

Adult ASD pooled slides

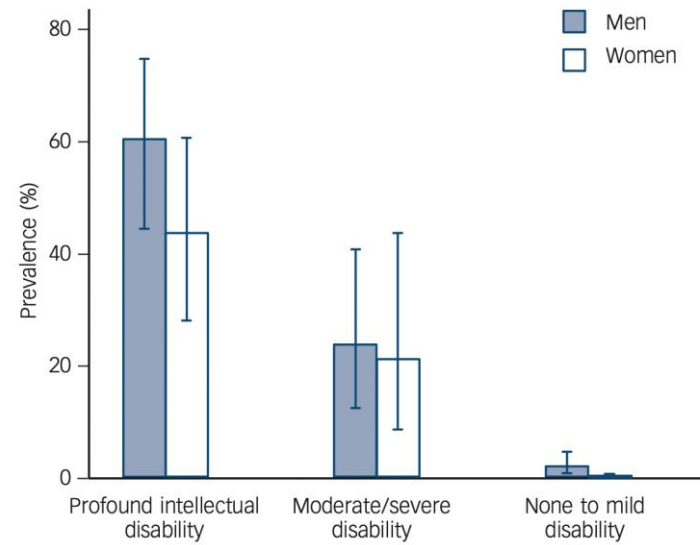
# Epidemiology

Traolach S. Brugha, Nicola Spiers, John Bankart, Sally-Ann Cooper, Sally McManus, Fiona J. Scott, Jane Smith and Freya Tyrer (2016)

- The combined prevalence of autism in adults of all ages in England was 11/1000 (95% CI 3–19/1000).
- It was higher in those with moderate to profound intellectual disability (odds ratio (OR)=63.5, 95% CI 27.4–147.2).
- Male gender was a strong predictor of autism only in those with no or mild intellectual disability (adjusted OR=8.5, 95% CI 2.0–34.9; interaction with gender,  $P=0.03$ ).
- Few adults with autism have intellectual disability; however, autism is more prevalent in this population.
- Autism measures may miss more women with autism.

# common complaints

- Loneliness
- Problems in Social Situations
- Relational Problems
- Job related problems
- Depression
- Anxiety
- Sexual Complaints
- Obsessions and rituals
- Procrastination and lack of motivation
- Social withdrawal
- Odd behaviors
- Legal Problems
- Aggression and Anger outburst



**Fig. 1** Gradient of autism prevalence by intellectual ability; combined sample.

Intellectual ability is classified using the Vineland II caregiver-rating form for the Intellectual Disability Case Register (IDCR) sample; those in the Adult Psychiatric Mobility Survey (APMS) sample are assumed to have no or mild intellectual disability.

# Diagnostic assessment of adult ASD

- **How a diagnosis of ASD will be used and what difference it will make to the subject's life**
- **Identify the current problems and their severity**

# ریزه کاری های گمگننده در تشخیص

- یرک شوخی، کنانه و غیره
- بمسخر توسط دیگران
- سکامی که بین language, communication وجود دارد
- حساسیت های حسی حرکتی
- علایق خاص و تمرکز احصاری بر آنها
- غیر متعارف بودن نوع ارتباط

# Joint attention

- When a 6-year-old child sits in class on the first day of first grade and tries to follow the attention and talks of his teacher
- When a 16-year-old child sits in the basement of her home exchanging jokes with her friend
- When a 46-year-old father exchanges eye contact with his 14-year-old son to share his pleasure in witnessing beautiful waves breaking



# Introduction

## ASK PATIENTS

- *Tell me what this assessment might achieve for you?  
– what it might bring about.*
- *Do you think (or feel) that you're different to other people in any way?*
- *Have you ever worked—say, in a paid job or as a volunteer?  
And do you work now?  
Have you had any difficulties at work?*

## ASK INFORMANTS

- *Tell me how <Name> is doing these days.*
- *Tell me about your main concerns for him/her at present.  
– and in the future.  
Tell me about his/her difficulties.*
- *Has (s)he seen any professionals in the past (e.g. school psychologist or speech therapist)?*

# **A) Reciprocal social communication & social interaction**

- **This is about the ability to relate to people, to appreciate where they are coming from, to pick up social cues and to make and maintain friendships.**
- **Dependent on nonverbal as well as verbal skills it is the ability to read intuitively (rather than work out) what others are feeling, thinking and intend.**
- **Distinguish this from a lack of concern for others (as in some personality disorders or mental illness)**

## Ask patients

*Do you enjoy mixing with people?*

- *Do you enjoy informal social gatherings (say 4-10 people—a family gathering)? What do you like to do during them?*
- *Do you like the informal, social gossip at such gatherings?*
- *Do you like the ‘small talk’?  
What about making jokes with others?*
- *How good are you at judging what to say or do in these settings?*

## Ask informants

- Does <Name> enjoy being with others, and doing things with them — being with them for the pleasure of social interaction even when it’s about something (s)he is not particularly interested in ?

- Has (s)he always been like this ?

What happens at informal social gatherings/parties?

- Does <Name> mix or stay on the edge?
- Is (s)he good at the informal, social gossip side of such gatherings - at making ‘small talk.’  
How chatty is (s)he?

## Ask patients

*How has it been in the past – for example, what did you do during break-times at school?*

*Did you play with all the others, stick to a very small group, or just be on your own, avoiding people? (Were you a loner?)*

*What about the social side of work? Would you meet up after work?*

- **What if s(he) is with people who come from a different background or have different interests?**

**What does (s)he do when home at the end of a day?**

- **Does he come to find you to say (s)he is back?**

## Ask patients

*Do you sometimes find that something you've said has upset people - and you don't understand why?*

- *How good are you at calming people you're talking to if they become upset?*
- *In general, how good are you at comforting people around you if they are upset?*

- Does (s)he want to tell you about their day (and, if so, does (s)he just give you the facts or does (s)he tell you about personal reactions and feelings?
- As a child was (s)he keen to chat about what happened at school?
- Is (s)he interested in what you have been doing: how you have spent your day?

- Skip this if they are clearly averse to social interaction
- *Do you like to hear about other people— how they are spending their lives / about their emotional problems / how they are feeling at present?*

*When other people are having a conversation:*

*Do you want to join in?*

*(And how good are you at judging when and how to join in?)*