Current Awareness Bulletin

Autism

OCTOBER 2016

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

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Current Awareness Bulletins provided by CWPT Library & Knowledge Service are a selection of current/recent articles and publications and are NOT intended to be exhaustive.

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Our Document Delivery Service is free of charge for all Trust staff. Full-text of any of the articles listed below is available upon request and can be sent directly to your Email Address or, posted to your workplace.

Just email your nearest Trust Library for more information.
Title: Baby sign but NOT spontaneous gesture predicts later vocabulary in children with Down Syndrome.

Citation: Journal of Child Language, 2016, vol./is. 43/4(948-963), 03050009

Author(s): ÖZÇALIŞKA, ŞEYDA, ADAMSON, LAUREN B., DIMITROVA, NEVENA, BAILEY, JHONELLE,
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<tr>
<th>Title</th>
<th>SCHMUCK, LAUREN</th>
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<tr>
<td>Embodying experience and expertise: comparing mother and intended-mother activism in the cases of infertility and autism.</td>
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<tr>
<td>Citation:</td>
<td>Health Sociology Review, 2016, vol./is. 25/3(326-340), 14461242</td>
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<tr>
<td>Author(s):</td>
<td>L'Espérance, Audrey, Orsini, Michael</td>
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<tr>
<td>Full Text:</td>
<td>Available from ProQuest in Health Sociology Review</td>
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<td>Developing Overhand Throwing Skills For a Child With Autism: A Collaborative Interdisciplinary Approach In School-Based Therapy.</td>
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<td>Citation:</td>
<td>Archives of Physical Medicine &amp; Rehabilitation, 2016, vol./is. 97/10(0-0), 00039993</td>
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<tr>
<td>Author(s):</td>
<td>Colebourn, Jennifer, Paez, Arsenio, Golub-Victor, Ann</td>
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<td>Author(s):</td>
<td>Lawton, Isabel, Ngo, Kenneth</td>
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<td>Health Related Quality of Life in Preschool Children with Autism Spectrum Disorder of Different Cognition Functions.</td>
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<td>Author(s):</td>
<td>Lai, Chih-jou, Chen, Chia-ling, Chen, Chia-hui, Chen, Chung-yao, Chen, Hsieh-ching, Chuang, Chia-ying, Chou, Chen-liang</td>
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<td>Chen, Chia-Ling, Chen, Chung-yao, Chen, Hsieh-ching, Lai, Chih-jou, Chong, Chia-ying, Tsai, Wen-chung</td>
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<td>Author(s):</td>
<td>Florindez, Lucia, Stein Duker, Leah I., Hong, Eunice, Cermak, Sharon A.</td>
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<td>A trial of an iPad™ intervention targeting social communication skills in children with autism.</td>
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<td>Citation:</td>
<td>Autism: The International Journal of Research &amp; Practice, 2016, vol./is. 20/7(771-782), 13623613</td>
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<tr>
<td>Author(s):</td>
<td>Fletcher-Watson, Sue, Petrou, Alexandra, Scott-Barrett, Juliet, Dicks, Pamela, Graham, Catherine, O'Hare, Anne, Pain, Helen, McConachie, Helen</td>
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<td>Maternal experience of Lego Therapy in families with children with autism spectrum conditions: What is the impact on family relationships?</td>
<td><em>Autism: The International Journal of Research &amp; Practice, 2016, vol./is. 20/7(879-887), 13623613</em></td>
<td>Peckett, Helen, MacCallum, Fiona, Knibbs, Jacky</td>
<td>CINAHL</td>
<td>Available from SAGE in <em>Autism</em>; Note: ; Notes: Sign in with OpenAthens details</td>
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<td>Stability and change in autism spectrum disorder diagnosis from age 3 to middle childhood in a high-risk sibling cohort.</td>
<td><em>Autism: The International Journal of Research &amp; Practice, 2016, vol./is. 20/7(888-892), 13623613</em></td>
<td>Brian, Jessica, Bryson, Susan E., Smith, Isabel M., Roberts, Wendy, Roncadin, Caroline, Szatmari, Peter, Zwaigenbaum, Lonnie</td>
<td>CINAHL</td>
<td>Available from SAGE in <em>Autism</em>; Note: ; Notes: Sign in with OpenAthens details</td>
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</table>
| Title: Autistic regression and central nervous system autoimmunity.  
Citation: Developmental Medicine & Child Neurology, 2016, vol./is. 58/10(1002-1002), 00121622  
Author(s): Dale, Russell C  
Abstract: The author discusses the article "N-methyl-D-aspartate (NMDA) receptor antibody encephalitis mimicking an autistic regression," by Y. Hacohen and colleagues. Topics mentioned include patients with autism, autoimmunity of the central nervous system (CNS), and two cases of autistic regression confirmed with anti-NMDAR (N-methyl-Daspartate receptor) encephalitis.  
Source: CINAHL |
|---|
| Title: The association between familial ASD diagnosis, autism symptomatology and developmental functioning in young children.  
Citation: European Child & Adolescent Psychiatry, 2016, vol./is. 25/10(1133-1140), 10188827  
Author(s): Estabillo, Jasper, Matson, Johnny, Jiang, Xinrui  
Source: CINAHL |
| Title: Effects of multisensory integration processes on response inhibition in adolescent autism spectrum disorder.  
Citation: Psychological medicine, Oct 2016, vol. 46, no. 13, p. 2705-2716, 1469-8978 (October 2016)  
Author(s): Chmielewski, W X, Wolff, N, Mückschel, M, Roessner, V, Beste, C  
Abstract: In everyday life it is often required to integrate multisensory input to successfully conduct response inhibition (RI) and thus major executive control processes. Both RI and multisensory processes have been suggested to be altered in autism spectrum disorder (ASD). It is, however, unclear which neurophysiological processes relate to changes in RI in ASD and in how far these processes are affected by possible multisensory integration deficits in ASD. Combining high-density EEG recordings with source localization analyses, we examined a group of adolescent ASD patients (n = 20) and healthy controls (n = 20) using a novel RI task. Compared to controls, RI processes are generally compromised in adolescent ASD. This aggravation of RI processes is modulated by the content of multisensory information. The neurophysiological data suggest that deficits in ASD emerge in attentional selection and resource allocation processes related to occipito-parietal and middle frontal regions. Most importantly, conflict monitoring subprocesses during RI were specifically modulated by content of multisensory information in the superior frontal gyrus. RI processes are overstrained in adolescent ASD, especially when conflicting multisensory information has to be integrated to perform RI. It seems that the content of multisensory input is important to consider in ASD and its effects on cognitive control processes.  
Source: Medline |
| Title: Whittling Down the Wait Time: Exploring Models to Minimize the Delay from Initial Concern to Diagnosis and Treatment of Autism Spectrum Disorder.  
Citation: Pediatric clinics of North America, Oct 2016, vol. 63, no. 5, p. 851-859, 1557-8240 (October 2016)  
Author(s): Gordon-Lipkin, Eliza, Foster, Jessica, Peacock, Georgina  
Abstract: The process from initial concerns to diagnosis of autism spectrum disorder (ASD) can be a long and complicated process. The traditional model for evaluation and diagnosis of ASD often consists of long wait-lists and evaluations that result in a 2-year difference between the earliest signs of ASD and mean age of diagnosis. Multiple factors contribute to this diagnostic bottleneck, including time-consuming evaluations, cost of care, lack of providers, and lack of comfort of primary care providers to diagnose autism. This article explores innovative clinical models that have been implemented to address this as well as future directions and opportunities.  
Source: Medline |
| Title: Ocular motor disturbances in autism spectrum disorders: Systematic review and comprehensive meta-analysis.  
Citation: Neuroscience and biobehavioral reviews, Oct 2016, vol. 69, p. 260-279,  
Author(s): Johnson, Beth P, Lum, Jarrad A G, Rinheart, Nicole J, Fielding, Joanne  
Abstract: There has been considerable focus placed on how individuals with autism spectrum disorder (ASD) visually perceive and attend to social information, such as facial expressions or social gaze. The role |
of eye movements is inextricable from visual perception, however this aspect is often overlooked. We performed a series of meta-analyses based on data from 28 studies of eye movements in ASD to determine whether there is evidence for ocular motor dysfunction in ASD. Tasks assessed included visually-guided saccade tasks, gap/overlap, anti-saccade, pursuit tasks and ocular fixation. These analyses revealed evidence for ocular motor dysfunction in ASD, specifically relating to saccade dysmetria, difficulty inhibiting saccades and impaired tracking of moving targets. However there was no evidence for deficits relating to initiating eye movements, or engaging and disengaging from simple visual targets. Characterizing ocular motor abnormalities in ASD may provide insight into the functional integrity of brain networks in ASD across development, and assist our understanding of visual and social attention in ASD.

