Current Awareness Bulletin

Autism
MAY 2016
Keeping you up to date with the latest developments in your area

The Autism Show
N.E.C.
Birmingham
24 – 25 June 2016
http://birmingham.autismshow.co.uk/

Contents

<table>
<thead>
<tr>
<th>Up to date journal abstracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources on the web</td>
</tr>
<tr>
<td>Library Catalogue</td>
</tr>
<tr>
<td>Help select library stock</td>
</tr>
<tr>
<td>Links to the latest issues of key journals and their table of contents</td>
</tr>
<tr>
<td>Trust Libraries and Staff Contact Details</td>
</tr>
</tbody>
</table>

To go straight to any of the above
Press ctrl and click on the heading of choice.

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### Up-to-date journal abstracts on newly published research

<table>
<thead>
<tr>
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<tr>
<td>Citation</td>
<td><em>Child &amp; Family Social Work</em>, 2016, vol./is. 21/2(249-260), 13567500</td>
</tr>
<tr>
<td>Author(s)</td>
<td>Google, Christian Grygas, Hanline, Mary Frances</td>
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<tr>
<td>Source</td>
<td>CINAHL</td>
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<tr>
<th>Title</th>
<th>The 'Eye Avoidance' Hypothesis of Autism Face Processing.</th>
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<tbody>
<tr>
<td>Citation</td>
<td><em>Journal of Autism &amp; Developmental Disorders</em>, 2016, vol./is. 46/5(1538-1552), 15733432</td>
</tr>
<tr>
<td>Author(s)</td>
<td>Tanaka, James, Sung, Andrew</td>
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<tr>
<th>Title</th>
<th>'What is Life Like in the Twilight Years?' A Letter About the Scant Amount of Literature on the Elderly with Autism Spectrum Disorders.</th>
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<tbody>
<tr>
<td>Citation</td>
<td><em>Journal of Autism &amp; Developmental Disorders</em>, 2016, vol./is. 46/5(1883-1884), 15733432</td>
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<tr>
<td>Author(s)</td>
<td>Bennett, Matthew</td>
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<tr>
<th>Title</th>
<th>Unusual sensory features are related to resting-state cardiac vagus nerve activity in autism spectrum disorders</th>
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<tr>
<td>Citation</td>
<td><em>Research in Autism Spectrum Disorders</em>, May 2016, vol./is. 25/(37-46),</td>
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<tr>
<td>Author(s)</td>
<td>Matsushima K., Matsubayashi J., Toichi M., Funabiki Y., Awaya T., Kato T.</td>
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<tr>
<td>Abstract</td>
<td>The relationship between unusual sensory features (hyper-reactivity, hypo-reactivity, and unusual sensory interests) and the parasympathetic nervous system in autism spectrum disorder (ASD) has recently garnered interest. The purpose of this study was to investigate whether unusual sensory features are associated with resting-state cardiac vagus nerve activity in ASD children. Electrocardiogram signals were recorded during three 2-min resting periods to quantify the high frequency (HF) component of heart rate variability (HRV) in 37 children with ASD aged 6-12 and 32 typically developing children. Parent-reported questionnaires (Short Sensory Profile, SSP; Social Responsiveness Scale-2, SRS-2) assessed atypical sensory behaviors in daily life and autistic traits. Children with ASD consistently showed lower HF-HRV than typically developing children across the three resting periods. The SSP &quot;Visual/Auditory Sensitivity&quot; score was correlated with resting-state HF-HRV in the ASD group, indicating that ASD children with more severe visual/auditory hyper-reactivity in daily life have lower vagus nerve activity. The SRS-2 &quot;Restricted Interests and Repetitive Behavior&quot; score was also correlated with resting-state HF-HRV in the ASD group. These findings suggest that ASD children with lower vagus nerve activity may have inadequate self-regulatory capacity and difficulty regulating behavioral responses to unpredictable and unavoidable visual/auditory stimuli in daily life.</td>
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<tr>
<th>Title</th>
<th>Psychiatric symptoms in children and adolescents with higher functioning autism spectrum disorders on the Development and Well-Being Assessment</th>
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<tr>
<td>Citation</td>
<td><em>Research in Autism Spectrum Disorders</em>, May 2016, vol./is. 25/(47-57),</td>
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<tr>
<td>Author(s)</td>
<td>Reinvall O., Moisio A.-L., Lahti-Nuuttila P., Voutilainen A., Laasonen M., Kujala T.</td>
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<tr>
<td>Abstract</td>
<td>The Development and Well-Being Assessment (DAWBA) parent interview was used to assess psychiatric symptoms in children and adolescents with higher functioning autism spectrum disorders (ASD) (n = 60; age range 6.5-16.7) and in typically developing (TD) children and adolescents (n = 60; age range...</td>
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Psychiatric symptoms were reported in the ASD group (68%) significantly more compared to the TD group (12%). Specifically, emotional disorders, attention deficit hyperactivity disorder/hyperkinesis, and tic disorders were significantly more frequent in the ASD group compared to the TD group. Routine screening and early identification of these symptoms could have important implications for planning interventions and thus outcome in individuals with higher functioning ASD. The DAWBA would be a useful interview for this purpose, since it can also be easily and quickly administered in clinics not specialized in psychiatry.

**Source:** EMBASE

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<tr>
<th>Title</th>
<th>Preserved face inversion effects in adults with autism spectrum disorder: an event-related potential study.</th>
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<tr>
<td><strong>Citation:</strong></td>
<td><em>Neuroreport, May 2016, vol. 27, no. 8, p. 587-592, 1473-558X (May 25, 2016)</em></td>
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<tr>
<td><strong>Author(s):</strong></td>
<td>Tavares, Paula P, Mouga, Susana S, Oliveira, Guiomar G, Castelo-Branco, Miguel</td>
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<tr>
<td><strong>Abstract:</strong></td>
<td>Individuals with autism spectrum disorder (ASD) are impaired in face recognition and emotional expression identification. According to current models, there are at least three levels of face processing: first order (two eyes, above a nose, which is above a mouth), second order (the relative distance between features), and holistic (ability to recognize as faces images that lack distinctive facial features). Some studies have reported deficits in configural and holistic processing in individuals with ASD. We investigated the neural correlates of these phenomena by measuring event-related potentials in high-functioning adults with ASD and healthy controls, during a face decision task, using a comprehensive set of photographic, schematic and Mooney upright and inverted faces, and scrambled images. Behaviorally, ASD and healthy controls were performance matched. At the electrophysiological level, individuals with ASD showed a bilateral N170 inversion effect in latency and left lateralized in amplitude for photographic faces, with bilaterally longer latencies and left higher amplitudes (more negative) N170 for inverted than upright photographic faces, and a right lateralized N170 inversion effect in latency for schematic faces. We conclude that under performance-matched conditions, adults with ASD show preserved N170 inversion effects and associated sparing of facial configural processing. An oral presentation of this work can be consulted using the following link, Supplemental digital content 1, <a href="http://links.lww.com/WNR/A382">http://links.lww.com/WNR/A382</a>.</td>
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<tr>
<th>Title</th>
<th>Peer and Teacher-Selected Peer Buddies for Adolescents With Autism Spectrum Disorders: The Role of Social, Emotional, and Mentalizing Abilities.</th>
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<tr>
<td><strong>Citation:</strong></td>
<td><em>The Journal of psychology, May 2016, vol. 150, no. 4, p. 469-484, 1940-1019 (May 18, 2016)</em></td>
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<tr>
<td><strong>Author(s):</strong></td>
<td>Laghi, Fiorenzo, Federico, Francesca, Lonigro, Antonia, Levanto, Simona, Ferraro, Maurizio, Baumgartner, Emma, Baiocco, Roberto</td>
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<tr>
<td><strong>Abstract:</strong></td>
<td>This study examined mentalizing abilities, social behavior, and social impact of adolescents who expressed the willingness to become peer buddies for adolescents with Autism Spectrum Disorders, and adolescents selected by their teachers and peers. Twenty-seven teachers and 395 adolescents from public high schools completed mentalizing abilities, social status, behavioral, and peer buddy nomination measures. Findings suggest that social status and preference play a significant role in the selection of peer buddies by both teachers and classmates. Furthermore, more advanced Theory of Mind (ToM) abilities and the engagement in prosocial behaviors differentiated peers selected as buddies from other classmates. When compared with nonparticipating students, adolescents who expressed willingness to participate were more often girls, and were more prosocial. Agreement between teacher and peer nominations of best peer was moderate.</td>
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<th>Title</th>
<th>Neural responses to affective and cognitive theory of mind in children and adolescents with autism spectrum disorder.</th>
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<tr>
<td><strong>Citation:</strong></td>
<td><em>Neuroscience letters, May 2016, vol. 621, p. 117-125, 1872-7972 (May 16, 2016)</em></td>
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<tr>
<td><strong>Author(s):</strong></td>
<td>Kim, Eunjoo, Kyeong, Sunghyon, Sunghyon, Cheon, Keun-Ah, Park, Bumhee, Oh, Maeng-Keun, Chun, Ji Won, Park, Hae-Jeong, Kim, Jae-Jin, Song, Dong-Ho</td>
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<tr>
<td><strong>Abstract:</strong></td>
<td>Children and adolescents with Autism Spectrum Disorder (ASD) are characterized by an impaired Theory of Mind (ToM). Recent evidence suggested that two aspects of ToM (cognitive ToM versus affective ToM) are differentially impaired in individuals with ASD. In this study, we examined the neural correlates of cognitive and affective ToM in children and adolescents with ASD compared to typically developing children.</td>
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</table>
Twelve children and adolescents with ASD and 12 age, IQ matched TDCs participated in this functional MRI study. The ToM task involved the attribution of cognitive and affective mental states to a cartoon character based on verbal and eye-gaze cues. In cognitive ToM tasks, ASD participants recruited the medial prefrontal cortex (mPFC), anterior cingulate cortex (ACC), and superior temporal gyrus (STG) to a greater extent than did TDCs. In affective ToM tasks, both ASD and TDC participants showed more activation in the insula and other subcortical regions than in cognitive ToM tasks. Correlational analysis revealed that greater activation of the mPFC/ACC regions was associated with less symptom severity in ASD patients. In sum, our study suggests that the recruitment of additional prefrontal resources can compensate for the successful behavioral performance in the ToM task in ASD participants.

**Source:** Medline

**Title:** Autism spectrum disorders: Integration of the genome, transcriptome and the environment.

**Citation:** Journal of the neurological sciences, May 2016, vol. 364, p. 167-176, 1878-5883 (May 15, 2016)

**Author(s):** Vijayakumar, N Thushara, Judy, M V

**Abstract:** Autism spectrum disorders denote a series of lifelong neurodevelopmental conditions characterized by an impaired social communication profile and often repetitive, stereotyped behavior. Recent years have seen the complex genetic architecture of the disease being progressively unraveled with advancements in gene finding technology and next generation sequencing methods. However, a complete elucidation of the molecular mechanisms behind autism is necessary for potential diagnostic and therapeutic applications. A multidisciplinary approach should be adopted where the focus is not only on the ‘genetics’ of autism but also on the combinational roles of epigenetics, transcriptomics, immune system disruption and environmental factors that could all influence the etiopathogenesis of the disease. ASD is a clinically heterogeneous disorder with great genetic complexity; only through an integrated multidimensional effort can modern autism research progress further.

**Source:** Medline

**Title:** Mast cells, brain inflammation and autism.

**Citation:** European journal of pharmacology, May 2016, vol. 778, p. 96-102, 1879-0712 (May 5, 2016)

**Author(s):** Theoharides, Theoharis C, Stewart, Julia M, Panagiotidou, Smaro, Melamed, Isaac

**Abstract:** Increasing evidence indicates that brain inflammation is involved in the pathogenesis of neuropsychiatric diseases. Mast cells (MCs) are located perivascularly close to neurons and microglia, primarily in the leptomeninges, thalamus, hypothalamus and especially the median eminence. Corticotropin-releasing factor (CRF) is secreted from the hypothalamus under stress and, together with neurotensin (NT), can stimulate brain MCs to release inflammatory and neurotoxic mediators that disrupt the blood-brain barrier (BBB), stimulate microglia and cause focal inflammation. CRF and NT synergistically stimulate MCs and increase vascular permeability; these peptides can also induce each other’s surface receptors on MCs leading to autocrine and paracrine effects. As a result, brain MCs may be involved in the pathogenesis of "brain fog," headaches, and autism spectrum disorders (ASDs), which worsen with stress. CRF and NT are significantly increased in serum of ASD children compared to normotypic controls further strengthening their role in the pathogenesis of autism. There are no clinically affective treatments for the core symptoms of ASDs, but pilot clinical trials using natural-antioxidant and anti-inflammatory molecules reported statistically significant benefit.

**Source:** Medline

**Title:** From movement kinematics to social cognition: the case of autism.

**Citation:** Philosophical transactions of the Royal Society of London. Series B, Biological sciences, May 2016, vol. 371, no. 1693, 1471-2970 (May 5, 2016)

**Author(s):** Cook, Jennifer

**Abstract:** The way in which we move influences our ability to perceive, interpret and predict the actions of others. Thus movements play an important role in social cognition. This review article will appraise the literature concerning movement kinematics and motor control in individuals with autism, and will argue that movement differences between typical and autistic individuals may contribute to bilateral difficulties in reciprocal social cognition.

**Source:** Medline

**Title:** Interpersonal predictive coding, not action perception, is impaired in autism.
Abstract: This study was conducted to examine interpersonal predictive coding in individuals with high-functioning autism (HFA). Healthy and HFA participants observed point-light displays of two agents (A and B) performing separate actions. In the 'communicative' condition, the action performed by agent B responded to a communicative gesture performed by agent A. In the 'individual' condition, agent A's communicative action was substituted by a non-communicative action. Using a simultaneous masking-detection task, we demonstrate that observing agent A's communicative gesture enhanced visual discrimination of agent B for healthy controls, but not for participants with HFA. These results were not explained by differences in attentional factors as measured via eye-tracking, or by differences in the recognition of the point-light actions employed. Our findings, therefore, suggest that individuals with HFA are impaired in the use of social information to predict others' actions and provide behavioural evidence that such deficits could be closely related to impairments of predictive coding.

Source: Medline

Title: Analysing change in music therapy interactions of children with communication difficulties.

Citation: Philosophical transactions of the Royal Society of London. Series B, Biological sciences, May 2016, vol. 371, no. 1693, 1471-2970 (May 5, 2016)

Author(s): Spiro, Neta, Himberg, Tommi

Abstract: Music therapy has been found to improve communicative behaviours and joint attention in children with autism, but it is unclear what in the music therapy sessions drives those changes. We developed an annotation protocol and tools to accumulate large datasets of music therapy, for analysis of interaction dynamics. Analysis of video recordings of improvisational music therapy sessions focused on simple, unambiguous individual and shared behaviours: movement and facing behaviours, rhythmic activity and musical structures and the relationships between them. To test the feasibility of the protocol, early and late sessions of five client-therapist pairs were annotated and analysed to track changes in behaviours. To assess the reliability and validity of the protocol, inter-rater reliability of the annotation tiers was calculated, and the therapists provided feedback about the relevance of the analyses and results. This small-scale study suggests that there are both similarities and differences in the profiles of client-therapist sessions. For example, all therapists faced the clients most of the time, while the clients did not face back so often. Conversely, only two pairs had an increase in regular pulse from early to late sessions. More broadly, similarity across pairs at a general level is complemented by variation in the details. This perhaps goes some way to reconciling client- and context-specificity on one hand and generalizability on the other. Behavioural characteristics seem to influence each other. For instance, shared rhythmic pulse alternated with mutual facing and the occurrence of shared pulse was found to relate to the musical structure. These observations point towards a framework for looking at change in music therapy that focuses on networks of variables or broader categories. The results suggest that even when starting with simple behaviours, we can trace aspects of interaction and change in music therapy, which are seen as relevant by therapists.

Source: Medline

Title: The Relationship Between Pain, Self-Injury, and Other Problem Behaviors in Young Children With Autism and Other Developmental Disabilities.

Citation: American journal on intellectual and developmental disabilities, May 2016, vol. 121, no. 3, p. 194-203, 1944-7515 (May 2016)

Author(s): Courtemanche, Andrea B, Black, William R, Reese, R Matthew

Abstract: Research has suggested that individuals who engage in self-injurious behavior may have enhanced expressions of pain, which contradicts previous assertions of blunted pain sensitivity in this population. The purpose of this study was to measure expressions of pain among young children being evaluated for autism and other neurodevelopmental disabilities. The frequency of pain-related behaviors was assessed during everyday routines using the Non-Communicating Children's Pain Checklist (NCCPC-R) for 51 children. Significant group differences between children with and without self-injury were found for the NCCPC-R total scores. The frequency and severity of self-injury, aggression, and stereotypy were also highly correlated with the total scores on the NCCPC-R. These results continue to support that individuals with self-injury may have enhanced expressions of pain.

