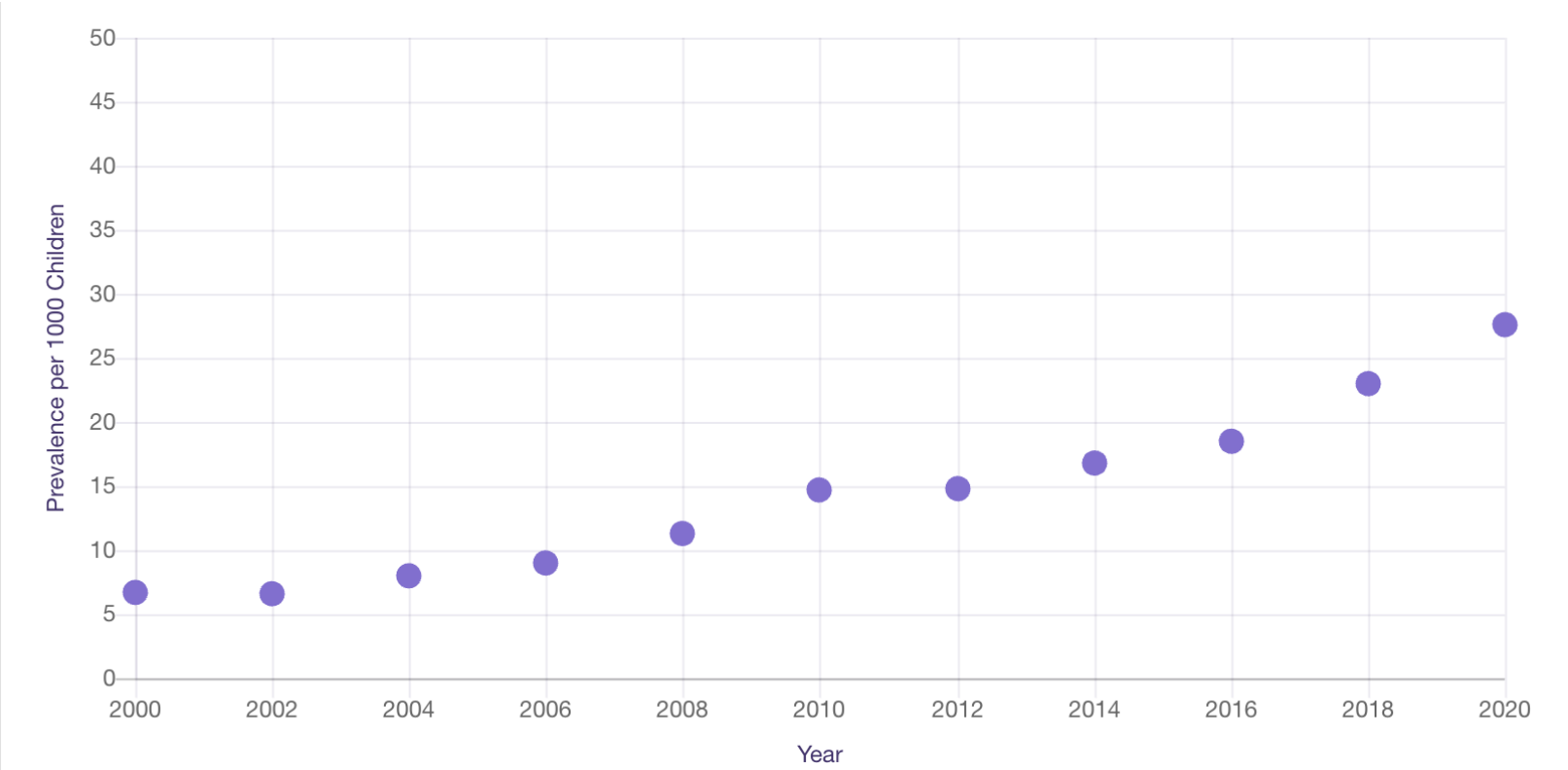
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Prevalence of Autism Over Time



Data from CDC Autism and Developmental Disabilities Monitoring (ADDM) Network

Why are we doing assessments?

Concern about development or behavior

Delayed milestones

Social differences

Behavioral dysregulation



Service access often requires a diagnosis



Specific goals or targets are needed to develop treatment plans and measure progress

Best Practice for Autism

- Research supports the use naturalistic developmental behavioral interventions
- Early intervention improves communication and cognitive outcomes
- School primary service provider for children after they turn 3
- Fit is important



Intervention goal approaches

Traditional

Focus on preventing or promoting loss of an autism diagnosis

Focus on changing the individual

Making autistic individuals indistinguishable from neurotypical peers

Person-centered

Improving functional comm, adaptive behavior, daily living skills

Focus on the interaction between the individual and the environment

Reducing anxiety, self-injury, aggression

The MIND Institute

an interdisciplinary, collaborative research, clinical, and educational center committed to deepening our scientific understanding of challenges associated with autism and other neurodevelopmental conditions



The MIND Institute

The vision of the MIND Institute is to develop more personalized, equitable, and scientifically validated systems of support and interventions that help neurodiverse individuals to live their best lives