**Source:** Medline

**Title:** Atomoxetine and Parent Training for Children With Autism and Attention-Deficit/Hyperactivity Disorder: A 24-Week Extension Study.

**Citation:** Journal of the American Academy of Child and Adolescent Psychiatry, Oct 2016, vol. 55, no. 10, p. 868, 1527-5418 (October 2016)

**Author(s):** Smith, Tristram, Aman, Michael G, Arnold, L Eugene, Silverman, Laura B, Lecavalier, Luc, Hollway, Jill, Tumuluru, Rameshwari, Hyman, Susan L, Buchan-Page, Kristin A, Hellings, Jessica, Rice, Robert R, Brown, Nicole V, Pan, Xueliang, Handen, Benjamin L

**Abstract:** The authors previously reported on a 2-by-2 randomized clinical trial of individual and combined treatment with atomoxetine (ATX) and parent training (PT) for attention-deficit/hyperactivity disorder (ADHD) symptoms and behavioral noncompliance in 128 5- to 14-year-old children with autism spectrum disorder. In the present report, they describe a 24-week extension of treatment responders and nonresponders. One-hundred seventeen participants from the acute trial (91%) entered the extension; 84 of these were in 2 subgroups: “treatment responders” (n = 43) from all 4 groups in the acute trial, seen monthly for 24 weeks, and “placebo non responders” (n = 41), treated with open-label ATX for 10 weeks. Participants originally assigned to PT continued PT during the extension; the remainder served as controls. Primary outcome measurements were the parent-rated Swanson, Nolan and Pelham ADHD scale and the Home Situations Questionnaire. Sixty percent (26 of 43) of treatment responders in the acute trial, including 68% of responders originally assigned to ATX, still met the response criteria at the end of the extension. The response rate of placebo non responders treated with 10-week open-label ATX was 37% (15 of 41), similar to the acute trial. Children receiving open-label ATX + PT were significantly more likely to be ADHD responders (53% versus 23%) and noncompliance responders (58% versus 14%) than those receiving open-label ATX alone. Most ATX responders maintained their responses during the extension. PT combined with ATX in the open-label trial appeared to improve ADHD and noncompliance outcomes more than ATX alone. Clinical trial registration information—Atomoxetine, Placebo and Parent Management Training in Autism (Strattera); http://clinicaltrials.gov; NCT00844753..

**Source:** Medline

**Title:** A Pilot Study for Understanding the Perceptions of Australian General Practitioners Regarding Psychopharmacology for Children With Autism Spectrum Disorders.

**Citation:** Journal of primary care & community health, Oct 2016, vol. 7, no. 4, p. 258-264

**Author(s):** Garg, Pankaj, Lillystone, David, Dossetor, David, Eastwood, John, Liaw, Siaw-Teng

**Abstract:** General practitioners (GPs) are increasing involved in the care of children with autism spectrum disorders (ASDs), and prescribe and/or manage psychotropic medications for these children. Few published reports of perceptions of GPs regarding use of these medications exist in the literature. Qualitative analysis of comments by 177 GPs regarding psychopharmacology use in children with ASDs. A postal questionnaire survey containing both close- and open-ended questions was conducted in New South Wales, Australia. Respondent GPs were more likely to be females graduated from Australian medical schools and reported an interest either in child or in mental health. The respondents demonstrated good understanding of the issues surrounding psychopharmacology use in children with ASD based on contemporary literature on this topic. The main themes included concerns regarding medication safety, evidence for their use, and role of these medications as an adjuvant to behavior management. GPs reported a lack of experience of these medications, and would often prescribe only under the supervision of specialists. GPs with greater confidence and involvement with children of ASDs prescribed more medications; whereas GP reporting more concerns with regard to medications prescribed less. Respondent GPs have good understanding of...
psychotropic medications but need support from specialists for managing these medications in children with ASDs. Future larger studies should explore the utility of collaborative models of care for GPs to work in close partnerships with specialists. © The Author(s) 2016.

Title: Feeding Disorders in Children With Autism Spectrum Disorders Are Associated With Eosinophilic Esophagitis.

Citation: Journal of pediatric gastroenterology and nutrition, Oct 2016, vol. 63, no. 4, p. e69,

Author(s): Heifert, Theresa A, Susi, Apryl, Hisle-Gorman, Elizabeth, Erdie-Lalena, Christine R, Gorman, Gregory, Min, Steve B, Nylund, Cade M

Abstract: Eosinophilic esophagitis (EoE) can present as food selectivity or feeding disorders in children. Children with autism spectrum disorders (ASDs) commonly demonstrate behavioral food selectivity in type and texture, which often leads to the diagnosis of feeding disorder. We sought to evaluate the association of ASD with EoE. A retrospective matched case-cohort study was performed using the Military Health System database from October 2008 to September 2013. We performed a 1:5 case-control match by age, sex, and enrollment timeframe. Feeding disorders, EoE, and atopic disorders were defined using diagnostic and procedure codes. There were 45,286 children with ASD and 226,430 matched controls. EoE was more common in children with ASD (0.4%) compared with controls (0.1%). Feeding disorders were associated with EoE in both children with ASD and controls. Feeding disorders also had a higher odds ratio for EoE compared with other atopic conditions, among both children with ASD (7.17, 95% confidence interval [CI] 4.87-10.5) and controls (11.5, 95% CI 7.57-17.5). Compared with controls with a feeding disorder, children with ASD and a feeding disorder had no difference in the rate of diagnosed EoE (0.85, 0.95% CI 0.39-1.88). Children with ASD are more likely to be diagnosed with EoE compared with controls; however, among children with feeding disorders, there is no difference in the odds of EoE. A diagnosis of feeding disorder was strongly associated with EoE. Feeding disorders in children with ASD should not be assumed to be solely behavioral and an esophagogastroduodenoscopy should be performed to evaluate for EoE.