Source: Medline
<table>
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<tr>
<th>Full text: Available ProQuest at American Journal on Intellectual and Developmental Disabilities</th>
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| **Title:** Stimulus Overselectivity in Autism, Down Syndrome, and Typical Development.  
**Citation:** American journal on intellectual and developmental disabilities, May 2016, vol. 121, no. 3, p. 219-235, 1944-7515 (May 2016)  
**Author(s):** Dube, William V, Farber, Rachel S, Mueller, Marlana R, Grant, Eileen, Lorin, Lucy, Deutsch, Curtis K  
**Abstract:** Stimulus overselectivity refers to maladaptive narrow attending that is a common learning problem among children with intellectual disabilities and frequently associated with autism. The present study contrasted overselectivity among groups of children with autism, Down syndrome, and typical development. The groups with autism and Down syndrome were matched for intellectual level, and all three groups were matched for developmental levels on tests of nonverbal reasoning and receptive vocabulary. Delayed matching-to-sample tests presented color/form compounds, printed words, photographs of faces, Mayer-Johnson Picture Communication Symbols, and unfamiliar black forms. No significant differences among groups emerged for test accuracy scores. Overselectivity was not statistically overrepresented among individuals with autism in contrast to those with Down syndrome or typically developing children.  
**Source:** Medline  
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<th>Full text: Available ProQuest at American Journal on Intellectual and Developmental Disabilities</th>
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| **Title:** Screening for autism.  
**Citation:** Archives of disease in childhood, May 2016, vol. 101, no. 5, p. 454., 1468-2044 (May 2016)  
**Source:** Medline  
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<th>Full text: Available Highwire Press at Archives of disease in childhood</th>
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| **Title:** The importance of characterizing intervention for individuals with autism.  
**Citation:** Autism : the international journal of research and practice, May 2016, vol. 20, no. 4, p. 386-387, 1461-7005 (May 2016)  
**Author(s):** Stahmer, Aubyn C, Suhrheinrich, Jessica, Mandell, David S  
**Source:** Medline  
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<th>Full text: Available Coventry &amp; Warwickshire Partnership Trust Libraries Print holdings at Autism</th>
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| **Title:** The effect of diagnostic labels on the affective responses of college students towards peers with ‘Asperger’s Syndrome’ and ‘Autism Spectrum Disorder’.  
**Citation:** Autism : the international journal of research and practice, May 2016, vol. 20, no. 4, p. 388-394, 1461-7005 (May 2016)  
**Author(s):** Brosnan, Mark, Mills, Elizabeth  
**Abstract:** Given the removal of Asperger’s Syndrome label in Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition, the impact of clinical labels upon the affective responses of college students was explored. A total of 120 college students read two vignettes depicting social interactions typical of a person with autism spectrum disorder. In one vignette, they were informed that the character was a typical college student and in the other, the character had a clinical disorder (either autism spectrum disorder, Asperger’s Syndrome or Schizophrenia). Participants’ affective responses were measured on the Positive and Negative Affect Scale. No significant differences in positive and negative affective responses were found between the clinical labels. However, affective responses were significantly more positive and less negative towards behaviours associated with clinical groups compared to the typical college student. The implications for students disclosing their diagnosis at university are discussed.  
**Source:** Medline  
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<th>Full text: Available Coventry &amp; Warwickshire Partnership Trust Libraries Print holdings at Autism</th>
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| **Title:** The relationship between waiting times and ‘adherence’ to the Scottish Intercollegiate Guidelines Network 98 guideline in autism spectrum disorder diagnostic services in Scotland.  
**Citation:** Autism : the international journal of research and practice, May 2016, vol. 20, no. 4, p. 395-401, 1461-7005 (May 2016)  
**Author(s):** McKenzie, Karen, Forsyth, Kirsty, O’Hare, Anne, McClure, Iain, Rutherford, Marion, Murray, Aja, Irvine, Linda  
**Abstract:** The aim of this study was to explore the extent to which the Scottish Intercollegiate Guidelines Network 98 guideline in autism spectrum disorder diagnostic services in Scotland.  
**Source:** Medline  
| Full text: Available Coventry & Warwickshire Partnership Trust Libraries Print holdings at Autism |
Network 98 guidelines on the assessment and diagnosis of autism spectrum disorder were adhered to in child autism spectrum disorder diagnostic services in Scotland and whether there was a significant relationship between routine practice which more closely reflected these recommendations (increased adherence) and increased waiting times. Retrospective, cross-sectional case note analysis was applied to data from 80 case notes. Adherence ranged from a possible 0 (no adherence) to 19 (full adherence). Overall, 17/22 of the recommendations were adhered to in over 50 of the 80 cases and in 70 or more cases for 11/22 of the recommendations, with a mean adherence score of 16 (standard deviation = 1.9). No significant correlation was found between adherence and total wait time for untransformed ($r = 0.15, p = 0.32$) or transformed data ($r = 0.12, p = 0.20$). The results indicated that the assessment and diagnostic practices were consistent with the relevant Scottish Intercollegiate Guidelines Network 98 guideline recommendations. Increased adherence to the 19 included recommendations was not significantly related to increased total waiting times, indicating that the Scottish Intercollegiate Guidelines Network 98 recommendations have generally been integrated into practice, without a resultant increase in patient waits.

Source: Medline
Full text: Available Coventry & Warwickshire Partnership Trust Libraries Print holdings at Autism

Title: Let's talk about it: Peer victimization experiences as reported by adolescents with autism spectrum disorder.

Citation: Autism : the international journal of research and practice, May 2016, vol. 20, no. 4, p. 402-411, 1461-7005 (May 2016)

Author(s): Fisher, Marisa H, Taylor, Julie Lounds

Abstract: Individuals with autism spectrum disorder experience high rates of peer victimization; yet, their personal experiences and perceptions of such victimization are not well understood. In this qualitative investigation, responses to questions about bullying and teasing were examined to gain insight into the perception of peer victimization as reported by adolescents with autism spectrum disorder. While the majority of participants provided examples of peer victimization, their situations differed from items typically assessed on bullying questionnaires. Participants were also able to provide explanations for why they believe they are targets and descriptions of their reactions to bullying. Findings from the interviews are used to provide suggestions for the development of more informative bullying assessments and prevention programs for students with autism spectrum disorder.

Source: Medline
Full text: Available Coventry & Warwickshire Partnership Trust Libraries Print holdings at Autism

Title: The broad autism phenotype predicts relationship outcomes in newly formed college roommates.

Citation: Autism : the international journal of research and practice, May 2016, vol. 20, no. 4, p. 412-424, 1461-7005 (May 2016)

Author(s): Faso, Daniel J, Corretti, Conrad A, Ackerman, Robert A, Sasson, Noah J

Abstract: Although previous studies have reported that the broad autism phenotype is associated with reduced relationship quality within established relationships, understanding how this association emerges requires assessment prior to relationship development. In the present longitudinal study, college roommates with minimal familiarity prior to cohabitation ($N = 162$) completed the broad autism phenotype questionnaire and intermittently reported on their relationship quality and interpersonal behaviors toward their roommate over their first 10 weeks of living together. Actor-Partner Interdependence Models demonstrated that roommates mismatched on aloofness (one high and one low) had lower relationship satisfaction than those matched on it, with the interpersonal behavior of warmth mediating this association. Because relationship satisfaction remained high when both roommates were aloof, satisfaction does not appear predicated upon the presence of aloofness generally but rather reflects a product of dissimilarity in aloof profiles between roommates. In contrast, although participants reported less relationship satisfaction and commitment with roommates higher on pragmatic language abnormalities, mismatches on this broad autism phenotype trait, and on rigid personality, were less consequential. In sum, these findings suggest that complementary profiles of social motivation may facilitate relationship quality during the early course of relationship development.

Source: Medline
Full text: Available Coventry & Warwickshire Partnership Trust Libraries Print holdings at Autism

Title: Perceived self-efficacy in parents of adolescents and adults with autism spectrum disorder.

Citation: Autism : the international journal of research and practice, May 2016, vol. 20, no. 4, p. 425-434,
Author(s): Weiss, Jonathan A, Tint, Ami, Paquette-Smith, Melissa, Lunsky, Yona

Abstract: Many parents of adolescents and adults with autism spectrum disorder experience difficulty accessing appropriate services for their children, and may report low levels of parent self-efficacy. In an effort to identify the factors that contribute to the difficulties these families face, this study examined the role of demographic, systemic, and clinical need variables as they relate to parents' experience of self-efficacy. Participants included 324 parents of individuals with autism spectrum disorder, 12-25 years of age. Results suggest that parent self-efficacy is related to a number of variables and not simply a child's clinical situation, including child age, parent immigrant status, barriers to service access, and caregiver burden. Given the crucial role that parents often play in the lives of individuals with autism spectrum disorder across the lifespan, it is important that service providers support the efforts of parents who provide and access care for their children.

Source: Medline
Full text: Available Coventry & Warwickshire Partnership Trust Libraries Print holdings at Autism

Title: Concerns of parents and teachers of children with autism in elementary school.

Citation: Autism : the international journal of research and practice, May 2016, vol. 20, no. 4, p. 435-441, 1461-7005 (May 2016)

Author(s): Azad, Gazi, Mandell, David S

Abstract: Many consensus guidelines encourage parents and teachers to openly communicate about their concerns regarding their children. These guidelines attest to the importance of achieving consensus about what issues are most critical and how to address them. The purpose of this study was to examine whether parents and teachers (1) agree about their concerns for their children with autism and (2) when given the opportunity, whether they discussed these concerns. Participants were 39 parent-teacher dyads of children with autism in kindergarten-through-fifth grade autism support classrooms. Each parent and teacher was interviewed separately about their concerns and then observed together in a discussion about the child. Parents and teachers generally agreed about their primary and secondary concerns. When given an opportunity to communicate their concerns, 49% of the parent-teacher dyads discussed problems that neither reported as their primary concern, and 31% discussed problems that neither reported as their primary or secondary concern. These findings suggest that interventions should target parent-teacher communication, rather than agreement, to facilitate home-school collaboration.

Source: Medline
Full text: Available Coventry & Warwickshire Partnership Trust Libraries Print holdings at Autism

Title: Which terms should be used to describe autism? Perspectives from the UK autism community.

Citation: Autism : the international journal of research and practice, May 2016, vol. 20, no. 4, p. 442-462, 1461-7005 (May 2016)

Author(s): Kenny, Lorcan, Hattersley, Caroline, Molins, Bonnie, Buckley, Carole, Povey, Carol, Pellicano, Elizabeth

Abstract: Recent public discussions suggest that there is much disagreement about the way autism is and should be described. This study sought to elicit the views and preferences of UK autism community members - autistic people, parents and their broader support network - about the terms they use to describe autism. In all, 3470 UK residents responded to an online survey on their preferred ways of describing autism and their rationale for such preferences. The results clearly show that people use many terms to describe autism. The most highly endorsed terms were 'autism' and 'on the autism spectrum', and to a lesser extent, 'autism spectrum disorder', for which there was consensus across community groups. The groups disagreed, however, on the use of several terms. The term 'autistic' was endorsed by a large percentage of autistic adults, family members/friends and parents but by considerably fewer professionals; 'person with autism' was endorsed by almost half of professionals but by fewer autistic adults and parents. Qualitative analysis of an open-ended question revealed the reasons underlying respondents' preferences. These findings demonstrate that there is no single way of describing autism that is universally accepted and preferred by the UK's autism community and that some disagreements appear deeply entrenched.

Source: Medline
Full text: Available Coventry & Warwickshire Partnership Trust Libraries Print holdings at Autism

Title: Deficits in metacognitive monitoring in mathematics assessments in learners with autism spectrum disorder.
**Abstract:** Children and adults with autism spectrum disorder have been found to have deficits in metacognition that could impact upon their learning. This study explored metacognitive monitoring in 28 (23 males and 5 females) participants with autism spectrum disorder and 56 (16 males and 40 females) typically developing controls who were being educated at the same level. Participants were asked a series of mathematics questions. Based upon previous research, after each question they were asked two metacognitive questions: (1) whether they thought they had got the answer correct or not (or ‘don’t know’) and (2) whether they meant to get the answer correct or not (or ‘don’t know’). Participants with autism spectrum disorder were significantly more likely than the typically developing group to erroneously think that they had got an incorrect answer correct. Having made an error, those with autism spectrum disorder were also significantly more likely to report that they had meant to make the error. Different patterns in the types of errors made were also identified between the two groups. Deficits in metacognition were identified for the autism spectrum disorder group in the learning of mathematics. This is consistent with metacognitive research from different contexts and the implications for supporting learning in autism spectrum disorder are discussed.

**Source:** Medline

**Full text:** Available Coventry & Warwickshire Partnership Trust Libraries Print holdings at [Autism](https://www.ncbi.nlm.nih.gov/pubmed/27273783)

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**Title:** Medicaid 1915(c) Home- and Community-Based Services waivers for children with autism spectrum disorder.

**Citation:** Autism : the international journal of research and practice, May 2016, vol. 20, no. 4, p. 473-482, 1461-7005 (May 2016)

**Author(s):** Velott, Diana L, Agbese, Edeanya, Mandell, David, Stein, Bradley D, Dick, Andrew W, Yu, Hao, Leslie, Douglas L

**Abstract:** This research aims to describe the characteristics of 1915(c) Home- and Community-Based Services waivers for children with autism spectrum disorder across states and over time. While increasingly popular, little is known about these Medicaid waivers. Understanding the characteristics of these programs is important to clinicians and policymakers in designing programs to meet the needs of this vulnerable population and to set the stage for evaluating changes that occur with the implementation of health-care reform. Home- and Community-Based Services waiver applications that included children with autism spectrum disorder as a target population were collected from the Centers for Medicare and Medicaid Services website, state websites, and state administrators. A data extraction tool was used to document waiver inclusions and restrictions, estimated service provision and institutional costs, and the inclusion of four core autism spectrum disorder services: respite, caregiver support and training, personal care, and evidence-based treatments. Investigators identified 50 current or former waivers across 29 states that explicitly included children with autism spectrum disorder in their target populations. Waivers differed substantially across states in the type and breadth of autism spectrum disorder coverage provided. Specifically, waivers varied in the populations they targeted, estimated cost of services, cost control methods employed, and services offered to children with autism spectrum disorder. Home- and Community-Based Services waivers for children with autism spectrum disorder are very complex and are not consistent across states or over time. Further efforts are needed to examine the characteristics of programs that are associated with improved access to care and clinical outcomes to maximize the benefits to individuals with autism spectrum disorder and their families.

**Source:** Medline

**Full text:** Available Coventry & Warwickshire Partnership Trust Libraries Print holdings at [Autism](https://www.ncbi.nlm.nih.gov/pubmed/27273783)

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**Title:** The experiences and needs of female adults with high-functioning autism spectrum disorder.

**Citation:** Autism : the international journal of research and practice, May 2016, vol. 20, no. 4, p. 483-495, 1461-7005 (May 2016)

**Author(s):** Baldwin, Susanna, Costley, Debra

**Abstract:** There is limited large-scale research into the lived experiences of female adults who have an autism spectrum disorder with no co-occurring intellectual disability. Drawing on the findings of an Australia-wide survey, this report presents self-report data from n = 82 women with high-functioning autism spectrum disorder in the areas of health, education, employment, social and community activities. Where relevant,
comparisons are provided with the male subset of the same study population; however, in the majority of analyses, no discernible gender differences emerged. The findings highlight the diverse and complex challenges faced by women with high-functioning autism spectrum disorder, including high levels of mental health disorder, unmet support needs in education settings and the workplace, and social exclusion and isolation.

Source: Medline

Full text: Available Coventry & Warwickshire Partnership Trust Libraries Print holdings at Autism

Title: What do the general population know, believe and feel about individuals with autism and schizophrenia: Results from a comparative survey in Denmark.

Citation: Autism : the international journal of research and practice, May 2016, vol. 20, no. 4, p. 496-508, 1461-7005 (May 2016)

Author(s): Jensen, Christina Mohr, Martens, Caroline Skat, Nikolajsen, Nanna Dagmar, Skytt Gregersen, Trine, Heckmann Marx, Nanna, Goldberg Frederiksen, Mette, Hansen, Martine Stene

Abstract: Few studies investigate what members of the general population know about individuals with autism. Only one study has previously investigated how beliefs about autism differ from those about other psychiatric disorders. This study surveyed a convenience sample of the general adult population, within the Northern Region of Denmark, about their knowledge, attitudes and beliefs about individuals with autism and schizophrenia. The respondents (N = 440) possessed basic knowledge and were able to differentiate between the two disorders. Schizophrenia was associated with perceived danger (32.8%), while autism was associated with high intelligence (40.1%) and creativity (27.3%). Respondents were more positive towards interacting with individuals with autism (p < 0.001), but desire for social distancing was pronounced for both disorders in more intimate relationships. Significantly, more respondents reported that they would find it difficult and feel ashamed with regard to being diagnosed with schizophrenia (p < 0.001). Conversely, respondents significantly reported being more likely to elaborate on their diagnosis of autism to their colleagues (p < 0.001). Perceived dangerousness decreased the willingness for social interactions, while knowing someone with autism or schizophrenia increased the willingness to socially interact. Misconceptions and stigma must be addressed in order to minimize the social stigma and rejection associated with these disorders and ultimately improve the quality of life and psychological well-being of affected individuals and their families.

Source: Medline

Full text: Available Coventry & Warwickshire Partnership Trust Libraries Print holdings at Autism

Title: Mand Training: An Examination of Response-Class Structure in Three Children With Autism and Severe Language Delays.

Citation: Behavior modification, May 2016, vol. 40, no. 3, p. 347-376, 1552-4167 (May 2016)

Author(s): Drasgow, Erik, Martin, Christian A, Chezan, Laura C, Wolfe, Katie, Halle, James W

Abstract: Our primary purpose in this study was to examine the structure of a response class when new members are acquired through mand training. To do this, we replaced existing mands (e.g., reaching) in three children with autism with two new functionally equivalent mands. Next, we examined their responding under immediate- and delayed-reinforcement conditions. Then, we assessed generalization to novel social partners. We employed a reversal design to examine the effectiveness of mand training and to assess responding under both immediate- and delayed-reinforcement conditions. Our results suggest that all children acquired the new mands and that two of the children emitted these responses as replacements when the social partner did not provide access to the reinforcer contingent on the child's first mand. Generalization data indicate that all three children emitted the new mands and two of the children alternated between the new mands with novel social partners. We discuss the clinical implications and the conceptual significance of teaching multiple replacement mands to children with autism and severe language delays.

Source: Medline

Title: Neuroanatomical variation in autism spectrum disorder: A comprehensive review.

Citation: Clinical anatomy (New York, N.Y.), May 2016, vol. 29, no. 4, p. 454-465, 1098-2353 (May 2016)

Author(s): Jumah, Fareed, Ghannam, Malik, Jaber, Mohammad, Adeeb, Nimer, Tubbs, R Shane

Abstract: Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder characterized by impairments in socialization, communication, and behavior. Many investigators have described the anatomical abnormalities in autistic brains, in an attempt to correlate them with the manifestations of ASD. Herein, we...
reviewed all the available literature about the neuroanatomical findings in ASD available via "PubMed" and "Google Scholar." References found in review articles were also searched manually. There was substantial discrepancy throughout the literature regarding the reported presence and significance of neuroanatomical findings in ASD, and this is thoroughly discussed in the present review.

Source: Medline

**Title:** Minimalistic toy robot to analyze a scenery of speaker-listener condition in autism.

**Citation:** Cognitive processing, May 2016, vol. 17, no. 2, p. 195-203, 1612-4790 (May 2016)

**Author(s):** Giannopulu, Irini, Montreynaud, Valérie, Watanabe, Tomio

**Abstract:** Atypical neural architecture causes impairment in communication capabilities and reduces the ability of representing the referential statements of other people in children with autism. During a scenery of "speaker-listener" communication, we have analyzed verbal and emotional expressions in neurotypical children (n = 20) and in children with autism (n = 20). The speaker was always a child, and the listener was a human or a minimalistic robot which reacts to speech expression by nodding only. Although both groups performed the task, everything happens as if the robot could allow children with autism to elaborate a multivariate equation encoding and conceptualizing within his/her brain, and externalizing into unconscious emotion (heart rate) and conscious verbal speech (words). Such a behavior would indicate that minimalistic artificial environments such as toy robots could be considered as the root of neuronal organization and reorganization with the potential to improve brain activity.