Areas of Research

- Autism
- Fragile X Syndrome
- Attention-Deficit-Hyperactivity Disorder
- 22q11.2 Deletion Syndrome
- Down Syndrome
- Rett syndrome
- Angelman syndrome
- 15q11.2-13.1 duplication syndrome



MIND Centers & Networks

- Intellectual and Developmental Disabilities Research Center
- Center for Children's Environmental Health
- Center for Excellence in Developmental Disabilities
- Preclinical Autism Consortium for Therapeutics (PACT)
- BrainNet

MIND Clinics

- Assessment and Diagnostic Clinic
- Social Skills Training Program for ASD
- ADHD Program for Children and Adults
- Fragile X Research and Treatment Clinic
- High-Risk Infant Follow Up Clinic
- Early Start Denver Model
- Genomic Medicine

MIND Education

- International Training Program in Neurodevelopmental Disorders
- Autism Research Training Program
- Leadership Education in Neurodevelopmental Disorder (LEND)



UC Davis MIND Institute

Distinguished Lecturer Series

2023 - 2024



Oct. 11, 2023
Leonard Abbeduto, Ph.D.
UC Davis MIND Institute
Rethinking Treatment Studies in Neurodevelopmental Disabilities: Insights from 12 Years at the MIND Institute



Nov. 8, 2023
Camille Proctor
The Color of Autism Foundation
A Culturally Grounded Approach to Parent Training



Dec. 13, 2023
Jonathan Posner, M.D.
Duke University
Navigating Maternal Mental Health: Antidepressants, Pregnancy, and Neurodevelopment



Feb. 21, 2024
Claudia Buss, Ph.D.
Charité - Universitätsmedizin Berlin / UC Irvine
How Maternal Stress Can Shape Fetal Brain Development



March 13, 2024
John Strang, Psy.D.
Children's National Hospital
The Common Intersection of Gender Diversity and Autism: Listening to Autistic People About Gender



April 10, 2024
Shafali Jeste, M.D.
Children's Hospital, Los Angeles
Baby Steps to Breakthroughs in Personalized Medicine for Neurodevelopmental Disabilities



May 8, 2024
Linda Pfiffner, Ph.D.
University of California, San Francisco
ADHD: Extending Evidence-Based Treatments From Clinics to Schools

Location

UC Davis MIND Institute
Auditorium
2825 50th St.
Sacramento, CA 95817

Event information

Lectures begin at **4:30 p.m.**

All lectures are free and open to the public.

No reservations needed.

Seating is available on a first come, first served basis.

Presentations are intended for both professionals and community members.

Light refreshments will be served.



For additional information, including directions and videos of prior presentations please visit mindinstitute.ucdavis.edu



Summer Institute on Neurodevelopmental Disabilities

SAVE THE DATE

**IN PERSON
FRIDAY, JULY 19, 2024
8:30AM-4:00PM**

6151 H STREET, SACRAMENTO, CA 95819

Professionals, family members, disability advocates,
community members and students are all welcome to attend.

REGISTRATION WILL OPEN THE FIRST WEEK OF MAY.
INFORMATION WILL BE POSTED ON OUR WEBSITE.

[HTTPS://HEALTH.UCDAVIS.EDU/MINDINSTITUTE/EVENTS/SUMMER-INSTITUTE.HTML](https://health.ucdavis.edu/mindinstitute/events/summer-institute.html)



Preparing for Next Steps: Navigating the Educational Journey from Early Intervention to High School & Beyond

EVENT HIGHLIGHTS

Keynote Presentation

- Current research related to school transitions and teaming

Panel Discussion

- Providers and students sharing personal stories and resources about educational transitions

Workshops

- Six workshops focusing on key factors related to transition across different ages and stages

Current Search

SEARCH TERMS:

autism



Narrow Results

Update Search Results

Disability +

Click + to narrow results by
Disability.

Limitation +

Click + to narrow results by
Limitation.

Work Related Function +

Click + to narrow results by Work
Related Function.

Resource +

Click + to narrow results by Resource.

Featured Results:

Autism Spectrum

Accommodation and Compliance: Autism Spectrum

15 December 2023

Interviewing Tips for Applicants on the Autism Spectrum

Consultants' Corner: Volume 10, Issue 01

23 May 2023

Interview Tips for New Grads with Autism Spectrum Disorders (ASD)

Find information on interview tips

15 November 2021

Autism Spectrum Disorders (ASD) and Disability Awareness Training

15 November 2021

Autism Awareness

ENews: Volume 12, Issue 2, Second Quarter, 2014

05 April 2018

SORT BY

Score

ITEMS

25

Go

1-25 of 367 results returned for: "autism"

Autism Enabled

"If you've met one person with autism, you've met one person with autism." This quote from an autism scholar says it all. It explains the uniqueness that is called autism. It describes the singular individual an autistic child is. An...

05 March 2024 | Vendor

HIDDEN WORKERS: UNTAPPED TALENT

How leaders can improve hiring practices to uncover missed talent pools, close skills gaps, and improve diversity

Joseph B. Fuller
Manjari Raman
Eva Sage-Gavin
Kristen Hines



Questions?



Links

- Understanding Autism documentary <https://www.pbs.org/video/understanding-autism-vnpjrv/>
- Job Accommodation Network <https://askjan.org>
- Resource list <https://autisticadvocacy.org/resources/>