Source: Medline

Title: Characterization of immune cell phenotypes in adults with autism spectrum disorders.

Citation: Journal of investigative medicine : the official publication of the American Federation for Clinical Research, Oct 2016, vol. 64, no. 7, p. 1179-1185, 1708-8267 (October 2016)

Author(s): López-Cacho, José Manuel, Gallardo, Soledad, Posada, Manuel, Aguerrí, Miriam, Calzada, David, Mayayo, Teodoro, Lahoz, Carlos, Cárdaba, Blanca

Abstract: Autism spectrum disorders (ASDs) are neurodevelopmental disorders characterized by impairments in verbal and non-verbal communication, impaired social interactions and repetitive behaviors. There is evidence of a link between ASD symptoms and immune dysfunction, but few studies have been performed in adult patients to confirm this. In this work, we used flow cytometry to study immunological differences in peripheral blood mononuclear cells from 59 adult patients and 26 healthy control subjects to identify possible immune cell profiles related with this group of disorders. We analyzed six immune cell subpopulations (ie, B-cells, CD4(+) and CD8(+) T-cells, NK, NKT cells, and monocytes) and their corresponding stages of apoptosis and activation. The most noteworthy results showed that, compared to healthy controls, patients had increased percentages of CD8(+) T-cells and B-cells, and a decrease in the percentage of NKT cells. Regarding CD25 expression, we found overall CD25(+) overexpression, primarily in NK and NKT cells. Apoptosis percentage showed an increasing trend only in monocytes of patients. These data support a link between ASD and immune dysfunction, suggesting that specific cellular phenotypes and/or activation status of immune cells may be relevant in adult ASD.

Source: Medline

Title: The Development and Evaluation of an Online Healthcare Toolkit for Autistic Adults and their Primary Care Providers.

Citation: Journal of general internal medicine, Oct 2016, vol. 31, no. 10, p. 1180-1189,

Author(s): Nicolaidis, Christina, Raymaker, Dora, McDonald, Katherine, Kapp, Steven, Weiner, Michael, Ashkenazy, Elesia, Gerrity, Martha, Kripke, Clarissa, Platt, Laura, Baggs, Amelia

Abstract: The healthcare system is ill-equipped to meet the needs of adults on the autism spectrum. Our goal was to use a community-based participatory research (CBPR) approach to develop and evaluate tools to facilitate the primary healthcare of autistic adults. Toolkit development included cognitive interviewing and
As individuals with ASD attend college, their mental health needs will require treatment. However, such treatment draws on a comparatively limited evidence base, and providers need to be aware of potential difficulties that may arise. This study highlights the nature of the psychiatric difficulties these individuals may face and the potential role for healthcare and improve healthcare self-efficacy and patient-provider communication.

**Source:** Medline

**Title:** Discrepancies between direct and indirect measures of interpersonal and neurocognitive skills in autism spectrum disorder children.

**Citation:** Journal of clinical and experimental neuropsychology, Oct 2016, vol. 38, no. 8, p. 875-886

**Author(s):** Gómez-Pérez, M Mar, Calero, M Dolores, Mata, Sara, Moliner, Clara

**Abstract:** Subjects with autistic spectrum disorders (ASD) show persistent deficits in social interaction. In order to explore the scope of their deficits, it is of great interest to compare the different interpersonal skills and executive functions of ASD subjects to those of children with typical development. Assessing these skills usually involves a large variety of informants (parents, teachers, other family members) and of measures, with frequent discrepancies between direct performance measures and indirect measures (third-party report). Different explanations of this mismatch between measures have been addressed in previous studies. We wish to analyze whether there are differences between children with ASD and children with typical development on several direct performance measures of interpersonal and neurocognitive skills and one third-party report on real-life performance of interpersonal skills; we also want to look at whether discrepancies appear between the two types of measurements in the two groups of participants. A total of 68 Spanish children between the ages of 7 and 12 years participated; 34 were children with ASD, and 34 showed typical development. All participants were tested for recognition of emotions, solving interpersonal conflicts, and executive function. Significant differences between the two groups were not found on most of the direct performance measures, but they did appear in the report by third parties, in favor of the group with typical development. There was also a significant association between neurocognitive and social variables in the latter group. There were intergroup differences and discrepancies between the direct performance and indirect measures in children with ASD, and these must be explained. For this reason, future studies could seek to explain the cause of these discrepancies with a greater number of measures for each of the skills.