Source: Medline

**Title:** Trajectories of internalizing and externalizing symptoms among adults with autism spectrum disorders.

**Citation:** Development and psychopathology, May 2016, vol. 28, no. 2, p. 565-581, 1469-2198 (May 2016)

**Author(s):** Woodman, Ashley C, Mailick, Marsha R, Greenberg, Jan S

**Abstract:** Individuals with autism spectrum disorder (ASD) experience higher rates of psychopathology than their typically developing peers or peers with other intellectual or developmental disabilities. Little is known about the developmental course of psychiatric symptoms such as internalizing and externalizing behaviors in this population. Individual characteristics and aspects of the family environment may explain variability in outcomes for adults with ASD. The present study extends our current understanding of psychopathology among individuals with ASD by examining group-based trajectories of internalizing and externalizing symptoms in adulthood. Overall, the results showed that symptoms became less severe over time. Distinct patterns of change in psychopathology were observed and associated with differential profiles of psychotropic medication use, comorbid mental health diagnoses, and residential placement. The likelihood of following each developmental trajectory was estimated based on characteristics of the adults with ASD (gender, adaptive behavior, and autistic symptoms) and maternal expressed emotion (criticism and warmth). Maternal criticism and warmth were identified as key risk and protective factors, respectively, with important implications for future research and intervention for individuals with ASD.

Source: Medline

**Title:** Oxytocin and parent-child interaction in the development of empathy among children at risk for autism.

**Citation:** Developmental psychology, May 2016, vol. 52, no. 5, p. 735-745, 1939-0599 (May 2016)

**Author(s):** McDonald, Nicole M, Baker, Jason K, Messinger, Daniel S

**Abstract:** This longitudinal study investigated whether variation in the oxytocin receptor gene (OXTR) and early parent-child interactions predicted later empathic behavior in 84 toddlers at high or low familial risk for autism spectrum disorder. Two well-studied OXTR single-nucleotide polymorphisms, rs53576 and rs2254298, were examined. Parent-child interaction was measured at 15 and 18 months of age during free play sessions. Empathy was measured at 24 and 30 months using a response to parental distress paradigm. While there was no direct association between parent-child interaction quality or OXTR and empathy, rs53576 moderated the relation between interaction quality and empathy. Results suggest that the interplay between OXTR and early parent-child interactions predicts individual differences in empathy in children at varying risk for atypical social development. Findings are consonant with a differential susceptibility model in which an OXTR variant may increase the social salience of interaction processes for specific allele carriers. These results increase our understanding of predictors of empathy development in young children with a wide range of social outcomes.
Rethinking the concepts of 'local or global processors': evidence from Williams syndrome, Down syndrome, and Autism Spectrum Disorders.

Title: Rethinking the concepts of 'local or global processors': evidence from Williams syndrome, Down syndrome, and Autism Spectrum Disorders.

Citation: Developmental science, May 2016, vol. 19, no. 3, p. 452-468, 1467-7687 (May 2016)

Author(s): D'Souza, Dean, Booth, Rhonda, Connolly, Monica, Happé, Francesca, Karmiloff-Smith, Annette

Abstract: Both Williams syndrome (WS) and Autism Spectrum Disorder (ASD) have been characterized as preferentially processing local information, whereas in Down syndrome (DS) the reported tendency is to process stimuli globally. We designed a cross-syndrome, cross-task comparison to reveal similarities and differences in local/global processing in these disorders. Our in-depth study compared local/global processing across modalities (auditory-verbal/visuo-spatial) and levels of processing (high/low) in the three syndromes. Despite claims in the literature, participants with ASD or WS failed to show a consistent local processing bias, while those with DS failed to show a reliable global processing bias. Depending on the nature of the stimuli and the task, both local and global processing biases were evident in all three neurodevelopmental disorders. These findings indicate that individuals with neurodevelopmental disorders cannot simply be characterized as local or global processors.

Source: Medline

Psychopharmacological interventions in autism spectrum disorder.

Title: Psychopharmacological interventions in autism spectrum disorder.

Citation: Expert opinion on pharmacotherapy, May 2016, vol. 17, no. 7, p. 937-952, 1744-7666 (May 2016)

Author(s): Accordino, Robert E, Kidd, Christen, Politte, Laura C, Henry, Charles A, McDougle, Christopher J

Abstract: Individuals with autism spectrum disorder (ASD) commonly present for treatment of emotional and behavioral disturbances associated with ASD's "core" symptoms. Psychotropic medications are widely utilized in alleviating associated emotional and behavioral symptoms. Emotional and behavioral disturbances associated with ASD include irritability/severely disruptive behavior, which comprises the heaviest symptom burden; hyperactivity and other Attention-Deficit-Hyperactivity-Disorder (ADHD)-type symptoms; repetitive/stereotyped behaviors; and social withdrawal. Existing evidence for medications for each of these symptom clusters will be examined in this review. Psychopharmacological treatment of core and associated symptoms in ASD is challenging, in large part because of the heterogeneity in the presentation of ASD. Furthermore, children and adolescents with ASD are more vulnerable to the side effects of psychopharmacological intervention than their age-matched, typically developing counterparts. Currently, risperidone and aripiprazole are the only medications that have been (relatively) reliably shown to help treat certain symptom clusters associated with ASD, namely severely disruptive behavior and hyperactivity. Recent studies have begun to look at medications with mechanisms that are novel in the treatment of ASD and that may address underlying pathophysiology and/or core symptoms such as glutamate-modulating agents. Overall, randomized, placebo-controlled studies of medications for the treatment of ASD are scarce.

Source: Medline

How are Sensory Features associated with seven anxiety disorders in boys with Autism Spectrum Disorder?

Title: How are Sensory Features associated with seven anxiety disorders in boys with Autism Spectrum Disorder?

Citation: International journal of developmental neuroscience : the official journal of the International Society for Developmental Neuroscience, May 2016, vol. 50, p. 47-54, 1873-474X (May 2016)

Author(s): Bitsika, Vicki, Sharpley, Christopher F, Mills, Richard

Abstract: The association between Sensory Features (SF) and seven anxiety disorders was investigated using self-reports and parental reports about 140 young males with an Autism Spectrum Disorder (ASD). Although there were significant correlations between SF and self- and parent-ratings of some of the seven anxiety disorders, overall, SF was found to have an inconsistent association across the seven anxiety disorders and this was also found for the 8 symptoms of Generalised Anxiety Disorder. These data challenge the practice of assessing SF and anxiety via global measures and argue for individualized disorder-specific assessments to develop more effective diagnoses and treatments for the effects of SF.

Source: Medline

Joint attention interventions for children with autism spectrum disorder: a systematic review and meta-analysis.

Title: Joint attention interventions for children with autism spectrum disorder: a systematic review and meta-analysis.
Negotiating knowledge: parents' experience of the neuropsychiatric diagnostic process for children with autism.

**Citation:** International journal of language & communication disorders / Royal College of Speech & Language Therapists, May 2016, vol. 51, no. 3, p. 328-338, 1460-6984 (May 2016)

**Author(s):** Carlsson, Emilia, Miniscalco, Carmela, Kadesjö, Björn, Laakso, Katja

**Abstract:** Parents often recognize problems in their child’s development earlier than health professionals do and there is new emphasis on the importance of involving parents in the diagnostic process. In Gothenburg, Sweden, over 100 children were identified as having an autism spectrum disorder (ASD) in 2009-11 through a general population language and autism screening of 2.5 year olds at the city’s child healthcare centres.

To increase understanding of parents’ lived experience of the neuropsychiatric diagnostic process, i.e. the period from the initial screening at age 2.5 years to the 2-year follow-up of the ASD diagnosis, a qualitative design, a phenomenological hermeneutic method, was used. Interviews were conducted with parents of 11 children who were diagnosed with ASD 2 years prior. The parents were interviewed about their experiences of the neuropsychiatric diagnostic process, i.e. the time before the screening, the time during the neuropsychiatric multidisciplinary evaluation and the time after diagnosis. The interviews lasted for 45-130 min, and an interview guide with set questions was used. Most of the interviews were conducted at the parents’ homes.

The essence that emerged from the data was negotiating knowledge, and the three themes capturing the parents’ experiences of going through the process of having their child diagnosed with ASD were seeking knowledge, trusting and challenging experts, and empowered but alone. The parents expected intervention to start directly after diagnosis but felt they had to fight to obtain the resources their child needed. After the process, they described that they felt empowered but still alone, i.e. although they received useful and important information about their child, they were left to manage the situation by themselves. As for clinical implications, the study points to the necessity of developing routines to support the parents during and after the diagnostic process. Recommended measures include developing a checklist outlining relevant contacts and agencies, establishing a coordinator responsible for each child, dividing the summary meeting at the clinic into two parts, making more than one visit to the preschool, and providing a parental training programme.

**Source:** Medline

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**Citation:** Journal of abnormal child psychology, May 2016, vol. 44, no. 4, p. 745-755, 1573-2635

**Author(s):** Hobson, Jessica A, Tarver, Laura, Beurkens, Nicole, Peter Hobson, R
Abstract: The aim of this study was to examine the relations between severity of children's autism and qualities of parent-child interaction. We studied these variables at two points of time in children receiving a treatment that has a focus on social engagement, Relationship Development Intervention (RDI; Gutstein 2009). Participants were 18 parent-child dyads where the child (16 boys, 2 girls) had a diagnosis of autism and was between the ages of 2 and 12 years. The severity of the children's autism was assessed at baseline and later in treatment using the autism severity metric of the Autism Diagnostic Observation Schedule (ADOS; Gotham et al. Journal of Autism and Developmental Disorders, 39, 693-705 2009). Although the ADOS was designed as a diagnostic measure, ADOS calibrated severity scores (CSS) are increasingly used as one index of change (e.g., Locke et al. Autism, 18, 370-375 2014). Videotapes of parent-child interaction at baseline and later in treatment were rated by independent coders, for a) overall qualities of interpersonal relatedness using the Dyadic Coding Scales (DCS; Humber and Moss The American Journal of Orthopsychiatry, 75, 128-141 2005), and b) second-by-second parent-child Co-Regulation and Intersubjective Engagement (processes targeted by the treatment approach of RDI). Severity of autism was correlated with lower quality of parent-child interaction. Ratings on each of these variables changed over the course of treatment, and there was evidence that improvement was specifically related to the quality of parent-child interaction at baseline.

Source: Medline

Title: Temperament and its Association with Autism Symptoms in a High-risk Population.

Citation: Journal of abnormal child psychology, May 2016, vol. 44, no. 4, p. 757-769, 1573-2835 (May

Author(s): Garon, Nancy, Zwaigenbaum, Lonnie, Bryson, Susan, Smith, Isabel M, Brian, Jessica, Roncadin, Caroline, Vaillancourt, Tracy, Armstrong, Vickie, Sacrey, Lori-Ann R, Roberts, Wendy

Abstract: Temperament was investigated in a group of high-risk infants (N = 383; 45 % girls) who had an older sibling with autism spectrum disorder (ASD), and in community control infants (N = 162; 46 % girls) with no family history of ASD (low-risk). The infants were assessed at age 12 months using the Infant Behavior Questionnaire, and at 24 months using the Toddler Behavior Assessment Questionnaire. At 36 months, an independent blind diagnostic assessment for ASD was conducted using the Autism Diagnostic Interview-Revised (ADI-R) and the Autism Diagnostic Observation Schedule (ADOS). The results indicate not only differences in temperament traits between the high- and low-risk groups, but also differences in the structure of higher-order temperament factors. The results support the importance of early reactive temperament in the development of Effortful Control in the high-risk sample. Furthermore, Effortful Control at 24 months appears to play a critical role in predicting later ASD symptoms (at 36 months). Taken together, these findings support the use of early temperament as an endophenotype for ASD.

Source: Medline


Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1503-1512,

Author(s): Gregory, B L, Plaisted-Grant, K C

Abstract: A high Autism-Spectrum Quotient (AQ) score (Baron-Cohen et al. in J Autism Dev Disord 31(1):5-17, 2001) is increasingly used as a proxy in empirical studies of perceptual mechanisms in autism. Several investigations have assessed perception in non-autistic people measured for AQ, claiming the same relationship exists between performance on perceptual tasks in high-AQ individuals as observed in autism. We question whether the similarity in performance by high-AQ individuals and autistics reflects the same underlying perceptual cause in the context of two visual search tasks administered to a large sample of typical individuals assessed for AQ. Our results indicate otherwise and that deploying the AQ as a proxy for autism introduces unsubstantiated assumptions about high-AQ individuals, the endophenotypes they express, and their relationship to Autistic Spectrum Conditions (ASC) individuals.

Source: Medline

Title: The Mechanisms Underlying the ASD Advantage in Visual Search.

Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1513-1527,

Author(s): Kaldy, Zsuzsa, Giserman, Ivy, Carter, Alice S, Blaser, Erik

Abstract: A number of studies have demonstrated that individuals with autism spectrum disorders (ASDs) are faster or more successful than typically developing control participants at various visual-attentional tasks (for reviews, see Dakin and Frith in Neuron 48:497-507, 2005; Simmons et al. in Vis Res 49:2705-2739, 2009). This "ASD advantage" was first identified in the domain of visual search by Plaisted et al. (J Child
Psychol Psychiatry 39:777-783, 1998). Here we survey the findings of visual search studies from the past 15 years that contrasted the performance of individuals with and without ASD. Although there are some minor caveats, the overall consensus is that across development and a broad range of symptom severity-individuals with ASD reliably outperform controls on visual search. The etiology of the ASD advantage has not been formally specified, but has been commonly attributed to ‘enhanced perceptual discrimination’, a superior ability to visually discriminate between targets and distractors in such tasks (e.g. O’Riordan in Cognition 77:81-96, 2000). As well, there is considerable evidence for impairments of the attentional network in ASD (for a review, see Keehn et al. in J Child Psychol Psychiatry 37:164-183, 2013). We discuss some recent results from our laboratory that support an attentional, rather than perceptual explanation for the ASD advantage in visual search. We speculate that this new conceptualization may offer a better understanding of some of the behavioral symptoms associated with ASD, such as over-focusing and restricted interests.

**Source:** Medline

<table>
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<tr>
<th>Title: Self-reported Pleasantness Ratings and Examiner-Coded Defensiveness in Response to Touch in Children with ASD: Effects of Stimulus Material and Bodily Location.</th>
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<tr>
<td>Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1528-1537,</td>
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<tr>
<td>Author(s): Cascio, Carissa J, Lorenzi, Jill, Baranek, Grace T</td>
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<td>Abstract: Tactile defensiveness, characterized by behavioral hyperresponsiveness and negative emotional responses to touch, is a common manifestation of aberrant sensory processing in autism spectrum disorders (ASD) and other developmental disabilities (DD). Variations in tactile defensiveness with the properties of the stimulus and the bodily site of stimulation have been addressed in adults with self-report of perceived tactile pleasantness, but not in children. We presented three materials (pleasant, unpleasant, social) at three bodily sites and measured both examiner-coded defensiveness and self-reported pleasantness from a group of children with ASD and two comparison groups (one with DD, one with typical development (TD)). The main findings were: (1) children with ASD and DD showed significantly more defensiveness reactions and lower pleasantness ratings than the TD group, with higher variability, (2) there was a double dissociation for the effects of material and bodily site of stimulation: while bodily site predicted behavioral defensiveness, material predicted pleasantness rating. Additionally, it was noted that (3) the most pleasant material and the social touch conditions best distinguished ASD and DD from TD on defensiveness, and (4) within the ASD group, social impairment and defensiveness in bodily sites associated with social touch were positively correlated, suggesting a clinically relevant distinction between social and discriminative touch in ASD.</td>
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<th>Title: The &quot;Eye Avoidance&quot; Hypothesis of Autism Face Processing.</th>
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<td>Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1538-1552,</td>
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<td>Author(s): Tanaka, James W, Sung, Andrew</td>
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<td>Abstract: Although a growing body of research indicates that children with autism spectrum disorder (ASD) exhibit selective deficits in their ability to recognize facial identities and expressions, the source of their face impairment is, as yet, undetermined. In this paper, we consider three possible accounts of the autism face deficit: (1) the holistic hypothesis, (2) the local perceptual bias hypothesis and (3) the eye avoidance hypothesis. A review of the literature indicates that contrary to the holistic hypothesis, there is little evidence to suggest that individuals with autism do perceive faces holistically. The local perceptual bias account also fails to explain the selective advantage that ASD individuals demonstrate for objects and their selective disadvantage for faces. The eye avoidance hypothesis provides a plausible explanation of face recognition deficits where individuals with ASD avoid the eye region because it is perceived as socially threatening. Direct eye contact elicits a increased physiological response as indicated by heightened skin conductance and amygdala activity. For individuals with autism, avoiding the eyes is an adaptive strategy, however, this approach interferes with the ability to process facial cues of identity, expressions and intentions, exacerbating the social challenges for persons with ASD.</td>
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<td>Source: Medline</td>
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<th>Title: Auditory Stream Segregation in Autism Spectrum Disorder: Benefits and Downsides of Superior Perceptual Processes.</th>
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<tr>
<td>Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1553-1561,</td>
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<tr>
<td>Author(s): Bouvet, Lucie, Mottron, Laurent, Valdois, Sylviane, Donnadieu, Sophie</td>
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Abstract: Auditory stream segregation allows us to organize our sound environment, by focusing on specific information and ignoring what is unimportant. One previous study reported difficulty in stream segregation ability in children with Asperger syndrome. In order to investigate this question further, we used an interleaved melody recognition task with children in the autism spectrum disorder (ASD). In this task, a probe melody is followed by a mixed sequence, made up of a target melody interleaved with a distractor melody. These two melodies have either the same [0 semitone (ST)] or a different mean frequency (6, 12 or 24 ST separation conditions). Children have to identify if the probe melody is present in the mixed sequence. Children with ASD performed better than typical children when melodies were completely embedded. Conversely, they were impaired in the ST separation conditions. Our results confirm the difficulty of children with ASD in using a frequency cue to organize auditory perceptual information. However, superior performance in the completely embedded condition may result from superior perceptual processes in autism. We propose that this atypical pattern of results might reflect the expression of a single cognitive feature in autism.

Source: Medline

Title: Mapping the Developmental Trajectory and Correlates of Enhanced Pitch Perception on Speech Processing in Adults with ASD.
Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1562-1573,
Author(s): Mayer, Jennifer L, Hannent, Ian, Heaton, Pamela F

Abstract: Whilst enhanced perception has been widely reported in individuals with Autism Spectrum Disorders (ASDs), relatively little is known about the developmental trajectory and impact of atypical auditory processing on speech perception in intellectually high-functioning adults with ASD. This paper presents data on perception of complex tones and speech pitch in adult participants with high-functioning ASD and typical development, and compares these with pre-existing data using the same paradigm with groups of children and adolescents with and without ASD. As perceptual processing abnormalities are likely to influence behavioural performance, regression analyses were carried out on the adult data set. The findings revealed markedly different pitch discrimination trajectories and language correlates across diagnostic groups. While pitch discrimination increased with age and correlated with receptive vocabulary in groups without ASD, it was enhanced in childhood and stable across development in ASD. Pitch discrimination scores did not correlate with receptive vocabulary scores in the ASD group and for adults with ASD superior pitch perception was associated with sensory atypicalities and diagnostic measures of symptom severity. We conclude that the development of pitch discrimination, and its associated mechanisms markedly distinguish those with and without ASD.

Source: Medline

Title: Atypical Social Judgment and Sensitivity to Perceptual Cues in Autism Spectrum Disorders.
Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1574-1581,
Author(s): Forgeot d'Arc, Baudouin, Ramus, Franck, Lefebvre, Aline, Brottier, Delphine, Zalla, Tiziana, Moukawane, Sanaa, Amsellem, Frédérique, Letellier, Laurence, Peyre, Hugo, Mouren, Marie-Christine, Leboyer, Marion, Delorme, Richard

Abstract: Evaluation of faces is an important dimension of social relationships. A degraded sensitivity to facial perceptual cues might contribute to atypical social interactions in autism spectrum disorder (ASD). The current study investigated whether face based social judgment is atypical in ASD and if so, whether it could be related to a degraded sensitivity to facial perceptual cues. Individuals with ASD (n = 33) and IQ- and age-matched controls (n = 38) were enrolled in this study. Watching a series of photographic or synthetic faces, they had to judge them for "kindness". In synthetic stimuli, the amount of perceptual cues available could be either large or small. We observed that social judgment was atypical in the ASD group on photographic stimuli, but, contrarily to the prediction based on the degraded sensitivity hypothesis, analyses on synthetic stimuli found a similar performance and a similar effect of the amount of perceptual cues in both groups. Further studies on perceptual differences between photographs and synthetic pictures of faces might help understand atypical social judgment in ASD.

Source: Medline

Title: Does WISC-IV Underestimate the Intelligence of Autistic Children?
Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1582-1589,
Author(s): Nader, Anne-Marie, Courchesne, Valérie, Dawson, Michelle, Soulières, Isabelle
**Abstract:** Wechsler Intelligence Scale for Children (WISC) is widely used to estimate autistic intelligence (Joseph in The neuropsychology of autism. Oxford University Press, Oxford, 2011; Goldstein et al. in Assessment of autism spectrum disorders. Guilford Press, New York, 2008; Mottron in J Autism Dev Disord 34(1):19-27, 2004). However, previous studies suggest that while WISC-III and Raven's Progressive Matrices (RPM) provide similar estimates of non-autistic intelligence, autistic children perform significantly better on RPM (Dawson et al. in Psychol Sci 18(8):657-662, doi: 10.1111/j.1467-9280.2007.01954.x, 2007). The latest WISC version introduces substantial changes in subtests and index scores; thus, we asked whether WISC-IV still underestimates autistic intelligence. Twenty-five autistic and 22 typical children completed WISC-IV and RPM. Autistic children’s RPM scores were significantly higher than their WISC-IV FSIQ, but there was no significant difference in typical children. Further, autistic children showed a distinctively uneven WISC-IV index profile, with a “peak” in the new Perceptual Reasoning Index. In spite of major changes, WISC-IV FSIQ continues to underestimates autistic intelligence.

**Source:** Medline

| Title: Sensory Symptoms and Processing of Nonverbal Auditory and Visual Stimuli in Children with Autism Spectrum Disorder. |
| Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1590-1601, |
| Author(s): Stewart, Claire R, Sanchez, Sandra S, Grenesko, Emily L, Brown, Christine M, Chen, Colleen P, Keehn, Brandon, Velasquez, Francisco, Lincoln, Alan J, Müller, Ralph-Axel |
| Abstract: Atypical sensory responses are common in autism spectrum disorder (ASD). While evidence suggests impaired auditory-visual integration for verbal information, findings for nonverbal stimuli are inconsistent. We tested for sensory symptoms in children with ASD (using the Adolescent/Adult Sensory Profile) and examined unisensory and bisensory processing with a nonverbal auditory-visual paradigm, for which neurotypical adults show bisensory facilitation. ASD participants reported more atypical sensory symptoms overall, most prominently in the auditory modality. On the experimental task, reduced response times for bisensory compared to unisensory trials were seen in both ASD and control groups, but neither group showed significant race model violation (evidence of intermodal integration). Findings do not support impaired bisensory processing for simple nonverbal stimuli in high-functioning children with ASD. |
| Source: Medline |

| Title: Hoarding in Youth with Autism Spectrum Disorders and Anxiety: Incidence, Clinical Correlates, and Behavioral Treatment Response. |
| Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1602-1612, |
| Author(s): Storch, Eric A, Nadeau, Joshua M, Johnco, Carly, Timpano, Kiara, McBride, Nicole, Jane Mutch, P, Lewin, Adam B, Murphy, Tanya K |
| Abstract: This study examined the nature and correlates of hoarding among youth with autism spectrum disorders (ASD). Forty children with ASD and a comorbid anxiety disorder were administered a battery of clinician-administered measures assessing presence of psychiatric disorders and anxiety severity. Parents completed questionnaires related to child hoarding behaviors, social responsiveness, internalizing and externalizing behaviors, and functional impairment. We examined the impact of hoarding behaviors on treatment response in a subsample of twenty-six youth who completed a course of personalized cognitive-behavioral therapy targeting anxiety symptoms. Hoarding symptoms were common and occurred in a clinically significant manner in approximately 25% of cases. Overall hoarding severity was associated with increased internalizing and anxiety/depressive symptoms, externalizing behavior, and attention problems. Discarding items was associated with internalizing and anxious/depressive symptoms, but acquisition was not. Hoarding decreased following cognitive-behavioral therapy but did not differ between treatment responders and non-responders. These data are among the first to examine hoarding among youth with ASD; implications of study findings and future directions are highlighted. |
| Source: Medline |

| Title: Ocular Fixation Abnormality in Patients with Autism Spectrum Disorder. |
| Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1613-1622, 1573- |
| Author(s): Shirama, Aya, Kanai, Chieko, Kato, Nobumasa, Kashino, Makio |
| Abstract: We examined the factors that influence ocular fixation control in adults with autism spectrum disorder (ASD) including sensory information, individuals' motor characteristics, and inhibitory control. The ASD group showed difficulty in maintaining fixation especially when there was no fixation target. The
fixational eye movement characteristics of individuals were consistent regardless of the presence or absence of a fixation target in the controls, but not in the ASD group. Additionally, fixation stability did not correlate with an ability to suppress reflexive saccades measured by an antisaccade task. These findings suggest that ASD adults have deficits in converting alternative sensory information, such as retinal signals in the peripheral visual field or extraretinal signals, to motor commands when the foveal information is unavailable.

Source: Medline

Title: Otitis Media and Related Complications Among Children with Autism Spectrum Disorders.

Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1636-1642, 1573-1676

Author(s): Adams, Daniel J, Susi, Apryl, Erdie-Lalena, Christine R, Gorman, Gregory, Hisle-Gorman, Elizabeth, Rajnik, Michael, Elrod, Marilisa, Nylund, Cade M

Abstract: Acute otitis media (AOM) symptoms can be masked by communication deficits, common to children with autism spectrum disorders (ASD). We sought to evaluate the association between ASD and otitis media. Using ICD-9-CM diagnostic codes, we performed a retrospective case-cohort study comparing AOM, and otitis-related diagnoses among children with and without ASD. Children with ASD had a significantly increased rate of AOM, otitis media with effusion, otorrhea, and PE tube placement. Children with ASD were more than twice as likely to develop mastoiditis, and to undergo mastoidectomy and tympanoplasty. Children with ASD are more likely to have middle ear infections and otitis-related complications, highlighting the importance of routine middle ear examinations and close attention to hearing impairment in this population.

Source: Medline

Title: Parent Expectations Mediate Outcomes for Young Adults with Autism Spectrum Disorder.

Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1643-1655, 1573-1676

Author(s): Kirby, Anne V

Abstract: Understanding the complex relationships among factors that may predict the outcomes of young adults with autism spectrum disorder (ASD) is of utmost importance given the increasing population undergoing and anticipating the transition to adulthood. With a sample of youth with ASD (n = 1170) from the National Longitudinal Transition Study-2, structural equation modeling techniques were used to test parent expectations as a mediator of young adult outcomes (i.e., employment, residential independence, social participation) in a longitudinal analysis. The mediation hypothesis was confirmed; family background and functional performance variables significantly predicted parent expectations which significantly predicted outcomes. These findings add context to previous studies examining the role of parent expectations on young adult outcomes and inform directions for family-centered interventions and future research.

Source: Medline

Title: The Influence of Prior Knowledge on Perception and Action: Relationships to Autistic Traits.

Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1716-1724, 1573-1676

Author(s): Buckingham, Gavin, Michelakakis, Elizabeth Evgenia, Rajendran, Gnanathusharan

Abstract: Autism is characterised by a range of perceptual and sensorimotor deficits, which might be related to abnormalities in how autistic individuals use prior knowledge. We investigated this proposition in a large non-clinical population in the context of the size-weight illusion, where individual's expectations about object weight influence their perceptions of heaviness and fingertip forces. Although there was no relationship between autistic traits and the magnitude of the illusion, we observed an inverse relationship between AQ scores and how expectations influenced initial fingertip force application. These findings provide a novel dissociation between how perceptual and sensorimotor processes are related to autistic traits, and suggest that, autistic traits might explain some of the variance surrounding how individuals grip and lift objects.

Source: Medline

Title: Perspectives of Health Care Providers Regarding Emergency Department Care of Children and Youth with Autism Spectrum Disorder.

Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1725-1736, 1573-1676
**Author(s):** Zwaigenbaum, Lonnie, Nicholas, David B, Muskat, Barbara, Kilmer, Christopher, Newton, Amanda S, Craig, William R, Ratnapalan, Savithiri, Cohen-Silver, Justine, Greenblatt, Andrea, Roberts, Wendy, Sharon, Raphael

**Abstract:** This study aimed to characterize the perspectives of health professionals who care for children with autism spectrum disorder (ASD) in the emergency department (ED) and to determine what strategies could optimize care. Ten physicians and twelve nurses were interviewed individually. Questions related to experiences, processes, clinical decision-making and outcomes of children with ASD recently seen in the ED. Interviews were audio recorded, transcribed, and analyzed using a qualitative framework. Participants identified factors that facilitated effective care, including communication strategies, parental involvement and teamwork. Barriers identified included child characteristics, the ED environment, and competing demands. Recommendations included additional staff training and stakeholder engagement. However, making accommodations was often described as being at odds with how the ED functioned, with implications for future service planning.

**Source:** Medline

**Title:** Increasing Responsive Parent-Child Interactions and Joint Engagement: Comparing the Influence of Parent-Mediated Intervention and Parent Psychoeducation.

**Citation:** Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1737-1747, 1573-

**Author(s):** Shire, Stephanie Y, Gulsrud, Amanda, Kasari, Connie

**Abstract:** Enhancing immediate and contingent responding by caregivers to children's signals is an important strategy to support social interactions between caregivers and their children with autism. Yet, there has been limited examination of parents' responsive behaviour in association with children's social behaviour post caregiver-mediated intervention. Eighty-five dyads were randomized to one of two 10-week caregiver-training interventions. Parent-child play interactions were coded for parental responsivity and children's joint engagement. Significant gains in responsivity and time jointly engaged were found post JASPER parent-mediated intervention over a psychoeducation intervention. Further, combining higher levels of responsive behaviour with greater adoption of intervention strategies was associated with greater time jointly engaged. Findings encourage a focus on enhancing responsive behaviour in parent-mediated intervention models.

**Source:** Medline

**Title:** Service Delivery Experiences and Intervention Needs of Military Families with Children with ASD.

**Citation:** Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1748-1761, 1573-

**Author(s):** Davis, Jennifer M, Finke, Erinn, Hickerson, Benjamin

**Abstract:** The purpose of this study was to describe the experiences of military families with children with autism spectrum disorder (ASD) specifically as it relates to relocation. Online survey methodology was used to gather information from military spouses with children with ASD. The finalized dataset included 189 cases. Descriptive statistics and frequency analyses were used to examine participant demographics and service delivery questions. Results indicated the larger sample of military spouses largely confirmed the experiences reported qualitatively in previous studies and contributed information that was previously unknown about variables associated with the access, availability, quality, and frequency of intervention services for military families with children with ASD.

**Source:** Medline

**Title:** Children with Autism Detect Targets at Very Rapid Presentation Rates with Similar Accuracy as Adults.

**Citation:** Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1762-1772, 1573-

**Author(s):** Hagmann, Carl Erick, Wyble, Bradley, Shea, Nicole, LeBlanc, Megan, Kates, Wendy R, Russo, Natalie

**Abstract:** Enhanced perception may allow for visual search superiority by individuals with Autism Spectrum Disorder (ASD), but does it occur over time? We tested high-functioning children with ASD, typically developing (TD) children, and TD adults in two tasks at three presentation rates (50, 83.3, and 116.7 ms/item) using rapid serial visual presentation. In the Color task, participants detected a purple target letter amongst black letter distractors. In the Category task, participants detected a letter amongst number distractors. Slower rates resulted in higher accuracy. Children with ASD were more accurate than TD children and similar to adults at the fastest rate when detecting color-marked targets, indicating atypical
neurodevelopment in ASD may cause generalized perceptual enhancement relative to typically developing peers.

Source: Medline

Title: How Are Child Restricted and Repetitive Behaviors Associated with Caregiver Stress Over Time? A Parallel Process Multilevel Growth Model.

Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1773-1783, 1573-

Author(s): Harrop, Clare, McBee, Matthew, Boyd, Brian A

Abstract: The impact of raising a child with autism spectrum disorder (ASD) is frequently accompanied by elevated caregiver stress. Examining the variables that predict these elevated rates will help us understand how caregiver stress is impacted by and impacts child behaviors. This study explored how restricted and repetitive behaviors (RRBs) contributed concurrently and longitudinally to caregiver stress in a large sample of preschoolers with ASD using parallel process multilevel growth models. Results indicated that initial rates of and change in RRBs predicted fluctuations in caregiver stress over time. When caregivers reported increased child RRBs, this was mirrored by increases in caregiver stress. Our data support the importance of targeted treatments for RRBs as change in this domain may lead to improvements in caregiver wellbeing.

Source: Medline

Title: Do Individuals with High-Functioning Autism Who Speak a Tone Language Show Intonation Deficits?

Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1784-1792, 1573-

Author(s): Chan, Kary K L, To, Carol K S

Abstract: This study investigated whether intonation deficits were observed in 19 Cantonese-speaking adults with high-functioning autism (HFA) when compared to 19 matched neurotypical (NT) controls. This study also investigated the use of sentence-final particles (SFPs) and their relationship with intonation in both groups. Standard deviations (SDs) of the fundamental frequency (F0), the total number and the type of SFPs were calculated based on narrative samples. The HFA group demonstrated significantly higher SD of F0 and a positive correlation between the type of SFPs and SD of F0. Both groups produced a similar total number and type of SFPs. The results supported the universality of atypical intonation in ASD. The relationship between intonation and SFPs could be further explored by focusing on sentences containing SFPs.

Source: Medline

Title: Factors Influencing the Research Participation of Adults with Autism Spectrum Disorders.

Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1793-1805, 1573-

Author(s): Haas, Kaaren, Costley, Debra, Falkmer, Marita, Richdale, Amanda, Sofronoff, Kate, Falkmer, Torbjörn

Abstract: Recruiting adults with autism spectrum disorders (ASD) into research poses particular difficulties; longitudinal studies face additional challenges. This paper reports on a mixed methods study to identify factors influencing the participation in longitudinal autism research of adults with ASD, including those with an intellectual disability, and their carers. Common and differentiating factors influencing the research participation of participants are identified and discussed. Factors influencing participation were found to differ both between and within participant categories. We propose a dichotomy whereby factors influencing research participation can be classified as those arising from a participant's values, which act as either a motivator or a deterrent; and those based on convenience, which act as either an enabler or inhibitor. These findings are applicable to research studies that seek to recruit adults with ASD as participants.

Source: Medline

Title: Social Tools And Rules for Teens (The START Program): Program Description and Preliminary Outcomes of an Experiential Socialization Intervention for Adolescents with Autism Spectrum Disorder.

Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1806-1823, 1573-

Author(s): Vernon, Ty W, Miller, Amber R, Ko, Jordan A, Wu, Victoria L

Abstract: Experiential learning is an essential process in the development of core social competencies. Unfortunately, adolescents with autism spectrum disorders often do not possess the prerequisite skillset and motivation to sustain the level of social immersion needed to benefit from this learning process. These persisting social vulnerabilities can limit their long-term relational success and associated quality of life,
creating a need for comprehensive social programming. This paper describes a multi-component socialization intervention that simultaneously targets motivational, conceptual, and skill deficits using a hybrid experiential/didactic treatment approach. Evidence of social competence improvements was noted in survey and live conversational measures, indicating that the START program may hold promise as a method for improving the social success of participating adolescents with ASD.

Source: Medline

Title: Change in the Behavioral Phenotype of Adolescents and Adults with FXS: Role of the Family Environment.

Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1824-1833, 1573-

Author(s): Smith, Leann E, Hong, Jinkuk, Greenberg, Jan S, Mailick, Marsha R

Abstract: The present study examined trajectories of adaptive behavior, behavior problems, psychological symptoms, and autism symptoms in adolescents and adults with fragile X syndrome (n = 147) over a three-year period. Adaptive behavior significantly increased over time, particularly for adolescents, and the severity of behavior problems decreased over time. Family environmental factors predicted phenotypic variables net of gender, intellectual disability status, and medication use. Maternal warmth was associated with higher levels of adaptive behavior, lower levels of autism symptoms, and decreases in behavior problems over time. Maternal depressive symptoms and criticism were associated with higher levels of psychological symptoms. Implications for interventions are discussed.

Source: Medline


Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1834-1846, 1573-

Author(s): Slappendel, Geerte, Mandy, William, van der Ende, Jan, Verhulst, Frank C, van der Sijde, Ad, Duvekot, Jorieke, Skuse, David, Greaves-Lord, Kirstin

Abstract: The Developmental Diagnostic Dimensional Interview-short version (3Di-sv) provides a brief, standardized parental interview for diagnosing autism spectrum disorder (ASD). This study explored its validity, and compatibility with DSM-5 ASD. 3Di-sv classifications showed good sensitivity but low specificity when compared to ADOS-2-confirmed clinical diagnosis. Confirmatory factor analyses found a better fit against a DSM-5 model than a DSM-IV-TR model of ASD. Exploration of the content validity of the 3Di-sv for the DSM-5 revealed some construct underrepresentation, therefore we obtained data from a panel of 3Di-trained clinicians from ASD-specialized centers to recommend items to fill these gaps. Taken together, the 3Di-sv provides a solid basis to create a similar instrument suitable for DSM-5. Concrete recommendations are provided to improve DSM-5 compatibility.