**Source:** Medline

**Title:** College students with autism spectrum disorders: A growing role for adult psychiatrists.

**Citation:** Journal of American college health : J of ACH, Oct 2016, vol. 64, no. 7, p. 575-579

**Author(s):** van Schalkwyk, Gerrit I, Beyer, Chad, Martin, Andrés, Volkmar, Fred R

**Abstract:** Adolescents with autism spectrum disorders (ASD) are increasingly attending college. This case report highlights the nature of the psychiatric difficulties these individuals may face and the potential role for college mental health practitioners. A case of a female student with ASD presenting with significant inattentive symptoms. The authors describe the unique features of this patient's clinical presentation, discuss relevant diagnostic considerations, and make recommendations about how to best approach treatment. This student presented with symptoms of attention-deficit/hyperactivity disorder (ADHD), which were first relevant during her time at college, owing to increased demands on planning and other executive functions. She was eventually responsive to treatment with a stimulant, but had more side effects early on. As individuals with ASD attend college, their mental health needs will require treatment. However, such treatment draws on a comparatively limited evidence base, and providers need to be aware of potential effects early on.
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<td>&quot;More than blowing bubbles&quot;: What parents want from therapists working with children with autism spectrum disorder.</td>
<td><em>International journal of speech-language pathology, Oct 2016, vol. 18, no. 5, p. 493-505,</em></td>
<td>Edwards, Amelia, Brebner, Chris, Mccormack, Paul F, Macdougall, Colin</td>
<td>Providing therapy to children with autism spectrum disorder (ASD) often requires therapists to work closely with both the child with ASD and their family. Although there is evidence outlining best practice for therapists when working with families of children with disabilities, few studies have examined the parental perspective. This study investigated the qualities parents seek in therapists who work with their children with ASD. Semi-structured interviews were conducted with 14 parents of children with ASD. Thematic analysis was undertaken to analyse the data, with emergence of two core themes; Partnership and Effective Therapy. The parents of children with ASD interviewed for this study valued both working in partnership with therapists and therapists delivering effective therapy. Parents ultimately wanted therapists to produce positive outcomes for their children and were willing to sacrifice other desired qualities, as long as the therapy program was effective. While parents of children with ASD identified a range of qualities that they want in therapists, a therapist being able to produce positive outcomes for their child was considered most important. The implications of these findings are discussed both in terms of clinical implications for therapists and directions for future research.</td>
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<td>Feeding behavior and dietary intake of male children and adolescents with autism spectrum disorder: A case-control study.</td>
<td><em>International journal of developmental neuroscience : the official journal of the International Society for Developmental Neuroscience, Oct 2016, vol. 53, p. 68-74, 1873-474X (October 2016)</em></td>
<td>Castro, Kamila, Faccoli, Larissa Slongo, Baronio, Diego, Gottfried, Carmem, Perry, Ingrid Schweigert, Riesgo, Rudimar</td>
<td>Autism spectrum disorder (ASD) is a neurodevelopmental disorder associated with restrictive or repetitive behaviors and difficulties with verbal and interpersonal communication, in which some problems involving nutrition may be present. This study aims to evaluate dietary intake and identify feeding behavioral problems in male children and adolescents with ASD when compared to matched controls, as well as parents or caregivers’ feelings about strategies for dealing with eating problems. A 3-day food record was performed and nutrient intake was compared to the Dietary Reference Intake according to age. To evaluate children feeding behavior and parents or caregivers’ feelings, the Behavior Pediatrics Feeding Assessment Scale (BPFA) was used. ASD patients consumed in average more calories than controls (though with a high patient's frequency above and below calorie range references), had a limited food repertoire, high prevalence of children with inadequate calcium, sodium, iron vitamin B5, folate, and vitamin C intake. BPFA scores were also higher in the ASD group when compared to controls for all frequencies (child behavior, parents and total). These findings lead us to endorse the importance of evaluating feeding problems in the clinical routine, considering also the singular features of the patients.</td>
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<td>Genetic Studies in Autism.</td>
<td><em>Indian journal of pediatrics, Oct 2016, vol. 83, no. 10, p. 1133-1140, 0973-7693 (October 2016)</em></td>
<td>Sudarshan, Shruthi, Gupta, Neerja, Kabra, Madhulika</td>
<td>Autism is a complex neurodevelopmental disorder, which has captured the attention of not only pediatricians but also the parents. From the symptoms until the final diagnosis, parents undergo a diagnostic odyssey that involves a battery of tests without much yield. This has led to an increase in the</td>
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**Source:** Medline
referrals to the clinical geneticists to rule out the possible genetic etiology that can have implications for the parents for future pregnancy. This chapter focuses on the various genetic causes and their appropriate application in the evaluation of a child with Autism Spectrum Disorders (ASDs).

Source: Medline

Title: Screening for autism identifies behavioral disorders in children functional defecation disorders.

Citation: European journal of pediatrics, Oct 2016, vol. 175, no. 10, p. 1371-1378,

Author(s): Kuizenga-Wessel, Sophie, Di Lorenzo, Carlo, Nicholson, Lisa M, Butter, Eric M, Ratliff-Schaub, Karen L, Benninga, Marc A, Williams, Kent C

Abstract: This study prospectively assessed whether positive screening surveys for autism spectrum disorders (ASDs) in children with functional defecation disorders (FDDs) accurately identify ASD. Parents of children (4-12 years) who met Rome III criteria for functional constipation (FC), FC with fecal incontinence (FI) and functional nonretentive FI (FNRFI) completed two ASD screening surveys. Children with positive screens were referred for psychological evaluation, and a year later, follow-up surveys were conducted. Of the 97 study participants, 30.9 % were diagnosed with FC, 62.9 % with FC with FI, and 6.2 % with FNRFI. ASD surveys were positive for 27 children (27.8 %). New DSM diagnoses were made in 10 out of the 15 children that completed further evaluation. Two (2.1 %) met criteria for ASD, and 12 (12.4 %) met criteria for other behavioral disorders. Average SRS and SCQ-L scores were higher in subjects with FC with FI as compared to FC alone and in those who reported no improvement versus those who reported improvement 1 year later. While positive ASD screening surveys did not correctly identify ASD in the majority, it did help to identify other unrecognized behavioral disorders in children with FDD. High screening scores were more common in children with FC with FI and in children with poorer responses to current medical treatments. *A prior study found that 29 % of children with FDD scored positive on ASD screening questionnaires.

*Whether positive screens correctly identify ASD in children with FDD is unknown. What is New: *This study shows that positive ASD screens do not correctly identify ASD in children with FDD. However, the use of ASD screening questionnaires can identify previously unrecognized and untreated behavioral/developmental disorders in children with FDD. *High screening scores are more common in children with FC with FI and in children with poorer responses to current medical treatments.

Source: Medline

Title: Extremely Preterm Born Children at Very High Risk for Developing Autism Spectrum Disorder.

Citation: Child psychiatry and human development, Oct 2016, vol. 47, no. 5, p. 729-739,

Author(s): Verhaeghe, Liedewij, Dereu, Mieke, Warreyn, Petra, De Groote, Isabel, Vanhaesebrouck, Piet, Roeyers, Herbert

Abstract: This study aimed to provide a more comprehensive picture of the prevalence of autism spectrum disorder (ASD) in a geographic cohort of extremely preterm born adolescents by using established diagnostic instruments in addition to screening instruments. 53 participants passed a screening procedure with two screening instruments and a diagnostic evaluation with a semi-structured assessment and a parent interview. 28 % of the adolescents had a community based clinical diagnosis of ASD. When research diagnoses were also taken into account, this rate increased to 40 %. Intellectual disability, language impairment and behavioural difficulties are characteristic for these children with ASD. This study is to our knowledge the first to use ASD-specific diagnostic instruments to confirm ASD diagnoses in extremely preterm born children in early adolescence. The study expands findings of previous research and raises the need for follow-up into late childhood and early adolescence.

Source: Medline

Title: Re: Maternal infection during pregnancy, risk of offspring autism, and the role of bacterial denitrification.

Citation: Brain, behavior, and immunity, Oct 2016, vol. 57, p. 371., 1090-2139 (October 2016)

Author(s): Jiang, Hai-Yin, Zhou, Kai, Ruan, Bing

Source: Medline

Title: Maternal infection during pregnancy, risk of offspring autism, and the role of bacterial denitrification.

Citation: Brain, behavior, and immunity, Oct 2016, vol. 57, p. 371., 1090-2139 (October 2016)

Author(s): Fluegge, Keith
Title: Measuring neural excitation and inhibition in autism: Different approaches, different findings and different interpretations.