Source: Medline

Title: Mechanism of Developmental Change in the PLAY Project Home Consultation Program: Evidence from a Randomized Control Trial.

Citation: Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1860-1871, 1573-

Author(s): Mahoney, Gerald, Solomon, Richard

Abstract: This investigation is a secondary analysis of data from a randomized control trial of the PLAY Home Consultation Intervention Program which was conducted with 112 preschool children with Autism Spectrum Disorders and their parents (Solomon et al. in J Dev Behav Pediatr 35:475-485, 2014). Subjects were randomly assigned to either a community standard (CS) treatment group or to the PLAY Project plus CS Treatment (PLAY). PLAY subjects received monthly parent-child intervention sessions for 1 year during which parents learned how to use the rationale and interactive strategies of the Developmental, Individual-differences, Relationship-based (DIR) intervention model (Greenspan and Weider in The child with special needs: encouraging intellectual and emotional growth. DeCapo Press, Cambridge, MA, 1998) to engage in more responsive, affective and less directive interactions with their children. This investigation examined whether PLAY intervention effects on parents' style of interacting with their children as well as on children's social engagement mediated the effects of PLAY on children's autism severity as measured by ADOS calibrated severity scores. Regression procedures were used to test for mediation. There were two main findings. First the effects of PLAY on children's social engagement were mediated by the increases in parental responsiveness and affect that were promoted by PLAY. Second, the effects of PLAY on the severity children's Social Affect disorders were mediated by changes in parental responsiveness and affect;
however, the effects of Responsive/Affect were mediated by the impact these variables had on children's social engagement. Results are discussed in terms of contemporary models of developmental change including the developmental change model that is the foundation for DIR.

Source: Medline

**Title:** Brief Report: Further Examination of Self-Injurious Behaviors in Children and Adolescents with Autism Spectrum Disorders.

**Citation:** Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1872-1879, 1573-

**Author(s):** Dempsey, Jack, Dempsey, Allison G, Guffey, Danielle, Minard, Charles G, Goin-Kochel, Robin P

**Abstract:** Self-injurious behaviors (SIB) are problematic for many children with autism spectrum disorders (ASD). Existing models to explain factors contributing to SIB fail to account for a large proportion of variance in SIB. This study attempted to explain a greater proportion of variance in SIB by addressing methodological/theoretical limitations in previous research using a sample of 2341 youth with ASD. The model comprised of predictors identified by the prior study continued to explain only a small proportion of variance in the SIB score ($R^2 = .13$). Revisions to the model failed to substantially improve model fit. Results suggest that psychological, cognitive, and behavioral factors alone do not adequately explain common measures of SIB and highlight the need for further research.

Source: Medline

**Title:** Universal Autism Screening for Toddlers: Recommendations at Odds.

**Citation:** Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1880-1882, 1573-

**Author(s):** Robins, Diana L, Adamson, Lauren B, Barton, Marianne, Connell, James E, Dumont-Mathieu, Thyde, Dworkin, Paul H, Fein, Deborah, Greenstein, Mark A, Hsu, Ho-Wen, Kerns, Connor, Newschaffer, Craig, Plumb, Jennifer, Shattuck, Paul, Turchi, Renee, Vivanti, Giacomo

Source: Medline

**Title:** Steve Silberman: NeuroTribes: The Legacy of Autism and the Future of Neurodiversity.

**Citation:** Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1885-1886, 1573-

**Author(s):** Odom, Samuel L

Source: Medline

**Title:** Heritability of autism spectrum disorders: a meta-analysis of twin studies.

**Citation:** Journal of child psychology and psychiatry, and allied disciplines, May 2016, vol. 57, no. 5, p. 585-

**Author(s):** Tick, Beata, Bolton, Patrick, Happé, Francesca, Rutter, Michael, Rijsdijk, Frühling

**Abstract:** The etiology of Autism Spectrum Disorder (ASD) has been recently debated due to emerging findings on the importance of shared environmental influences. However, two recent twin studies do not support this and instead re-affirm strong genetic effects on the liability to ASD, a finding consistent with previous reports. This study conducts a systematic review and meta-analysis of all twin studies of ASD published to date and explores the etiology along the continuum of a quantitative measure of ASD. A PubMed Central, Science Direct, Google Scholar, Web of Knowledge structured search conducted online, to identify all twin studies on ASD published to date. Thirteen primary twin studies were identified, seven were included in the meta-analysis by meeting Systematic Recruitment criterion; correction for selection and ascertainment strategies, and applied prevalences were assessed for these studies. In addition, a quantile DF extremes analysis was carried out on Childhood Autism Spectrum Test scores measured in a population sample of 6,413 twin pairs including affected twins. The meta-analysis correlations for monozygotic twins (MZ) were almost perfect at .98 (95% Confidence Interval, .96-.99). The dizygotic (DZ) correlation, however, was .53 (95% CI .44-.60) when ASD prevalence rate was set at 5% (in line with the Broad Phenotype of ASD) and increased to .67 (95% CI .61-.72) when applying a prevalence rate of 1%. The meta-analytic heritability estimates were substantial: 64-91%. Shared environmental effects became significant as the prevalence rate decreased from 5-1%: 07-35%. The DF analyses show that for the most part, there is no departure from linearity in heritability. We demonstrate that: (a) ASD is due to strong genetic effects; (b) shared environmental effects become significant as a function of lower prevalence rate; (c) previously reported significant shared environmental influences are likely a statistical artefact of overinclusion of concordant DZ twins.
Group-based cognitive behavioural psychotherapy for children and adolescents with ASD: the randomized, multicentre, controlled SOSTA-net trial.

**Citation:** Journal of child psychology and psychiatry, and allied disciplines, May 2016, vol. 57, no. 5, p. 596-605, 1469-7610 (May 2016)

**Author(s):** Freitag, Christine M, Jensen, Katrin, Elsuni, Leyla, Sachse, Michael, Herpertz-Dahlmann, Beate, Schulte-Rüther, Martin, Häning, Susann, von Gontard, Alexander, Poustka, Luise, Schad-Hansjosten, Tanja, Wenzl, Christina, Sinzig, Judith, Taurines, Regina, Geißler, Julia, Kieser, Meinhard, Cholemkery, Hannah

**Abstract:** Group-based psychotherapy in Autism Spectrum Disorder (ASD) has predominantly been studied in the United States by small studies in school-aged children without long-term follow-up. We report results of a large, confirmatory, multicentre randomized-controlled phase-III trial in children and adolescents studying the ASD specific, manualized group-based cognitive behavioural SOSTA-FRA approach. High-functioning ASD individuals aged 8-19 years old were randomized to 12 sessions SOSTA-FRA or treatment as usual. Primary outcomes were change in total raw score of the parent-rated Social Responsiveness Scale (pSRS) between baseline (T2) and end of intervention (T4), and between T2 and 3 months after end of intervention (T5). ISRCTN94863788.

Between 20/5/2010 and 14/2/2013, n = 320 ASD patients were screened, n = 228 patients were randomized, and N = 209 analysed. Mean pSRS difference between groups at T4 was -6.5 (95% CI -11.6 to -1.4; p = .013), and at T5 -6.4 (-11.5 to -1.3, p = .015). Pre-treatment SRS and IQ were positively associated with stronger improvement at T4 and T5.

Short-term ASD-specific add-on group-based psychotherapy has shown postintervention efficacy with regard to parent-rated social responsiveness predominantly in male high-functioning children and adolescents with ASD. Future studies should implement blinded standardized observational measures of peer-related social interaction.

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A Comprehensive Literature Review of Randomized Controlled Trials for Parents of Young Children with Autism Spectrum Disorder.

**Citation:** Journal of evidence-informed social work, May 2016, vol. 13, no. 3, p. 277-292, 2376-1415

**Author(s):** Dababnah, Sarah, Parish, Susan L

**Abstract:** Parents raising young children with autism spectrum disorder are particularly vulnerable to stress and poor coping mechanisms. The current article describes a comprehensive review of randomized controlled trials which included parents of preschool-age children with autism spectrum disorder. Seven interventions met the review criteria. The studies were strengthened by the use of fidelity measures and developmentally appropriate interventions. However, while all of the studies collected parent measures, none reported significant post-test improvements in parent mental health or other outcomes. Furthermore, numerous issues, such as unclear randomization strategies, small sample sizes, and poor external validity, further limited the ability to draw significant conclusions regarding the promise of the interventions. More research is needed to develop and rigorously test family-centered interventions aimed at improving both child and parent outcomes.

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The intersection of autism spectrum disorder and intellectual disability.

**Citation:** Journal of intellectual disability research : JIDR, May 2016, vol. 60, no. 5, p. 399-400, 1365-2788

**Author(s):** Blacher, Jan, Kasari, Connie

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Individual, parent and social-environmental correlates of caregiving experiences among parents of adults with autism spectrum disorder.

**Citation:** Journal of intellectual disability research : JIDR, May 2016, vol. 60, no. 5, p. 401-411, 1365-2788

**Author(s):** Burke, M, Heller, T

**Abstract:** Compared to parents of adults with other types of disabilities, parents of adults with autism spectrum disorder (ASD) experience worse well-being. Thus, it is crucial to identify the individual, parent and social-environmental correlates of caregiving experiences among parents of adults with ASD.
For this study, 130 parents of adults with ASD responded to a survey about caregiving satisfaction, self-efficacy and burden.
Greater future planning and community involvement related to more caregiving satisfaction and increased caregiving self-efficacy, respectively. Less choicemaking of the adult with ASD related to greater caregiving satisfaction and self-efficacy. Maladaptive behaviours and poor health of the adult with ASD related to greater caregiving burden.
Implications for policymakers, practitioners and future research are discussed.

Source: Medline

Title: Functional severity and Latino ethnicity in specialty services for children with autism spectrum disorder.

Citation: Journal of intellectual disability research : JIDR, May 2016, vol. 60, no. 5, p. 424-434, 1365-2788

Author(s): Magaña, S, Parish, S L, Son, E

Abstract: Children with autism spectrum disorder (ASD) experience a range of severity levels characterised as levels of support they need for everyday functioning. By this definition, greater levels of severity should warrant greater use of services and supports among children with ASD. In previous studies, Latino children with ASD in the USA have been shown to have lower access to diagnosis and treatment services than White children. However, none have examined service use in relation to severity. In this study, we examined whether there are ethnic disparities between Latino and White children with ASD in specialty autism-related services, and whether functional severity moderates the relationship between ethnicity and receipt of autism services.
We used data from the Survey of Pathways to Diagnosis and Services, a supplement to the National Survey of Children with Special Health Care Needs and analysed four specialty services commonly used by children with ASD, adjusting for demographic variables.
We found that Latino children with ASD who had severe limitations received fewer specialty autism-related services than White children with similarly severe conditions. These disparities were evident despite the fact that the sample of Latino children in these data were more privileged than the general US Latino population. Assertive policy initiatives are needed to address these disparities and ensure that these highly vulnerable children with severe functional limitations receive appropriate services and supports.

Source: Medline

Title: Examining the social participation of children and adolescents with Intellectual Disabilities and Autism Spectrum Disorder in relation to peers.

Citation: Journal of intellectual disability research : JIDR, May 2016, vol. 60, no. 5, p. 435-443, 1365-2788

Author(s): Taheri, A, Perry, A, Minnes, P

Abstract: Participation in social and physical activities has a number of benefits for children with or without disabilities. However, individuals with disabilities are often excluded from taking part in social activities. Most of the research on activity participation has focused on adults or youth with milder disabilities. However, children and adolescents with severe and complex needs, including those with autism, are often excluded from this type of research because of their complexities and level of functioning. Thus, we examined the social participation and friendships of children and adolescents with severe developmental disabilities, with and without autism, compared with peers without developmental disabilities.
We compared the activity participation and friendships of typically developing children (n = 210), children with an intellectual disability (ID only; n = 186), and children with autism spectrum disorder plus intellectual disability (ID + ASD; n = 232) between the ages of 3 and 19 years. Parents of these children completed a survey, which included questions about their children's participation in six activities, and the number and quality of their children's friendships.
Children and adolescents with ID only and ID + ASD were reported to participate in significantly fewer activities and to participate much less frequently than typically developing peers. Those with ID only and ID + ASD were reported to have fewer friends and poorer quality of friendships. In addition, those with ID + ASD participated even less frequently in some activities and had fewer friends relative to those with ID only.
It is important to find ways to increase the social and activity participation of children and adolescents with ID only and ID + ASD. Future research should examine the barriers to such participation and factors that impact social participation in this population.

Source: Medline

Title: Intervention effects on spoken-language outcomes for children with autism: a systematic review and meta-analysis.
**Citation:** Journal of intellectual disability research : JIDR, May 2016, vol. 60, no. 5, p. 444-463, 1365-2788

**Author(s):** Hampton, L H, Kaiser, A P

**Abstract:** Although spoken-language deficits are not core to an autism spectrum disorder (ASD) diagnosis, many children with ASD do present with delays in this area. Previous meta-analyses have assessed the effects of intervention on reducing autism symptomatology, but have not determined if intervention improves spoken language. This analysis examines the effects of early interventions on spoken-language in children with ASD.

A systematic review of 1756 studies of children with ASD who participated in early intervention resulted in the inclusion of 26 studies in the current review. These studies included 1738 participants with ASD who were, on average, 3.3 years old (SD = 0.91).

This random-effects meta-analysis of spoken-language outcomes for children with ASD who received early intervention as compared with usual treatments yielded a significant overall mean effect size of $g = 0.26$ (CI = 0.11 to 0.42). On average, children with ASD significantly increased their use of spoken-language following experimental early interventions. Treatments delivered simultaneously by a clinician and a parent resulted in greater gains in spoken-language than treatments delivered by a clinician or parent only. No other participant or study characteristics predicted individual-study effect sizes.

Early intervention improves spoken-language outcomes for children with ASD, and the largest effects are found when both parent and clinician implement the intervention. Recommendations for practice include adding systematic parent training to interventions for spoken language to potentially improve outcomes.

Future research should report standard language measures as well as child (cognitive ability and socio-economic status) and intervention characteristics to improve evidence related to the effects of interventions on spoken communication in children with ASD.

**Source:** Medline

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**Title:** The proportion of minimally verbal children with autism spectrum disorder in a community-based early intervention programme.

**Citation:** Journal of intellectual disability research : JIDR, May 2016, vol. 60, no. 5, p. 464-477, 1365-2788

**Author(s):** Rose, V, Trembath, D, Keen, D, Paynter, J

**Abstract:** Estimates of the proportion of children with autism spectrum disorder (ASD) who are minimally verbal vary from 25% to 35%. However, there is a lack of consensus in defining minimally verbal and few detailed reports of communication outcomes for these children following intervention. The aim of this study was to explore how minimally verbal children have been defined and to document the proportion of minimally verbal children in a group of children with ASD receiving a community based early intervention programme.

A longitudinal cohort design was used to examine the proportion of children who met criteria for minimally verbal in 246 children with ASD when they entered and exited an early intervention programme. Overall, 26.3% of the children in this study exited the programme using 'fewer than five spontaneous and functional words' and 36.4% exited not using 'two word phrases' as indicated by direct assessment. However, our findings were mixed depending on measures and definitions used, with parent report indicating that as many as 29.4% of children were not 'naming at least three objects' consistently, and 43.3% not using 'phrases with a noun and verb' consistently at exit. More than half of the children who entered the programme with minimal speech exited the programme with a similar language profile. A small percentage of children (1.2%-4.7%) regressed in their language level over time. Despite advances in early intervention, and access to services at a younger age, around a quarter of individuals with ASD in this study exited early intervention with significant communication needs. Our findings are considered in relation to the literature and clinical implications, and future research directions are discussed.

**Source:** Medline

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**Title:** Consonant differentiation mediates the discrepancy between non-verbal and verbal abilities in children with ASD.

**Citation:** Journal of intellectual disability research : JIDR, May 2016, vol. 60, no. 5, p. 478-490, 1365-2788

**Author(s):** Key, A P, Yoder, P J, Stone, W L

**Abstract:** Many children with autism spectrum disorder (ASD) demonstrate verbal communication disorders reflected in lower verbal than non-verbal abilities. The present study examined the extent to which this discrepancy is associated with atypical speech sound differentiation.
Differences in the amplitude of auditory event-related potentials elicited by contrasting consonant-vowel syllables during a passive listening paradigm were used to assess speech sound differentiation in 24 children with ASD and 18 chronological age-matched children with typical development (TD), M age 6.90 years (SD = 1.39).

Results revealed that compared with TD peers, children with ASD showed reduced consonant differentiation in the 84- to 308-ms period. Brain responses indexing consonant differentiation were negatively related to the degree of discrepancy in non-verbal and verbal abilities and mediated the relationship between diagnostic group membership and the greater discrepancy.

We discuss the theoretical and clinical implications of the brain's response to speech sound contrasts possibly explaining the greater non-verbal versus language ability in children with ASD compared with that in typically developing children.

Source: Medline

Title: Children with autism respond differently to spontaneous, elicited and deferred imitation.

Citation: Journal of intellectual disability research : JIDR, May 2016, vol. 60, no. 5, p. 491-501, 1365-2788

Author(s): Heimann, M, Nordqvist, E, Strid, K, Connant Almrot, J, Tjus, T

Abstract: Imitation, a key vehicle for both cognitive and social development, is often regarded as more difficult for children with autism spectrum disorders (ASD) than for children with Down syndrome (DS) or typically developing (TD) children. The current study investigates similarities and differences in observed elicited, spontaneous and deferred imitation using both actions with objects and gestures as imitation tasks in these groups.

Imitation among 19 children with autism was compared with 20 children with DS and 23 TD children matched for mental and language age.

Elicited imitation resulted in significantly lower scores for the ASD group compared with the other two groups, an effect mainly carried by a low level of gesture imitation among ASD children. We observed no differences among the groups for spontaneous imitation. However, children with ASD or DS displayed less deferred imitation than the TD group. Proneness to imitate also differed among groups: only 10 (53%) of the children with autism responded in the elicited imitation condition compared with all children with DS and almost all TD children (87%).

These findings add to our understanding of the kind of imitation difficulties children with ASD might have. They also point to the necessity of not equating various imitation measures because these may capture different processes and be differently motivating for children with autism.

Source: Medline


Citation: Journal of intellectual disability research : JIDR, May 2016, vol. 60, no. 5, p. 502-511, 1365-2788

Author(s): Torras-Mañá, M, Gómez-Morales, A, González-Gimeno, I, Fornieles-Deu, A, Brun-Gasca, C

Abstract: The aim of this study was to test the usefulness of the Cognitive and Language scales Bayley-III in the early assessment of cognitive and language functions in the context of an autism spectrum disorder (ASD) diagnosis. This paper focuses on the application of the Bayley-III and studies the predictive value of the test result in children with ASD with different levels of verbal ability.

A sample of 135 children (121 boys, 14 girls) with a confirmed ASD diagnosis at age 4 years were assessed with the Bayley-III before 42 months of age (m = 36.49, s = 4.46) and later with other rating scales of different psychological and psycholinguistic functions as part of a longitudinal study [McCarthy Scales of Children's Abilities (MSCA) (n = 48, 90% boys), Kaufman Assessment Battery for Children (K-ABC) (n = 38, 87% boys) or Illinois Test of Psycholinguistic Abilities (ITPA) (n = 44, 89% boys)]. Age assessment in months: MSCA (m = 48.80, s = 3.33), K-ABC (m = 51.80, s = 7.17) and ITPA (m = 54.48, s = 3.34).

Lower scores on the cognitive and language Bayley-III scales before 3.5 years of age predicted lower cognitive and oral language levels at 4 years of age. A significant correlation was found between the Cognitive Bayley-III Scale and the General Cognitive MSCA Scale, and with the Compound K-ABC Mental Processing. An association between the nonverbal cognitive level and oral language level acquired at 4 years of age was found.

The Bayley-III is a useful instrument in cognitive and language assessment of ASD.

Source: Medline

Title: Screening for ASD in adults with ID-moving toward a standard using the DiBAS-R and the ACL.
**Citation:** Journal of intellectual disability research : JIDR, May 2016, vol. 60, no. 5, p. 512-522, 1365-2788

**Author(s):** Mutsaerts, C G, Heinrich, M, Sterkenburg, P S, Sappok, T

**Abstract:** Identification of Autism Spectrum Disorder (ASD) in persons with intellectual disability (ID) is challenging but essential to allow adequate treatment to be given. This study examines whether the combination of two ASD screening instruments specifically developed for persons with ID, namely, the Diagnostic Behavioral Assessment for ASD-Revised (DiBAS-R) and the Autism Checklist (ACL), improves diagnostic accuracy when used in combination compared to the application of the single instrument. A clinical sample of adults with ID who are suspected of having ASD (N = 148) was assessed using two ID specific screening scales (DiBAS-R and ACL). The diagnostic validity of the single instruments and of their combination was assessed. While both instruments showed acceptable diagnostic validity when applied alone (DiBAS-R/ACL: sensitivity: 75%/91%; specificity: 75%/75%; overall agreement: 75%/83%), specificity increased when two positive screening results were used (88%), and sensitivity increased (95%) when at least one positive screening result was used. Different combinations of the ASD screening instruments DiBAS-R and ACL lead to improvements in sensitivity and specificity. The complementary use of the ACL in addition to the sole use of the DiBAS-R improves overall accuracy.

**Source:** Medline

**Title:** Weight Gain and Metabolic Consequences of Risperidone in Young Children With Autism Spectrum Disorder.

**Citation:** Journal of the American Academy of Child and Adolescent Psychiatry, May 2016, vol. 55, no. 5, p. 415-423, 1527-5418 (May 2016)

**Author(s):** Scall, Lawrence, Jeon, Sangchoon, Boorin, Susan J, McDougle, Christopher J, Aman, Michael G, Dziura, James, McCracken, James T, Caprio, Sonia, Arnold, L Eugene, Nicol, Ginger, Deng, Yanhong, Chall, Saankari A, Vitiello, Benedetto

**Abstract:** We examine weight gain and metabolic consequences of risperidone monotherapy in children with autism spectrum disorder (ASD). This was a 24-week, multisite, randomized trial of risperidone only versus risperidone plus parent training in 124 children (mean age 6.9 ± 2.35 years; 105 boys and 19 girls) with ASD and serious behavioral problems. We monitored height, weight, waist circumference, and adverse effects during the trial. Fasting blood samples were obtained before treatment and at week 16. In 97 children with a mean of 22.9 ± 2.8 weeks of risperidone exposure, there was a 5.4 ± 3.4 kg weight gain over 24 weeks (p < .0001); waist circumference increased from 60.7 ± 10.4 cm to 66.8 ± 11.3 cm (p < .0001). At baseline, 59 of 97 children (60.8%) were classified as having normal weight; by week 24, only 25 of 85 (29.4%) remained in that group. Growth curve analysis showed a significant change in body mass index (BMI) z scores from pretreatment to week 24 (p < .0001). This effect was significantly greater for children with reported increased appetite in the first 8 weeks. From before treatment to week 16, there were significant increases in glucose (p = .02), hemoglobin A1c (p = .01), insulin (p < .0001), homeostatic model assessment-insulin resistance (HOMA-IR; p < .001), alanine aminotransferase (p = .01), and leptin (p < .0001). Adiponectin declined (p = .003). At baseline, 7 children met conventional criteria for metabolic syndrome; by week 16, 12 additional children were so classified. Rapid weight gain with risperidone treatment may promote the cascade of biochemical indices associated with insulin resistance and metabolic syndrome. Appetite, weight, waist circumference, liver function tests, blood lipids, and glucose warrant monitoring. Clinical trial registration information - Drug and Behavioral

**Source:** Medline

**Full text:** Available Journal of the American Academy of Child and Adolescent Psychiatry at Caludon Centre Library - Coventry & Warwickshire Partnership NHS Trust

**Title:** Autism risk associated with parental age and with increasing difference in age between the parents.

**Citation:** Molecular psychiatry, May 2016, vol. 21, no. 5, p. 693-700, 1476-5578 (May 2016)


**Abstract:** Advancing paternal and maternal age have both been associated with risk for autism spectrum disorders (ASD). However, the shape of the association remains unclear, and results on the joint associations is lacking. This study tests if advancing paternal and maternal ages are independently associated with ASD risk and estimates the functional form of the associations. In a population-based cohort
study from five countries (Denmark, Israel, Norway, Sweden and Western Australia) comprising 5 766 794 children born 1985-2004 and followed up to the end of 2004-2009, the relative risk (RR) of ASD was estimated by using logistic regression and splines. Our analyses included 30 902 cases of ASD. Advancing paternal and maternal age were each associated with increased RR of ASD after adjusting for confounding and the other parent's age (mothers 40-49 years vs 20-29 years, RR=1.15 (95% confidence interval (CI): 1.06-1.24), P-value<0.001; fathers>50 years vs 20-29 years, RR=1.66 (95% CI: 1.49-1.85), P-value<0.001). Younger maternal age was also associated with increased risk for ASD (mothers <20 years vs 20-29 years, RR=1.18 (95% CI: 1.08-1.29), P-value<0.001). There was a joint effect of maternal and paternal age with increasing risk of ASD for couples with increasing differences in parental ages. We did not find any support for a modifying effect by the sex of the offspring. In conclusion, as shown in multiple geographic regions, increases in ASD was not only limited to advancing paternal or maternal age alone but also to differences in parental age including younger or older similarly aged parents as well as disparately aged parents.

Source: Medline

Title: Nurses Identify Education and Communication Among Professionals as Essential in Serving ASD Children.

Citation: NASN school nurse (Print), May 2016, vol. 31, no. 3, p. 164-169, 1942-6038 (May 2016)

Author(s): McIntosh, Constance E, Thomas, Cynthia M, Brattain, Chloe K

Abstract: Autism spectrum disorder (ASD) is a broad term encompassing a group of neurodevelopmental disabilities. Children with ASD present behavioral, communication, and social behaviors. One in 68 individuals is diagnosed with autism. With ASD prevalence continuing to rise, it makes sense for school nurses to identify areas that may be helpful in serving this population. This school nurse focus group study shared specific areas that would benefit school nurses when working with children with autism. Two glaring trends surfaced from the focus group—continuing education needs and communication among all school professionals (i.e., teachers, special education services).

Source: Medline

Title: Genetic risk for autism spectrum disorders and neuropsychiatric variation in the general population.

Citation: Nature genetics, May 2016, vol. 48, no. 5, p. 552-555, 1546-1718 (May 2016)

Author(s): Robinson, Elise B, St Pourcain, Beate, Anttila, Kosmicki, Jack A, Bulik-Sullivan, Brendan, Grove, Jakob, Maller, Julian, Samocha, Kaitlin E, Sanders, Stephan J, Ripke, Stephan, Martin, Joanna, Hollegaard, Mads V, Werge, Thomas, Hougaard, David M, IPSYCH-SSI-Broad Autism Group, Neale, Benjamin M, Evans, David M, Skuse, David, Mortensen, Preben Bo, Børglum, Anders D, Ronald, Angelica, Smith, George Davey, Daly, Mark J

Abstract: Almost all genetic risk factors for autism spectrum disorders (ASDs) can be found in the general population, but the effects of this risk are unclear in people not ascertained for neuropsychiatric symptoms. Using several large ASD consortium and population-based resources (total n > 38,000), we find genome-wide genetic links between ASDs and typical variation in social behavior and adaptive functioning. This finding is evidenced through both LD score correlation and de novo variant analysis, indicating that multiple types of genetic risk for ASDs influence a continuum of behavioral and developmental traits, the severe tail of which can result in diagnosis with an ASD or other neuropsychiatric disorder. A continuum model should inform the design and interpretation of studies of neuropsychiatric disease biology.

Source: Medline

Title: Similar exemplar pooling processes underlie the learning of facial identity and handwriting style: Evidence from typical observers and individuals with Autism.

Citation: Neuropsychologia, May 2016, vol. 85, p. 169-176, 1873-3514 (May 2016)

Author(s): Ipser, Alberta, Ring, Melanie, Murphy, Jennifer, Gaigg, Sebastian B, Cook, Richard

Abstract: Considerable research has addressed whether the cognitive and neural representations recruited by faces are similar to those engaged by other types of visual stimuli. For example, research has examined the extent to which objects of expertise recruit holistic representation and engage the fusiform face area. Little is known, however, about the domain-specificity of the exemplar pooling processes thought to underlie the acquisition of familiarity with particular facial identities. In the present study we sought to compare observers' ability to learn facial identities and handwriting styles from exposure to multiple exemplars. Crucially, while handwritten words and faces differ considerably in their topographic form, both learning tasks share a common exemplar pooling component. In our first experiment, we find that typical observers'
ability to learn facial identities and handwriting styles from exposure to multiple exemplars correlates closely. In our second experiment, we show that observers with Autism Spectrum Disorder (ASD) are impaired at both learning tasks. Our findings suggest that similar exemplar pooling processes are recruited when learning facial identities and handwriting styles. Models of exemplar pooling originally developed to explain face learning, may therefore offer valuable insights into exemplar pooling across a range of domains, extending beyond faces. Aberrant exemplar pooling, possibly resulting from structural differences in the inferior longitudinal fasciculus, may underlie difficulties recognising familiar faces often experienced by individuals with ASD, and leave observers overly reliant on local details present in particular exemplars.

Source: Medline

Title: Neocortical neurogenesis and the etiology of autism spectrum disorder.

Citation: Neuroscience and biobehavioral reviews, May 2016, vol. 64, p. 185-195, 1873-7528 (May 2016)

Author(s): Packer, Alan

Abstract: Researchers have now identified many highly penetrant genetic risk factors for autism spectrum disorder (ASD). Some of these genes encode synaptic proteins, lending support to the hypothesis that ASD is a disorder of synaptic homeostasis. Less attention, however, has been paid to the genetic risk factors that converge on events that precede synaptogenesis, including the proliferation of neural progenitor cells and the migration of neurons to the appropriate layers of the developing neocortex. Here I review this evidence, focusing on studies of mutant mouse phenotypes, human postmortem data, systems biological analyses, and non-genetic risk factors. These findings highlight embryonic neurogenesis as a potentially important locus of pathology in ASD. In some instances, this pathology may be driven by alterations in chromatin biology and canonical Wnt signaling, which in turn affect fundamental cellular processes such as cell-cycle length and cell migration. This view of ASD suggests the need for a better understanding of the relationship between variation in neuron number, laminar composition, and the neural circuitry most relevant to the disorder.

Source: Medline

Title: Eye Contact, Appetite, and Vomiting Improved in Children With Autism Spectrum Disorder After Visceral Osteopathic Technique.

Citation: The Journal of the American Osteopathic Association, May 2016, vol. 116, no. 5, p. 324-325

Author(s): King, Hollis H

Source: Medline

Title: Imagination in human social cognition, autism, and psychotic-affective conditions.

Citation: Cognition, May 2016, vol. 150, p. 181-199, 1873-7838 (May 2016)

Author(s): Crespi, Bernard, Leach, Emma, Dinsdale, Natalie, Mokkonen, Mikael, Hurd, Peter

Abstract: Complex human social cognition has evolved in concert with risks for psychiatric disorders. Recently, autism and psychotic-affective conditions (mainly schizophrenia, bipolar disorder, and depression) have been posited as psychological 'opposites' with regard to social-cognitive phenotypes. Imagination, considered as ‘forming new ideas, mental images, or concepts’, represents a central facet of human social evolution and cognition. Previous studies have documented reduced imagination in autism, and increased imagination in association with psychotic-affective conditions, yet these sets of findings have yet to be considered together, or evaluated in the context of the diametric model. We first review studies of the components, manifestations, and neural correlates of imagination in autism and psychotic-affective conditions. Next, we use data on dimensional autism in healthy populations to test the hypotheses that: (1) imagination represents the facet of autism that best accounts for its strongly male-biased sex ratio, and (2) higher genetic risk of schizophrenia is associated with higher imagination, in accordance with the predictions of the diametric model. The first hypothesis was supported by a systematic review and meta-analysis showing that Imagination exhibits the strongest male bias of all Autism Quotient (AQ) subscales, in non-clinical populations. The second hypothesis was supported, for males, by associations between schizophrenia genetic risk scores, derived from a set of single-nucleotide polymorphisms, and the AQ Imagination subscale. Considered together, these findings indicate that imagination, especially social imagination as embodied in the default mode human brain network, mediates risk and diametric dimensional phenotypes of autism and psychotic-affective conditions.

Source: Medline

Title: Prevalence of Autism Spectrum Disorders in Guanajuato, Mexico: The Leon survey.
### Impaired Gas Exchange at Birth and Risk of Intellectual Disability and Autism: A Meta-analysis

**Citation:** Journal of autism and developmental disorders, May 2016, vol. 46, no. 5, p. 1847-1859

**Author(s):** Modabbernia, Amirhossein, Mollon, Josephine, Boffetta, Paolo, Reichenberg, Abraham

**Abstract:** We conducted meta-analyses of 67 studies on the association between neonatal proxies of impaired gas exchange and intellectual disability (ID) or autism spectrum disorders (ASD). Neonatal acidosis was associated with an odds ratio (OR) of 3.55 [95% confidence interval (95% CI) 2.23-5.49] for ID and an OR of 1.10 (95% CI 0.91-1.31) for ASD. Children with a 5-min Apgar score of <7 had an OR of 5.39 (95% CI 3.84-7.55) for ID and an OR of 1.67 (95% CI 1.34-2.09) for ASD. O2 treatment was associated with an OR of 4.32 (95% CI 3.23-5.78) for ID and an OR of 2.02 (95% CI 1.45 to 2.83) for ASD. Our meta-analysis demonstrates an increased risk of ID and (to a lesser extent) ASD in children with neonatal hypoxia. Moreover, our findings raise the possibility that concomitant ID might account for the observed association between the gas exchange proxies and ASD.

**Source:** Medline

### Declarative verbal memory impairments in middle-aged women who are caregivers of offspring with autism spectrum disorders: The role of negative affect and testosterone.

**Citation:** Memory (Hove, England), May 2016, vol. 24, no. 5, p. 640-649, 1464-0686 (May 2016)

**Author(s):** Romero-Martínez, A, González-Bono, E, Salvador, A, Moya-Albiol, L

**Abstract:** Caring for offspring diagnosed with a chronic psychological disorder such as autism spectrum disorder (ASD) is used in research as a model of chronic stress. This chronic stress has been reported to have deleterious effects on caregivers' cognition, particularly in verbal declarative memory. Moreover, such cognitive decline may be mediated by testosterone (T) levels and negative affect, understood as depressive mood together with high anxiety and anger. This study aimed to compare declarative memory function in middle-aged women who were caregivers for individuals with ASD (n = 24; mean age = 45) and female controls (n = 22; mean age = 45), using a standardised memory test (Rey's Auditory Verbal Learning Test). It also sought to examine the role of care recipient characteristics, negative mood and T levels in memory impairments. ASD caregivers were highly sensitive to proactive interference and verbal forgetting. In addition, they had higher negative affect and T levels, both of which have been associated with poorer verbal memory performance. Moreover, the number of years of caregiving affected memory performance and negative affect, especially, in terms of anger feelings. On the other hand, T levels in caregivers had a curvilinear relationship with verbal memory performance; that is, increases in T were associated with improvements in verbal memory performance up to a certain point, but subsequently, memory performance decreased with increasing T. Chronic stress may produce disturbances in mood and hormonal levels, which in turn might increase the likelihood of developing declarative memory impairments although caregivers do not show a generalised decline in memory. These findings should be taken into account for understanding the impact of cognitive impairments on the ability to provide optimal caregiving.

**Source:** Medline

### A Brief Behavioral Intervention for Insomnia in Adolescents With Autism Spectrum Disorders.

**Citation:** Clinical Practice in Pediatric Psychology, May 2016, (May 12, 2016), 2169-4826 (May 12, 2016)

**Author(s):** Loring, Whitney A., Johnston, Rebecca, Gray, Laura, Goldman, Suzanne, Malow, Beth

**Abstract:** Behavioral sleep education has shown promise in young children with autism spectrum disorder...
We conducted a pilot study of a brief sleep intervention delivered to 18 adolescents, ages 11–18 years, and their parents. Adolescents had sleep onset delay, night wakings, or both. Actigraphy and parent and adolescent questionnaires were collected at baseline and 1 month after treatment. Sleep education, delivered in a 2-session format, was associated with improved sleep onset delay and sleep efficiency in adolescents with ASD as measured by actigraphy a month after the intervention. Parent and adolescent questionnaires also indicated improvements in other sleep parameters and sleep hygiene during that time period. Half of the sample was available for follow-up 3 months after completion of the study and, based on verbal parent and/or adolescent report, gains were maintained for those participants. Parents reported high satisfaction with the program and were able to implement recommendations discussed in the sessions at a high rate of understanding and comfort level. This brief behavioral sleep education program shows promising results in improving sleep hygiene and sleep onset latency for adolescents with ASD.