Citation: Brain research, Oct 2016, vol. 1648, p. 277-289, 1872-6240 (October 1, 2016)

Author(s): Dickinson, Abigail, Jones, Myles, Milne, Elizabeth

Abstract: The balance of neural excitation and inhibition (E/I balance) is often hypothesised to be altered in autism spectrum disorder (ASD). One widely held view is that excitation levels are elevated relative to inhibition in ASD. Understanding whether, and how, E/I balance may be altered in ASD is important given the recent interest in trialling pharmacological interventions for ASD which target inhibitory neurotransmitter function. Here we provide a critical review of evidence for E/I balance in ASD. We conclude that data from a number of domains provides support for alteration in excitation and inhibitory neurotransmission in ASD, but when considered collectively, the available literature provide little evidence to support claims for either a net increase in excitation or a net increase in inhibition. Strengths and limitations of available techniques are considered, and directions for future research discussed. Copyright © 2016 Elsevier B.V. All rights reserved.

Source: Medline

Title: Metabotropic Glutamate Receptor 5 as a Point of Convergence for Models of Obsessive-Compulsive Disorder and Autism Spectrum Disorder.

Citation: Biological psychiatry, Oct 2016, vol. 80, no. 7, p. 504-506, 1873-2402 (October 1, 2016)

Author(s): Matosin, Natalie, Siegel, Steven J

Source: Medline

Title: Experiences of diagnosing autism spectrum disorder: A survey of professionals in the United Kingdom.

Citation: Autism : the international journal of research and practice, Oct 2016, vol. 20, no. 7, p. 820-831

Author(s): Rogers, Claire L, Goddard, Lorna, Hill, Elisabeth L, Henry, Lucy A, Crane, Laura

Abstract: To date, research exploring experiences of diagnosing autism spectrum disorder has largely focused on parental perspectives. In order to obtain a more complete account of the autism spectrum disorder diagnostic process, it is essential that the views and experiences of professionals are heard. In this study, 116 multidisciplinary professionals involved in diagnosing autism spectrum disorder in the United Kingdom completed an online questionnaire exploring their experiences and opinions of three key areas of service: accessibility, the diagnostic process and post-diagnostic support. Although professionals were largely satisfied with service accessibility, around 40% of services were failing to provide timely assessments. Standardised diagnostic tools were perceived as helpful and were used consistently, but concerns were raised about their validity in detecting atypical autism spectrum disorder presentations (e.g. females). Several challenges regarding giving autism spectrum disorder diagnoses were reported; these included making sure caregivers understood the diagnosis, pitching information at the correct level and managing distress. Furthermore, the practice of ‘upgrading’ to a diagnosis of autism spectrum disorder in uncertain or complex cases was reported by many, albeit infrequently, and reasons for this varied widely. Professionals expressed dissatisfaction with post-diagnostic provision, especially onward and long-term support options. They also felt that service improvements were required across populations and across the three key areas of service. © The Author(s) 2015.

Source: Medline

Full Text: Available from SAGE in Autism; Note: ; Notes: Sign in with OpenAthens details
Available from Coventry & Warwickshire Partnership Trust Libraries Print holdings in Autism; Note: Athens password required

Title: Mothering a Child with Autism.

Citation: Archives of psychiatric nursing, Oct 2016, vol. 30, no. 5, p. 600-601, 1532-8228 (October 2016)

Author(s): Walter, Suzy Mascaro, Smith, Mary Jane

Source: Medline

Title: Exploring the Experience of Self-Diagnosis of Autism Spectrum Disorder in Adults.

Citation: Archives of psychiatric nursing, Oct 2016, vol. 30, no. 5, p. 575-580, 1532-8228 (October 2016)

Author(s): Lewis, Laura Foran
Abstract: One in 68 Americans has autism spectrum disorder (ASD), and diagnosis is often delayed into adulthood in individuals without comorbid intellectual disability. Many undiagnosed adults resort to self-diagnosis. The purpose of this descriptive phenomenology was to explore the experience of realizing a self-diagnosis of ASD among 37 individuals who were not formally diagnosed. Results revealed five themes: feeling "othered," managing self doubt, sense of belonging, understanding myself, and questioning the need for formal diagnosis. Healthcare professionals must have an understanding of self-diagnosis to help individuals transition to formal diagnosis and to adequately educate, support, and screen this population for comorbidities.

Source: Medline

Title: Does paracetamol in pregnancy cause ADHD and autism?

Citation: Archives of disease in childhood, Oct 2016, vol. 101, no. 10, p. 979, 1468-2044 (October 2016)

Source: Medline

Title: Association between autism symptoms and functioning in children with ADHD.


Author(s): Green, Jessica Leigh, Sciberras, Emma, Anderson, Vicki, Efron, Daryl, Rinehart, Nicole

Abstract: To examine the association between autism spectrum disorder (ASD) symptoms and (a) social functioning, (b) mental health, (c) quality of life and (d) sleep in children with and without attention-deficit hyperactivity disorder (ADHD). Participants were 6-10-year-old children with ADHD (N=164) and without ADHD (N=198). ADHD was assessed via community-based screening (wave 1) and case confirmation using the Diagnostic Interview Schedule for Children IV (DISC-IV) (wave 2). ASD symptoms were identified using the Social Communication Questionnaire (SCQ). Outcome measures were social functioning (Strengths and Difficulties Questionnaire (SDQ)), mental health (DISC-IV, SDQ), quality of life (QoL, Pediatric Quality of Life Inventory 4.0) and sleep problem severity. Greater ASD symptoms were associated with more parent and teacher-reported peer problems and emotional and conduct problems. For every SD increase in SCQ scores, internalising (OR 1.8, 95% CI 1.3 to 2.6, p=0.001) and externalising disorders (OR 1.5, 95% CI 1.1 to 2.1, p=0.02) increased, QoL decreased by 6.7 units (p<0.001), and moderate/severe sleep problems increased (OR 1.5, 95% CI 1.0 to 2.2, p=0.04). Most findings held in analyses adjusting for socio-demographic factors, ADHD symptom severity and comorbidities (when not the outcome), with the exception of externalising disorders and sleep problems. ASD symptoms are associated with poorer functioning in children with ADHD. It is important to identify and potentially manage ASD symptoms in children with ADHD given that they exacerbate functional impairments in this already vulnerable group.

Source: Medline

Full Text: Available from Highwire Press in Archives of disease in childhood

Title: A study of the neuropsychological correlates in adults with high functioning autism spectrum disorders.

Citation: Acta neuropsychiatrica, Oct 2016, vol. 28, no. 5, p. 286-295, 1601-5215 (October 2016)

Author(s): Fried, Ronna, Joshi, Gagan, Bhide, Pradeep, Pope, Amanda, Galdo, Maribel, Koster, Ariana, Chan, James, Fararone, Stephen V, Biederman, Joseph

Abstract: To examine the unique neuropsychological presentation in adults with high functioning autism spectrum disorders (HF-ASD) by comparison with adults with attention deficit hyperactivity disorder (ADHD). Adults with ASD referred to a specialty clinic (n=26) were compared to two non-ASD groups with (n=52) and without (n=52) ADHD of similar age and sex. No differences in IQ were found. Subjects with HF-ASD were significantly more impaired than both comparison groups in processing speed, cognitive flexibility and sight words. Subjects with HF-ASD were more impaired than controls in working memory, but not the ADHD group. These findings suggest that there may be specific neuropsychological correlates of HF-ASD differing from ADHD that could have significant implications for identifying individuals at risk for ASD.