Source: PsycInfo

Title: Preparing Children With Autism Spectrum Disorders for Overnight Sleep Studies: A Case Series.
Citation: Clinical Practice in Pediatric Psychology, May 2016, (May 12, 2016), 2169-4826 (May 12, 2016)
Author(s): Paasch, Valerie, Leibowitz, Lucy, Accardo, Jennifer, Slifer, Keith

Abstract: Children with neurodevelopmental disorders (NDD) are at increased risk for having sleep problems, including sleep-related breathing disorders such as obstructive sleep apnea (OSA). Because of their increased risk for OSA, children with NDD may require a polysomnogram (PSG, or sleep study). PSG involves a number of sensors that may be difficult for children with NDD to tolerate because of their difficulties with anxiety, behavioral regulation, communication, and increased sensitivity to environmental stimulation. When trying to help a child complete a PSG, sedation and restraint are not preferred ways to gain cooperation and compliance. Behavioral interventions using simulated medical procedures, exposure therapy, distraction, and counterconditioning can help children succeed with a variety of challenging medical procedures. This case series describes a behavioral intervention used to help 3 children with autism spectrum disorders learn to tolerate PSG without the use of sedation or restraint. All 3 participants successfully completed the behavioral desensitization sessions, as well as their PSG. The results are discussed in terms of their apparent utility, limitations of the case studies presented, need for empirical validation in future experimental studies, and recommendations for future practice and research.

Source: PsycInfo

Title: Teaching Children With Autism Spectrum Disorder How to Sleep Better: A Pilot Educational Program for Parents.
Citation: Clinical Practice in Pediatric Psychology, May 2016, (May 12, 2016), 2169-4826 (May 12, 2016)
Author(s): Malow, Beth A., MacDonald, Lydia L., Fawkes, Diane B., Alder, Megan L., Katz, Terry

Abstract: While many factors contribute to sleep difficulties in children with autism spectrum disorder (ASD), behavioral sleep education is often effective. However, providing families with the educational tools and the support they need to help their children sleep can be challenging given limited access to care. We piloted the use of a 5-week home sleep education program in 10 parents of children with ASD, ages 3–9 years. Parents read a sleep education manual (extracted from a book on sleep and ASD) and then implemented the suggested strategies with their children. The Children's Sleep Habits Questionnaire, the Family Inventory of Sleep Habits, and actigraphy were completed prior to and after the intervention. Parents also completed a postintervention interview to assess understanding and comfort with implementation. Of 8 completers, 6 children showed improvement in sleep patterns, which included bedtime resistance, time to fall asleep, night wakings, and cosleeping. Actigraphy data showed improvements in sleep latency (time to fall asleep) for most of the children. Two children were able to discontinue supplemental melatonin. All parents reported good to excellent understanding of the manual and reported high comfort levels with implementation. Our pilot findings suggest that some parents can learn effective strategies for promoting sleep and teach them to their children with ASD without the guidance of a trained educator.

Source: PsycInfo

Title: Association between autism symptoms and family functioning in children with attention-deficit/hyperactivity disorder: A community-based study.
Citation: European Child & Adolescent Psychiatry, May 2016, (May 6, 2016), 1018-8827 (May 6, 2016)
Author(s): Green, Jessica L., Rinehart, Nicole, Anderson, Vicki, Efron, Daryl, Nicholson, Jan M., Jongeling, Brad, Hazell, Philip, Sciberras, Emma
Abstract: Autism spectrum disorder (ASD) symptoms are elevated in populations of children with attention-deficit/hyperactivity disorder (ADHD). This study examined cross-sectional associations between ASD symptoms and family functioning in children with and without ADHD. Participants were recruited to a longitudinal cohort study, aged 6–10 years (164 ADHD; 198 controls). ADHD cases were ascertained using community-based screening and diagnostic confirmation from a diagnostic interview. ASD symptoms were measured using the Social Communication Questionnaire. Outcome variables were parent mental health, family quality of life (FQoL), couple conflict and support, and parenting behaviours. After adjustment for a range of child and family factors (including other mental health comorbidities), higher ASD symptoms were associated with poorer FQoL across all three domains; emotional impact (p = 0.008), family impact (p = 0.001) and time impact (p = 0.003). In adjusted analyses by subgroup, parents of children with ADHD+ASD had poorer parent self-efficacy (p = 0.01), poorer FQoL (p ≤ 0.05), with weak evidence of an association for less couple support (p = 0.06), compared to parents of children with ADHD only. Inspection of covariates in the adjusted analyses indicated that the association between ASD symptoms and most family functioning measures was accounted for by child internalising and externalising disorders, ADHD severity, and socioeconomic status; however, ASD symptoms appear to be independently associated with poorer FQoL in children with ADHD. The presence of ASD symptoms in children with ADHD may signal the need for enhanced family support.

Source: PsycInfo

Title: Behavioral skills training to improve the abduction-prevention skills of children with autism.

Citation: Behavior Analysis in Practice, May 2016, (May 3, 2016), 1998-1929 (May 3, 2016)

Author(s): Ledbetter-Cho, Katherine, Lang, Russell, Davenport, Katy, Moore, Melissa, Lee, Allyson, O'Reilly, Mark, Watkins, Laci, Falcomata, Terry

Abstract: A concurrent multiple baseline across participants design evaluated the effects of behavioral skills training (BST) on abduction-prevention skills of four children with autism. Across phases, confederates presented four types of abduction lures: (a) simple requests, (b) asks authority, (c) assistance requests, and (d) incentives. During baseline, lures resulted in children leaving with confederate strangers. During intervention, BST targeted a three-step response (i.e., refuse, move away, and report) and the abduction-prevention skills of all participants improved. Improvements generalized to novel settings and confederates and were maintained at 4 weeks. There is currently limited research on abduction-prevention pertaining to individuals with ASD. BST can be used to teach abduction-prevention skills to individuals with ASD. BST can be effective at teaching appropriate responses to multiple types of abduction lures. The effects of BST on multiple responses to multiple types of lures can generalize across settings and people and maintain over time.

Source: PsycInfo

Title: Review of Neurotribes: The legacy of autism and the future of neurodiversity.

Citation: British Journal of Psychology, May 2016, vol. 107, no. 2, p. 392-393, 0007-1269 (May 2016)
Table 1: Examples of Research Articles

<table>
<thead>
<tr>
<th>Title</th>
<th>Citation</th>
<th>Author(s)</th>
<th>Abstract</th>
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<tbody>
<tr>
<td>An exploratory study of family-centred help-giving practices in early intervention: Families of young children with autism spectrum disorder.</td>
<td>Child &amp; Family Social Work, May 2016, vol. 21, no. 2, p. 249-260, 1356-7500 (May 2016)</td>
<td>Coogle, Christan Grygas, Hanline, Mary Frances</td>
<td>The purpose of this exploratory qualitative study was to investigate the early intervention (EI) experiences of mothers who have a young child at risk for autism spectrum disorder. Data were collected through observations, interviews and document analyses. Results of the study suggest (i) interpersonal skills of practitioners and provisions for family choice and collaboration lead to positive experiences for mothers; (ii) asset-based attitudes lead to family progress and competence; (iii) effective partnerships are developed through supportive provider communication techniques; and (iv) satisfaction with EI services results from practitioner responsiveness to help families access resources and facilitate child development.</td>
<td>PsycInfo</td>
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<td>Arm and hand movement in children suspected of having autism spectrum disorder.</td>
<td>Communication Disorders Quarterly, May 2016, vol. 37, no. 3, p. 148-159, 1525-7401 (May 2016)</td>
<td>Braddock, Barbara A., Hilton, Jane C.</td>
<td>The aim of this study was to describe arm and hand movement in children suspected of having autism spectrum disorder (ASD; age range 29–43 months). A videotaped retrospective review of five children with symptoms of ASD during Communication Temptation Tasks was completed at two time points (pre-testing and 6 weeks later). Categories of arm and hand movement were classified and examined. Findings revealed that mean proportional use of arm and hand movement types were generally stable between time points. Only 2 of 17 coded arm and hand movements significantly changed over the 6-week developmental period for appropriate actions on objects and the “give” meaningful communicative act. Appropriate actions on objects were represented at the highest proportion at each time point. Aided augmentative and alternative communication (AAC) was inconsistently used. The findings support the need to examine motor and language co-developments in children suspected of having ASD to inform clinical practice.</td>
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<td>Oxytocin and parent–child interaction in the development of empathy among children at risk for autism.</td>
<td>Developmental Psychology, May 2016, vol. 52, no. 5, p. 735-745, 0012-1649 (May 2016)</td>
<td>McDonald, Nicole M., Baker, Jason K., Messinger, Daniel S.</td>
<td>This longitudinal study investigated whether variation in the oxytocin receptor gene (OXTR) and early parent–child interactions predicted later empathic behavior in 84 toddlers at high or low familial risk for autism spectrum disorder. Two well-studied OXTR single-nucleotide polymorphisms, rs53576 and rs2254298, were examined. Parent–child interaction was measured at 15 and 18 months of age during free play sessions. Empathy was measured at 24 and 30 months using a response to parental distress</td>
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paradigm. While there was no direct association between parent–child interaction quality or OXTR and empathy, rs53576 moderated the relation between interaction quality and empathy. Results suggest that the interplay between OXTR and early parent–child interactions predicts individual differences in empathy in children at varying risk for atypical social development. Findings are consonant with a differential susceptibility model in which an OXTR variant may increase the social salience of interaction processes for specific allele carriers. These results increase our understanding of predictors of empathy development in young children with a wide range of social outcomes.

Source: PsycInfo

Full text: Available ProQuest at Developmental Psychology

| Title: Negotiating knowledge: Parents’ experience of the neuropsychiatric diagnostic process for children with autism. |
| Citation: International Journal of Language & Communication Disorders, May 2016, vol. 51, no. 3, p. 328-338, 1368-2822 (May 2016) |
| Author(s): Carlsson, Emilia, Miniscalco, Carmela, Kadesjö, Björn, Laakso, Katja |
| Abstract: Background: Parents often recognize problems in their child’s development earlier than health professionals do and there is new emphasis on the importance of involving parents in the diagnostic process. In Gothenburg, Sweden, over 100 children were identified as having an autism spectrum disorder (ASD) in 2009–11 through a general population language and autism screening of 2.5 year olds at the city’s child healthcare centres. Aims: To increase understanding of parents’ lived experience of the neuropsychiatric diagnostic process, i.e. the period from the initial screening at age 2.5 years to the 2-year follow-up of the ASD diagnosis. Methods & Procedures: A qualitative design, a phenomenological hermeneutic method, was used. Interviews were conducted with parents of 11 children who were diagnosed with ASD 2 years prior. The parents were interviewed about their experiences of the neuropsychiatric diagnostic process, i.e. the time before the screening, the time during the neuropsychiatric multidisciplinary evaluation and the time after diagnosis. The interviews lasted for 45–130 min, and an interview guide with set questions was used. Most of the interviews were conducted at the parents’ homes. Outcomes & Results: The essence that emerged from the data was negotiating knowledge, and the three themes capturing the parents’ experiences of going through the process of having their child diagnosed with ASD were seeking knowledge, trusting and challenging experts, and empowered but alone. Conclusions & Implications: The parents expected intervention to start directly after diagnosis but felt they had to fight to obtain the resources their child needed. After the process, they described that they felt empowered but still alone, i.e. although they received useful and important information about their child, they were left to manage the situation by themselves. As for clinical implications, the study points to the necessity of developing routines to support the parents during and after the diagnostic process. Recommended measures include developing a checklist outlining relevant contacts and agencies, establishing a coordinator responsible for each child, dividing the summary meeting at the clinic into two parts, making more than one visit to the preschool, and providing a parental training programme. |
| Source: PsycInfo |

| Title: Autistic traits and empathy in chronic vs. episodic depression. |
| Citation: Journal of Affective Disorders, May 2016, vol. 195, p. 144-147, 0165-0327 (May 2016) |
| Author(s): Domes, Gregor, Spenthof, Ines, Radtke, Martina, Isaksson, Alexandra, Normann, Claus, Heinrichs, Markus |
| Abstract: Objectives: Difficulties in social interaction are characteristic for depressive disorders and one of the cardinal symptoms of Autism Spectrum Disorders (ASD). It has been proposed that chronically depressed persons have profoundly impaired empathic abilities in comparison to episodically depressed persons, and that specifically they exhibit a deficit in cognitive empathy, but not in affective empathy, a pattern also reported in ASD. This study aimed to explore autistic traits and empathy deficits in chronic depression, and identify specific differences to episodic depression. Method: Autistic traits and multimodal empathy were assessed in chronically depressed patients (n = 59), episodically depressed patients (n = 40), and a healthy control group (n = 55) using standardized questionnaires. Results: Regardless of the disorder's chronicity, depressed patients exhibited higher levels of autistic traits and lower levels of perspective-taking than healthy controls. Chronically depressed patients reported significantly higher impairment in social skills and higher levels of personal distress in social interactions than episodic patients. Discussion: Our results suggest that patients with chronic depression share two distinct characteristics, namely lower levels of social skills and higher levels of distress in tense social situations than patients with episodic depression. Future studies will need to determine whether the elevated autistic traits in chronic depression... |
depression are specific to chronic depression, or represent the general tendency to withdraw from social situations. We conclude that chronically depressed patients are not specifically impaired in understanding another person's state of mind, but are unable to deal with another person's suffering or negative affective state.

**Source:** PsycInfo

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<th>Title</th>
<th>The &quot;eye avoidance&quot; hypothesis of autism face processing.</th>
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<tr>
<td><strong>Citation:</strong></td>
<td>Journal of Autism and Developmental Disorders, May 2016, vol. 46, no. 5, p. 1538-1552,</td>
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<tr>
<td><strong>Author(s):</strong></td>
<td>Tanaka, James W., Sung, Andrew</td>
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<tr>
<td><strong>Abstract:</strong></td>
<td>Although a growing body of research indicates that children with autism spectrum disorder (ASD) exhibit selective deficits in their ability to recognize facial identities and expressions, the source of their face impairment is, as yet, undetermined. In this paper, we consider three possible accounts of the autism face deficit: (1) the holistic hypothesis, (2) the local perceptual bias hypothesis and (3) the eye avoidance hypothesis. A review of the literature indicates that contrary to the holistic hypothesis, there is little evidence to suggest that individuals with autism do perceive faces holistically. The local perceptual bias account also fails to explain the selective advantage that ASD individuals demonstrate for objects and their selective disadvantage for faces. The eye avoidance hypothesis provides a plausible explanation of face recognition deficits where individuals with ASD avoid the eye region because it is perceived as socially threatening. Direct eye contact elicits an increased physiological response as indicated by heightened skin conductance and amygdala activity. For individuals with autism, avoiding the eyes is an adaptive strategy, however, this approach interferes with the ability to process facial cues of identity, expressions and intentions, exacerbating the social challenges for persons with ASD.</td>
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<th>Title</th>
<th>Exploring what's missing: What do target absent trials reveal about autism search superiority?</th>
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<td><strong>Citation:</strong></td>
<td>Journal of Autism and Developmental Disorders, May 2016, vol. 46, no. 5, p. 1686-1698,</td>
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<td><strong>Author(s):</strong></td>
<td>Keehn, Brandon, Joseph, Robert M.</td>
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<td><strong>Abstract:</strong></td>
<td>We used eye-tracking to investigate the roles of enhanced discrimination and peripheral selection in superior visual search in autism spectrum disorder (ASD). Children with ASD were faster at visual search than their typically developing peers. However, group differences in performance and eye-movements did not vary with the level of difficulty of discrimination or selection. Rather, consistent with prior ASD research, group differences were mainly the effect of faster performance on target-absent trials. Eye-tracking revealed a lack of left-visual-field search asymmetry in ASD, which may confer an additional advantage when the target is absent. Lastly, ASD symptomatology was positively associated with search superiority, the mechanisms of which may shed light on the atypical brain organization that underlies social-communicative impairment in ASD.</td>
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<th>Increasing responsive parent–child interactions and joint engagement: Comparing the influence of parent-mediated intervention and parent psychoeducation.</th>
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<td><strong>Citation:</strong></td>
<td>Journal of Autism and Developmental Disorders, May 2016, vol. 46, no. 5, p. 1737-1747,</td>
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<tr>
<td><strong>Author(s):</strong></td>
<td>Shire, Stephanie Y., Gulsrud, Amanda, Kasari, Connie</td>
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<tr>
<td><strong>Abstract:</strong></td>
<td>Enhancing immediate and contingent responding by caregivers to children’s signals is an important strategy to support social interactions between caregivers and their children with autism. Yet, there has been limited examination of parents’ responsive behaviour in association with children's social behaviour post caregiver-mediated intervention. Eighty-five dyads were randomized to one of two 10-week caregiver-training interventions. Parent–child play interactions were coded for parental responsivity and children’s joint engagement. Significant gains in responsivity and time jointly engaged were found post JASPER parent-mediated intervention over a psychoeducation intervention. Further, combining higher levels of responsive behaviour with greater adoption of intervention strategies was associated with greater time jointly engaged. Findings encourage a focus on enhancing responsive behaviour in parent-mediated intervention models.</td>
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<th>Title</th>
<th>Group-based cognitive behavioural psychotherapy for children and adolescents with ASD: The randomized, multicentre, controlled SOSTA – net trial.</th>
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<td><strong>Citation:</strong></td>
<td>Journal of Autism and Developmental Disorders, May 2016, vol. 46, no. 5, p. 1737-1747,</td>
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</table>
### Citation: Journal of Child Psychology and Psychiatry, May 2016, vol. 57, no. 5, p. 596-605,

**Author(s):** Freitag, Christine M., Jensen, Katrin, Elsuni, Leyla, Sachse, Michael, Herpertz-Dahlmann, Beate, Schulte-Rüther, Martin, Häning, Susann, Gontard, Alexander, Poustka, Luise, Schad-Hansjosten, Tanja, Wenzl, Christina, Sinzig, Judith, Taurines, Regina, Geißler, Julia, Kieser, Meinhard, Cholemker, Hannah

**Abstract:** Background: Group-based psychotherapy in Autism Spectrum Disorder (ASD) has predominantly been studied in the United States by small studies in school-aged children without long-term follow-up. We report results of a large, confirmatory, multicentre randomized-controlled phase-III trial in children and adolescents studying the ASD specific, manualized group-based cognitive behavioural SOSTA-FRA approach. Methods: High-functioning ASD individuals aged 8–19 years old were randomized to 12 sessions SOSTA-FRA or treatment as usual. Primary outcomes were change in total raw score of the parent-rated Social Responsiveness Scale (pSRS) between baseline (T2) and end of intervention (T4), and between T2 and 3 months after end of intervention (T5). Trial registration: ISRCTN94863788. Results: Between 20/5/2010 and 14/2/2013, n = 320 ASD patients were screened, n = 228 patients were randomized, and N = 209 analysed. Mean pSRS difference between groups at T4 was −6.5 (95% CI −11.6 to −1.4; p = .013), and at T5 −6.4 (−11.5 to −1.3, p = .015). Pre-treatment SRS and IQ were positively associated with stronger improvement at T4 and T5. Conclusions: Short-term ASD-specific add-on group-based psychotherapy has shown postintervention efficacy with regard to parent-rated social responsiveness predominantly in male high-functioning children and adolescents with ASD. Future studies should implement blinded standardized observational measures of peer-related social interaction

**Source:** PsycInfo

### Title: Isolating active ingredients in a parent-mediated social communication intervention for toddlers with autism spectrum disorder.