Source: Medline

Title: Design and cohort characteristics of the social spectrum study: A multicenter study of the autism spectrum among clinically referred children.

Citation: Journal of Autism and Developmental Disorders, Oct 2016,

Author(s): Duvekot, Jorieke, Hoopen, Leontine W. ten, Slappendel, Geerte, Ende, Jan, Verhulst, Frank C.,
Abstract: This paper provides an overview of the design and cohort characteristics of the Social Spectrum Study: a clinical cohort study that used a two-phase sampling design to identify children at risk for ASD. After screening 1281 children aged 2.5–10 years who had been consecutively referred to one of six mental health services in the Netherlands, children who screened positive for ASD (n = 428) and a random selection of screen negatives (n = 240) were invited to participate in diagnostic assessments and questionnaires regarding the child, family, and society. A 1-year follow-up was also conducted. Results from this study may contribute to knowledge of the identification and characterization of children with ASD, family processes, and the impact of ASD on the family and society.

Source: PsycInfo

Title: Development of the emotion dysregulation inventory: A promising method for creating sensitive and unbiased questionnaires for autism spectrum disorder.

Citation: Journal of Autism and Developmental Disorders, Oct 2016,

Author(s): Mazefsky, Carla A., Day, Taylor N., Siegel, Matthew, White, Susan W., Yu, Lan, Pilkonis, Paul

Abstract: The lack of sensitive measures suitable for use across the range of functioning in autism spectrum disorder (ASD) is a barrier to treatment development and monitoring. The Emotion Dysregulation Inventory (EDI) is a caregiver-report questionnaire designed to capture emotional distress and problems with emotion regulation in both minimally verbal and verbal individuals. The first two phases of the EDI's development are described, including: (1) utilizing methods from the Patient-Reported Outcomes Measurement Information System (PROMIS®) project to develop the item pool and response options; and (2) assessment of the EDI in psychiatric inpatients with ASD. The results suggest that the EDI captures a wide range of emotion dysregulation, is sensitive to change, and is not biased by verbal or intellectual ability.

Source: PsycInfo

Title: Associations between autistic traits and fractional anisotropy values in white matter tracts in a nonclinical sample of young adults.

Citation: Experimental Brain Research, Oct 2016,

Author(s): Bradstreet, Lauren E., Hecht, Erin E., King, Tricia Z., Turner, Jessica L., Robins, Diana L.

Abstract: Whereas a number of studies have examined relationships among brain activity, social cognitive skills, and autistic traits, fewer studies have evaluated whether structural connections among brain regions relate to these traits and skills. Uncinate fasciculus (UF) and inferior longitudinal fasciculus (ILF) are white matter tracts that may underpin the behavioral expression of these skills because they connect regions within or provide sensory information to brain areas implicated in social cognition, and structural differences in these tracts have been associated with autistic traits. We examined relationships among self-reported autistic traits, mentalizing, and water diffusivity in UF and ILF in a nonclinical sample of 24 young adults (mean age = 21.92 years, SD = 4.72 years; 15 women). We measured autistic traits using the Autism-Spectrum Quotient, and we measured mentalizing using the Dynamic Interactive Shapes Clips task. We used Tract-Based Spatial Statistics and randomize to examine relationships among fractional anisotropy (FA) values in bilateral ILF and UF, age, cognitive abilities, autistic traits, and mentalizing. Autistic traits were positively related to FA values in left ILF. No other relationships between FA values and other variables were significant. Results suggest that left ILF may be involved in the expression of autistic traits in individuals without clinical diagnoses.

Source: PsycInfo

Title: Diseases of the circulatory system among adult people diagnosed with infantile autism as children: A longitudinal case control study.

Citation: Research in Developmental Disabilities, Oct 2016, vol. 57, p. 193-200,

Author(s): Mouridsen, Svend Erik, Rich, Bente, Isager, Torben

Abstract: Background: Research dealing with adult people with autism spectrum disorders (ASD) noticeably lags behind studies of children and young individuals with ASD. Aims: The objective of this study was to compare the prevalence and types of diseases of the circulatory system in a clinical sample of 118 adult people diagnosed with infantile autism (IA) as children with 336 sex and age matched controls from the general population. Methods and procedures: All participants were screened through the nationwide Danish National Hospital Register. The average observation time of both groups was 37.2 years, and mean
age at follow-up was 49.6 years. Outcomes and results: Of the 118 people with IA, 11 (9.3%) were registered with at least one disease of the circulatory system against 54 (16.1%) in the comparison group (p = 0.09; OR = 0.54; 95% CI 0.3–1.2). Ischemic heart diseases occurred significantly more frequently among people in the comparison group (p = 0.02). Conclusions and implications: It is argued that diseases of the circulatory system may be underdiagnosed in people with IA because of the difficulties they face with respect to identifying and communicating symptoms of ill health. Bearing in mind that cardiovascular disease is the primary cause of death in most developed countries, it is suggested that to prevent disease and manage health conditions, health monitoring is essential in adult people with IA.

Source: PsycInfo

Title: The effects of video modeling in teaching functional living skills to persons with ASD: A meta-analysis of single-case studies.


Author(s): Hong, Ee Rea, Ganz, Jennifer B., Mason, Rose, Morin, Kristi, Davis, John L., Ninci, Jennifer, Neely, Leslie C., Boles, Margot B., Gilliland, Whitney D.

Abstract: Background: Many individuals with autism spectrum disorders (ASD) show deficits in functional living skills, leading to low independence, limited community involvement, and poor quality of life. With development of mobile devices, utilizing video modeling has become more feasible for educators to promote functional living skills of individuals with ASD. Aims: This article aims to review the single-case experimental literature and aggregate results across studies involving the use of video modeling to improve functional living skills of individuals with ASD. Methods and procedures: The authors extracted data from single-case experimental studies and evaluated them using the Tau-U effect size measure. Effects were also differentiated by categories of potential moderators and other variables, including age of participants, concomitant diagnoses, types of video modeling, and outcome measures. Outcomes and results: Results indicate that video modeling interventions are overall moderately effective with this population and dependent measures. While significant differences were not found between categories of moderators and other variables, effects were found to be at least moderate for most of them. Conclusions and implications: It is apparent that more single-case experiments are needed in this area, particularly with preschool and secondary-school aged participants, participants with ASD-only and those with high-functioning ASD, and for video modeling interventions addressing community access skills.

Source: PsycInfo

Title: A cross-syndrome evaluation of a new attention rating scale: The Scale of Attention in Intellectual Disability.