**Citation:** Journal of Child Psychology and Psychiatry, May 2016, vol. 57, no. 5, p. 606-613,

**Author(s):** Gulsrud, Amanda C., Hellemann, Gerhard, Shire, Stephanie, Kasari, Connie

**Abstract:** Background: Behavioral interventions are commonplace in the treatment of autism spectrum disorders, yet relatively little is known about how and why these interventions work. This study tests the relationship between isolated core components of a packaged social communication intervention and the primary outcome, joint engagement, to better understand how the intervention is affecting change in individuals. Methods: A total of 86 toddlers and their parents were enrolled in the study and randomized to one of two treatments, the joint attention, symbolic play, engagement, and regulation (JASPER) parent-mediated intervention or a psychoeducational intervention. Measures regarding the parent’s use of intervention strategies were collected before and after the 10-week intervention. Additional measures of child and parent joint engagement were also collected. Results: A significant effect of treatment was found for all four of the core strategies of the intervention, favoring a larger increase in the JASPER condition. A hierarchical linear regression revealed several individual predictors of joint engagement, including parent-rated buy-in, interventionist-rated parent involvement, and parental use of strategies. To complement the hierarchical analysis, we also tested the potential mediating effect the strategies may have on the relationship between treatment and joint engagement. Results showed that the strategy of mirrored pacing mediated the relationship between treatment and joint engagement in the positive direction. Conclusions: These results strongly suggest that the mirrored pacing strategy is an active ingredient of the JASPER treatment.

**Source:** PsycInfo


**Citation:** Reading & Writing Quarterly: Overcoming Learning Difficulties, May 2016, vol. 32, no. 3, p. 223-246, 1057-3569 (May 2016)

**Author(s):** Senokosoff, Gwyn W.

**Abstract:** The purpose of this article is twofold: (a) to describe a structured literature review that was completed to determine how reading comprehension instruction has been studied with high-functioning children with autism spectrum disorder (ASD) and (b) to provide insight into the reading strategies that teachers might use to support these children. It addresses the following research questions: What reading comprehension studies with high-functioning children with ASD were completed between 1990 and 2012? And which teaching methods or strategies were tested between 1990 and 2012 to improve the reading
comprehension skills of high-functioning children with ASD? The U. S. Department of Education reports that much research has been conducted over the past 20 years that addresses ways to remediate reading difficulties, but little research has been completed with high-functioning children with ASD. There is a gap in the research. Studies that test reading strategies are especially important because the number of children with ASD is increasing: The Centers for Disease Control and Prevention just reported that 1 in 50 children were diagnosed with ASD in 2013.

Source: PsycInfo

Title: Biological motion and the animate–inanimate distinction in children with high-functioning Autism Spectrum Disorder.

Citation: Research in Autism Spectrum Disorders, May 2016, vol. 25, p. 1-11, 1750-9467 (May 2016)

Author(s): Wright, Kristyn, Kelley, Elizabeth, Poulin-Dubois, Diane

Abstract: The current study examined whether children with high-functioning Autism Spectrum Disorder (HF-ASD) preferentially attend to point-light displays of biological, compared to mechanical motion. We hypothesized that children’s attentional patterns toward the motion of living things would be reduced compared to typically developing (TD) children. Children also completed two categorization tasks measuring the animate–inanimate distinction. Children with HF-ASD were matched with TD children (n = 18 per group) on age, gender, and verbal ability. Overall, children with HF-ASD attended to biological and non-biological motion equally, whereas TD children demonstrated a preference for inanimate motion. Children with HF-ASD were also unimpaired in the formation of animate and inanimate concepts. Among children with HF-ASD, a link between attention to motion and categorization ability was observed, but only for inanimate objects. TD and HF-ASD groups differed in that visual exploration of the motion videos (e.g., saccades) was related to animate–inanimate categorization only among children with HF-ASD. These results are discussed as a low-level test of the social attention/orienting hypothesis.

Source: PsycInfo

Title: ‘I am who I am’: Reputation concerns in adolescents on the autism spectrum.

Citation: Research in Autism Spectrum Disorders, May 2016, vol. 25, p. 12-23, 1750-9467 (May 2016)

Author(s): Cage, Eilidh, Bird, Geoffrey, Pellicano, Liz

Abstract: Background: Adolescence is often characterised by an increased concern for one’s reputation in typical development. The extent to which autistic adolescents are concerned for their reputation, however, is unclear. Method: Semi-structured interviews were conducted with 12 autistic adolescents and five members of school staff to examine reputation concerns in autism. Results: Thematic analysis revealed that autistic adolescents were sometimes concerned about their reputation, although many reported that they did not want to be cool. Instead, they preferred to be true to themselves and struggled to understand the rules of being cool. Adolescents’ difficulties in coping with unpredictability also contributed to their understanding of social rules. Findings were supported by the responses of school staff. Conclusions: This study suggests that autistic adolescents can be concerned about their reputation, with some wishing to be accepted for having a reputation for being different.

Source: PsycInfo

Title: Gaze patterns during scene processing in typical adults and adults with autism spectrum disorders.

Citation: Research in Autism Spectrum Disorders, May 2016, vol. 25, p. 24-36, 1750-9467 (May 2016)

Author(s): Rigby, Sarah N., Stoesz, Brenda M., Jakobson, Lorna S.

Abstract: Background: Little is known about how adults with autism spectrum disorder (ASD) process dynamic social scenes. Method: We studied gaze behavior in 16 adults with ASD without intellectual impairment and 16 sex- and age-matched controls during passive scene processing. Results: Adding more characteristics to a scene resulted in a drop in time spent looking at faces, and an increase in time spent looking at bodies (static trials) or off-person (dynamic trials) [Scene Type × AOI × Mode: F(2, 60) = 3.54, p = .04, η2p = .11]. Unlike controls, adults with ASD showed only a small drop in the number of fixations made [Mode × Group: F(1, 30) = 11.30, p = .002, η2p = .27] and no increase in the duration of face fixations [Mode × AOI × Group: F(2, 60) = 3.50, p = .04, η2p = .11] when dynamic cues were added. Thus, particularly during dynamic trials, adults with ASD spent less time looking at faces and slightly more time looking off-person than did controls [Mode × AOI × Group: F(2, 60) = 3.10 p = .05, η 2 p = .09]. Exhibiting more autistic traits and being less empathic were both associated with spending less time fixating on faces
These results suggest that adults with ASD may be less sensitive to, or have more difficulty processing, dynamic cues—particularly those conveyed in faces. The findings demonstrate the importance of using dynamic displays in studies involving this clinical population.

Source: PsycInfo

Title: Psychopharmacologic intervention for adults with autism spectrum disorder: A systematic literature review.

Citation: Research in Autism Spectrum Disorders, May 2016, vol. 25, p. 58-75, 1750-9467 (May 2016)

Author(s): Taylor, Lauren J.

Abstract: Background: The increased recognition of psychiatric and behavioural disorder in adults with autism spectrum disorder (ASD) has been associated with more frequent use of psychopharmacologic intervention in this population. However, limited evidence supports the effectiveness of these interventions for adults with ASD. Objective: To review and synthesise the evidence regarding the effectiveness of psychotropic medication in reducing behavioural disturbance in adults with ASD. Data sources and study selection: Electronic literature search of PubMed plus manual reference checks of all articles on psychopharmacology in adults with ASD published in the English language between 1985 and 2015. Results and conclusions: A total of 43 studies were included in the analysis. The results indicate that only two medications, fluoxetine and risperidone, can be considered as promising evidence-based practices for adults with ASD. Given the rising prevalence of ASD, along with increased use of psychopharmacologic intervention in this population, there is a clear need for methodologically rigorous research to establish the effectiveness of these interventions. The subsequent establishment of clinical guidelines for medication use in this population is essential.

Source: PsycInfo

Title: Retention of autism spectrum disorder diagnosis: The role of co-occurring conditions in males and females.

Citation: Research in Autism Spectrum Disorders, May 2016, vol. 25, p. 76-86, 1750-9467 (May 2016)

Author(s): Wu, Yen-Tzu, Maenner, Matthew J., Wiggins, Lisa D., Rice, Catherine E., Bradley, Catherine C., Lopez, Maya L., Kirby, Russell S., Lee, Li-Ching

Abstract: This study examined associations between ASD diagnosis retention and non-ASD co-occurring conditions (CoCs) by child sex. The sample included 7077 males and 1487 females who had an ASD diagnosis documented in their school or health records in a population-based ASD surveillance system for 8-year-old children. ASD diagnosis retention status was determined when an initial ASD diagnosis was not later ruled out by a community professional. We found that ASD diagnosis remains fairly stable, with only 9% of children who had an initial documented ASD diagnosis later being ruled-out. Although most of the associations between the ASD diagnosis retention status and CoCs are similar in both sexes, the co-occurrence of developmental diagnoses (e.g., intellectual disability or sensory integration disorder) was predictive of ASD diagnostic changes in males, whereas the co-occurrence of specific developmental (e.g., personal/social delay) and neurological diagnosis (e.g., epilepsy) was associated with ASD diagnostic change in females. More ASD-related evaluations and less ASD-related impairment were associated with later ASD rule outs in both sexes. Our findings highlight that CoCs can complicate the diagnostic picture and lead to an increased likelihood of ambiguity in ASD diagnosis. Using sensitive and appropriate measures in clinical practice is necessary for differential diagnosis, particularly when there are co-occurring developmental conditions.

Source: PsycInfo

Title: A pilot study promoting participation of families with limited resources in early autism intervention.

Citation: Research in Autism Spectrum Disorders, May 2016, vol. 25, p. 87-96, 1750-9467 (May 2016)

Author(s): Carr, Themba, Lord, Catherine

Abstract: Background: Relatively little research about autism early intervention has occurred in families of low socioeconomic status. Barriers to participation for under-resourced families (i.e., families with low incomes or limited education), pose a significant problem. The purpose of this pilot study was to apply empirically supported methods promoting participation of families with low-income and low-education levels to an established intervention for children with autism spectrum disorder (ASD). Method: Participant recruitment specifically targeted families whose income was equal to or below two times the federal poverty line and whose caregiver(s) had no more than two years of college attendance. An evidence-based
intervention was modified to be more accessible to participating families. Adaptations focused on decreasing access barriers, decreasing attrition, and promoting positive change within families. Success of the program was measured quantitatively and qualitatively. Results: Twenty-seven families were referred to the project, 13 of which did not meet eligibility requirements. Eight families enrolled, maintained participation for the majority of the project and provided positive qualitative feedback of their experiences. Project and treatment attrition were calculated at 62% and 12.5%, respectively. Treatment attendance was high, but length of time to complete treatment was greatly influenced by the number of session cancellations. Conclusions: The exploratory project demonstrated that practical modifications to standard early intervention protocols can promote engagement in families with limited resources. Recommendations for programs seeking to implement interventions in under-resourced communities are discussed.

Source: PsycInfo

Title: Conceptualising paranoia in ASD: A systematic review and development of a theoretical framework.

Citation: Research in Autism Spectrum Disorders, May 2016, vol. 25, p. 97-111, 1750-9467 (May 2016)

Author(s): Spain, Debbie, Sin, Jacqueline, Freeman, Daniel

Abstract: Paranoia, unfounded ideation that others deliberately intend harm, has predominately been studied in schizophrenia. Increasingly, it is recognised that there is a spectrum of severity of excessive mistrust across the general population. Relatively little is known about paranoia in individuals with autism spectrum disorders (ASD), but rates could be expected to be higher given both difficulties in understanding others’ mental states and frequent experiences of negative social interactions. A systematic search of English-language peer-reviewed publications was undertaken to synthesise empirical research about paranoia in ASD. Seven studies, comprising a total of 180 ASD participants, met the inclusion criteria. All the studies were cross-sectional, thereby limiting causal interpretations. Individuals with ASD were consistently found to have higher levels of paranoia compared to non-clinical controls, and lower levels than individuals with current psychotic experiences manifesting in the context of schizophrenia. Furthermore, the initial evidence indicates that paranoia in ASD may be linked with theory of mind performance, negative affect, and jumping to conclusions, but not to attributional style. As in typically-developing populations, causal and maintaining mechanisms for paranoia in ASD, against a background of genetic and environmental risk, most likely include cognitive and affective processes interacting with social factors. We hypothesise, however, that core ASD characteristics and associated neurocognitive impairments also serve to precipitate and perpetuate paranoia. A framework to guide further investigation is outlined.

Source: PsycInfo

Title: Using and reasoning about social strategies in autism spectrum disorder in everyday situations.

Citation: Research in Autism Spectrum Disorders, May 2016, vol. 25, p. 112-121, 1750-9467 (May 2016)

Author(s): Bellesi, Giulia, Jameel, Leila, Vyas, Karishma, Crawford, Sarah, Channon, Shelley

Abstract: Although a substantial amount of previous work has been dedicated to the study of the possible theoretical mechanisms underpinning autism spectrum disorder (ASD), little research has examined the types of difficulties experienced by individuals in their everyday social functioning. University students with ASD and matched control participants performed the Social Strategy task. In this, they read a range of descriptions of social interactions, all ending with an awkward question asked by the story main character. The types of strategies they used to answer the awkward questions were examined. Compared to control participants, those with ASD used a more negative emotional tone in responding, generated more simple strategies including acquiescence or refusal, and fewer sophisticated strategies that considered all parties’ perspectives. In a novel task condition, participants rank-ordered simple and sophisticated strategies, and gave justifications for their use. Rank-ordering did not differentiate the groups. Justifications given by those with ASD for simple strategies were more practical and less often character-based than those given by control participants; the groups did not differ in the justifications given for sophisticated strategies. The possible explanations of these findings and implications for informing current intervention programmes are considered.

Source: PsycInfo

Title: A review of the quality of primary caregiver-implemented communication intervention research for children with ASD.

Citation: Research in Autism Spectrum Disorders, May 2016, vol. 25, p. 122-136, 1750-9467 (May 2016)

Author(s): Hong, Ee Rea, Ganz, Jennifer B., Neely, Leslie, Gerow, Stephanie, Ninci, Jennifer
Abstract: Background: Most children with autism spectrum disorder (ASD) spend most of their waking hours at home with their caregivers; thus, involving caregivers in interventions may increase communication interaction opportunities across time and settings. Method: In this review, an analysis of the quality of the research on communication interventions implemented or mediated by caregivers of children with ASD was conducted based on the What Works Clearinghouse guidelines (Kratochwill et al., 2010) and adapted by Maggin et al. (2013). Results: About one-third of studies included in this review were found to meet the design standards, indicating that those studies utilized a high quality of research design. The studies that failed to meet the design standards were primarily those that lacked sufficient interobserver agreement data collected in each condition, thus, not meeting the minimum quality thresholds. To evaluate an overall effectiveness, a total of 31 single-case experiments were evaluated with the evidence standards. As a result, about half of the experiments were found to have either strong or moderate evidence of an effect. Conclusions: The findings in this review suggest issues that need to be addressed in the field related to quality of designs in single-case research on primary caregiver-implemented communication interventions for children with ASD. Limitations and implications for future research and for practitioners are discussed.

Source: PsycInfo

Title: Instruction in letter-sound correspondences for children with autism and limited speech.

Citation: Topics in Early Childhood Special Education, May 2016, vol. 36, no. 1, p. 43-54,

Author(s): Benedek-Wood, Elizabeth, McNaughton, David, Light, Janice

Abstract: This study used a multiple probe across participants' research design to evaluate the effects of instruction on the acquisition of letter-sound correspondences (LSCs) by three young children with autism spectrum disorder and limited speech. All three children (ages 3–5 years) reached criterion for identifying the LSCs targeted during instruction, and a Nonoverlap of All Pairs (NAP) analysis showed evidence of medium to strong treatment effects. All three children also provided evidence of maintenance and generalization of LSC skills to other tasks. Implications for instruction and future research directions are discussed.

Source: PsycInfo

Resources on the web

Welcome to the Childhood Autism Research Group Online - North East

http://research.ncl.ac.uk/cargo-ne/index.html

What is NHS Evidence?

www.evidence.nhs.uk

NHS Evidence is a service that enables access to authoritative clinical and non-clinical evidence and best practice through a web-based portal. It helps people from across the NHS, public health and social care sectors to make better decisions as a result. NHS Evidence is managed by the National Institute for Health and Clinical Excellence (NICE).

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<td>From the journal homepage, click 'Institutional Login', select “Coventry and Warwickshire Partnership” from the list of institutions, click “Login” then enter your Athens username and password</td>
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**CWPT Library Contact Details**

**Library Service Manager**
Wendy Townsend
wendy.townsend@covwarkpt.nhs.uk
Tel. 01926 406749

**Outreach/Training Librarian**
Andrew Hough
Andrew.hough@covwarkpt.nhs.uk

<table>
<thead>
<tr>
<th>Health Sciences Library</th>
<th>Manor Court Library</th>
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<tbody>
<tr>
<td>Caludon Centre, Clifford Bridge Road, Coventry</td>
<td>Jepson House, Nuneaton</td>
</tr>
<tr>
<td>Tel. 02476 967928</td>
<td>Tel:02476 321 561</td>
</tr>
<tr>
<td><a href="mailto:caludon.library@covwarkpt.nhs.uk">caludon.library@covwarkpt.nhs.uk</a></td>
<td><a href="mailto:manorcourt.library@covwarkpt.nhs.uk">manorcourt.library@covwarkpt.nhs.uk</a></td>
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<tr>
<td>Library Assistant: Lynne Kimberley</td>
<td>Library Assistant: Janine Patrick</td>
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<tr>
<td>Brooklands, Marston Green, Solihull</td>
<td>St Michael’s Hospital, Warwick</td>
</tr>
<tr>
<td>Tel. 0121 329 4923</td>
<td>Tel. 01926 406749</td>
</tr>
<tr>
<td><a href="mailto:brooklands.library@covwarkpt.nhs.uk">brooklands.library@covwarkpt.nhs.uk</a></td>
<td><a href="mailto:stmichaels.library@covwarkpt.nhs.uk">stmichaels.library@covwarkpt.nhs.uk</a></td>
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<tr>
<td>Library Assistant: Denise Howell</td>
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