Citation: Research in Developmental Disabilities, Oct 2016, vol. 57, p. 18-28, 0891-4222

Author(s): Freeman, Nerelie C., Gray, Kylie M., Taffe, John R., Cornish, Kim M.

Abstract: Whilst neuropsychological research has enhanced our understanding of inattentive and hyperactive behaviours among children with intellectual disability (ID), the absence of rating scales developed for this group continues to be a gap in knowledge. This study examined these behaviours in 176 children with autism spectrum disorder (ASD), Down Syndrome (DS), or idiopathic ID using a newly developed teacher rating scale, the Scale of Attention in Intellectual Disability. Findings suggested that children with ASD had a significantly greater breadth of hyperactive/impulsive behaviours than those with DS or idiopathic ID. These findings support existing research suggesting differing profiles of attention and activity across groups. Understanding disorder-specific profiles has implications for developing strategies to support students with ID in the classroom.

Source: PsycInfo

Title: Impaired representational gaze following in children with autism spectrum disorder.

Citation: Research in Developmental Disabilities, Oct 2016, vol. 57, p. 11-17, 0891-4222

Author(s): Congiu, Sara, Fadda, Roberta, Doneddu, Giuseppe, Striano, Tricia

Abstract: Using eye-tracking methodology, we compared spontaneous gaze following in young children with Autism Spectrum Disorder (mean age 5.8 years) to that of typically developing children (mean age 5.7 years). Participants saw videos in which the position of a hidden object was either perceptually visible or was only represented in another person's mind. The findings indicate that children with Autism Spectrum Disorder were significantly less accurate in gaze following and observed the attended object for less time than typically developing children only in the Representational Condition. These results show that children
with Autism Spectrum Disorder are responsive to gaze as a perceptual cue although they ignore its representational meaning.

Source: PsycInfo

Title: Music in diagnostics: Using musical interactional settings for diagnosing autism in adults with intellectual developmental disabilities.

Citation: Nordic Journal of Music Therapy, Oct 2016, vol. 25, no. 4, p. 319-351, 0809-8131

Author(s): Bergmann, Thomas, Sappok, Tanja, Diefenbacher, Albert, Dziobek, Isabel

Abstract: Various approaches to the diagnosis of autism spectrum disorders (ASDs) in children use the non-verbal communicative quality of music. However, ASD is frequent but under-diagnosed in adults with intellectual developmental disabilities (IDDs), so valid diagnostic instruments are urgently needed. Against this background, the Music-based Scale for Autism Diagnosis (MUSAD) was developed. A course of 13 musical interactional situations associated with instruments and activities was created to elicit autism diagnostic relevant behaviours. Eighty-eight items were derived assessing social affect, inflexible behaviours and sensory–motor issues. The MUSAD was applied from January 2010 to December 2011 in n = 91 adults with IDD suspected of having ASD; feasibility was assessed in n = 80 (April 2010 to December 2011). Reasons for non-feasibility of the MUSAD and the Autism Diagnostic Observation Schedule (ADOS) were compared in n = 40. Interrater agreement was analysed for one case by 12 independent raters; plausibility was assessed using questionnaires. Feasibility in applying the MUSAD was 95% (76/80). More individuals with severe language impairments were testable with the MUSAD as compared to the ADOS. Interrater agreement was .67 (ICC single measure), while items and scoring showed good plausibility. The MUSAD appears to be a promising measure for diagnosing ASD in adults with IDD, especially in individuals with limited verbal abilities.

Source: PsycInfo

Title: Loneliness and social anxiety mediate the relationship between autism quotient and quality of life in university students.

Citation: Journal of Developmental and Physical Disabilities, Oct 2016, vol. 28, no. 5, p. 723-733

Author(s): Reed, Phil, Giles, Ashleigh, Gavin, Martha, Carter, Neil, Osborne, Lisa A.

Abstract: Traits associated with autism, along with depression, anxiety, loneliness, quality of life, and social anxiety were investigated by self-report questionnaires in a university student population (N = 413). In the sample, which was recruited online, 8% had scores above cut-off on the Autism Spectrum Quotient (AQ) self-report questionnaire. There were significant differences in AQ between students studying physical sciences and both social sciences and arts/humanities. Higher AQ scores were associated with higher scores of loneliness, social anxiety, depression, and anxiety, as well as with lower scores of quality of life (QoL). QoL was best predicted for by scores of depression, loneliness, and social anxiety; the latter two variables mediated the relationship between autism traits and QoL. The identification and support of such students who may be vulnerable is of utmost importance.

Source: PsycInfo

Title: Effects of reading mastery as a small group intervention for young children with ASD.

Citation: Journal of Developmental and Physical Disabilities, Oct 2016, vol. 28, no. 5, p. 703-722

Author(s): Kamps, Debra, Heitzman-Powell, Linda, Rosenberg, Nancy, Mason, Rose, Schwartz, Ilene, Romine, Rebecca Swinburne

Abstract: The purpose of this study was to compare direct instruction using the Reading Mastery curriculum in small groups with peers and typical reading instruction on the beginning literacy skills of moderate to high functioning young children with Autism Spectrum Disorders (ASD). Thirty-two children were in the Reading Mastery intervention group and 30 were in a comparison condition. All participants met criteria as beginning readers, based on assessments at the beginning and middle of Kindergarten. Results indicated that school-based implementers were able to use the curriculum with fidelity and that there were significant group differences in growth on curriculum-based content, letter sound fluency, and word recognition favoring the Reading Mastery intervention.

Source: PsycInfo

Title: Which aspects of challenging behaviour are associated with anxiety across two age groups of young males with an autism spectrum disorder?
**Citation:** Journal of Developmental and Physical Disabilities, Oct 2016, vol. 28, no. 5, p. 685-701,

**Author(s):** Bitsika, Vicki, Sharpley, Christopher F.

**Abstract:** Children with Autism Spectrum Disorder (ASD) also often exhibit elevated anxiety and Challenging Behaviour (CB) but relatively little is known about the detailed association between CB and anxiety. To investigate this issue, the Aberrant Behavior Checklist (ABC) and the Child and Adolescent Symptom Inventory subscale for Generalised Anxiety Disorder (CASI-GAD) were completed by 150 parents about their sons with ASD to determine the overall association between CB and GAD. Correlational and regression models were used to describe the links with the total scores, subscales, and the specific items of the ABC and CASI-GAD. Results indicated that only the Irritability subscale of the ABC was significantly associated with of GAD. Seven of the eight symptoms of GAD were significantly associated with only one of the ABC Irritability subscale items—the need for demands to be met immediately and/or temper tantrums. This association was most powerful for the GAD symptoms of restlessness and irritability. These data indicate that CB and GAD were linked via relatively discrete subsets of each construct, with an underlying connection based upon insistence on sameness and intolerance of uncertainty, and that intervention protocols need to identify the presence of those parts of these constructs in order to most effectively tailor treatments to individual needs.

**Source:** PsycInfo

**Title:** “You’re playing because it’s fun”? Mothers’ and teachers’ perspectives regarding play interactions with children with ASD.

**Citation:** Journal of Developmental and Physical Disabilities, Oct 2016, vol. 28, no. 5, p. 643-664,

**Author(s):** Pinchover, Shulamit, Shulman, Cory

**Abstract:** Children with autism spectrum disorder (ASD) differ from typically developing (TD) children in their play and social abilities. Consequently, play-interactions, commonly shared enjoyable experiences that create positive connections between caregivers and children, can be complex and challenging for children with ASD. Little is known, however, about the subjective experiences of caregivers (mothers and teachers) who play with young children with ASD. The current study investigates their subjective perspectives and related beliefs through qualitative semi-structured interviews with 12 mothers of children with ASD and 11 preschool teachers who work with children with ASD. As part of the interviews, caregivers were asked to comment on videotaped observations of half-hour free play-interactions between themselves and the child with ASD. The study revealed four distinct caregiver perspectives: playful, goal-oriented, integrated, and perceived incompetence perspective. Each type was characterized using three themes: the child in the interaction, the purpose of the interaction, and the caregiver’s role. These findings contribute to the understanding of subjective perceptions regarding play-interactions with children with ASD. This may be useful for professionals working with caregivers of children with ASD and helpful in developing more effective play interventions.

**Source:** PsycInfo

**Title:** Autism spectrum disorder prevalence rates in the united states: Methodologies, challenges, and implications for individual states.

**Citation:** Journal of Developmental and Physical Disabilities, Oct 2016,

**Author(s):** Ramsey, Emily, Kelly-Vance, Lisa, Allen, Joseph A., Rosol, Olivia, Yoerger, Michael

**Abstract:** Many different studies have been conducted to determine the prevalence rates of Autism Spectrum Disorder (ASD) in the United States. The methodologies of these studies have varied, resulting in a multitude of publications with differing prevalence rates. Because there is such a wide range in the results of prevalence studies, it may be difficult for individual states to determine their rates. Accurate prevalence rates are important to obtain for many different reasons including increasing advocacy and awareness, increasing funding, and proper allocation of services for individuals with ASD and their families. Additionally, prevalence studies can be used to assess which groups are more at risk for ASD based off location and environmental factors. This paper describes different methodologies that can be utilized to determine ASD prevalence rates, the strengths and weaknesses of each method, and the challenges to determining accurate rates. This paper also includes the results from a study conducted in Nebraska to determine prevalence rates of ASD in the state. Implications for future prevalence studies are addressed and recommendations are provided.

**Source:** PsycInfo

**Title:** Neural basis of visual attentional orienting in childhood autism spectrum disorders.
Abstract: We examined spontaneous attention orienting to visual salience in stimuli without social significance using a modified Dot-Probe task during functional magnetic resonance imaging in high-functioning preadolescent children with Autism Spectrum Disorder (ASD) and age- and IQ-matched control children. While the magnitude of attentional bias (faster response to probes in the location of solid color patch) to visually salient stimuli was similar in the groups, activation differences in frontal and temporoparietal regions suggested hypersensitivity to visual salience or to sameness in ASD children. Further, activation in a subset of those regions was associated with symptoms of restricted and repetitive behavior. Thus, atypicalities in response to visual properties of stimuli may drive attentional orienting problems associated with ASD.

Source: PsycInfo

Title: Lexical processing in toddlers with ASD: Does weak central coherence play a role?

Abstract: This study investigated whether vocabulary delays in toddlers with autism spectrum disorders (ASD) can be explained by a cognitive style that prioritizes processing of detailed, local features of input over global contextual integration—as claimed by the weak central coherence (WCC) theory. Thirty toddlers with ASD and 30 younger, cognition-matched typical controls participated in a looking-while-listening task that assessed whether perceptual or semantic similarities among named images disrupted word recognition relative to a neutral condition. Overlap of perceptual features invited local processing whereas semantic overlap invited global processing. With the possible exception of a subset of toddlers who had very low vocabulary skills, these results provide no evidence that WCC is characteristic of lexical processing in toddlers with ASD.

Source: PsycInfo

Abstract: Parents play a critical role in the development of children's emotional competence; however, little research examines parents' emotion socialisation practices among children with autism spectrum disorder (ASD). In this study, we compared the emotion socialisation practices of parents of children with ASD and to those of parents of children that are typically developing. The Coping with Children's Negative Emotions Scale was used to assess parents' reactions to children's emotions in both the typically developing sample (n = 138) and the sample of children with ASD (n = 22). An analysis of covariance revealed significant differences in responses to anger and fear. Group was entered as the independent variable and the dependent variable was parents' responses to children's expressions of negative emotion. Covariates included child gender and child age. These results demonstrate a need for research examining the relationship between, and moderators of, parents' emotional reactions and the development of emotional competence in children with ASD. Furthermore, these results have implications for early intervention practice as parent–child interactions have been shown to affect child outcomes.

Source: PsycInfo

Abstract: Theory of mind (ToM) research has shown that adults with high functioning autism (HFA) demonstrate typical performance on tasks that require explicit belief reasoning, despite clear social difficulties in everyday life situations. In the current study, we used implicit belief manipulations that are task-irrelevant and therefore less susceptible to strategies. In a ball-detection task, it was shown that neurotypical individuals detect a ball faster if an agent believed the ball was present. We predicted that adults with high functioning autism (HFA) would not show this effect. While we found a numerical difference...
in the hypothesized direction, we did not find a reliable group effect. Interestingly, the implicit ToM-index showed a strong negative correlation with both self-reported and observational measures of social difficulties in the HFA group. This suggests that the relationship between implicit ToM reasoning and the symptomatology of HFA might be subtler than assumed.

Source: PsycInfo

Title: Current knowledge on motor disorders in children with autism spectrum disorder (ASD).

Citation: Child Neuropsychology, Oct 2016, vol. 22, no. 7, p. 763-794, 0929-7049 (Oct 2016)

Author(s): Paquet, A., Olliac, B., Golse, B., Vaivre-Douret, L.

Abstract: Motor symptomatology in autism is currently poorly understood, and still not included in the autism spectrum disorder (ASD) diagnostic criteria, although some studies suggest the presence of motor disturbances in this syndrome. We provide here a literature review on early motor symptoms in autism, focusing on studies on psychomotor issues (tone, postural control, manual dexterity, handedness, praxis). The approach adopted in research to study altered motor behaviors is generally global and there is no detailed semiology of the motor or neuromotor disorders observed in people with ASD. This global approach does not enable understanding of the neuro-developmental mechanisms involved in ASD. Identification of clinical neuro-psychomotor profiles in reference to a standard would help to better understand the origin and the nature of the disorders encountered in ASD, and would thus give new directions for treatment.

Source: PsycInfo

Title: Self-regulated compliance in preschoolers with autism spectrum disorder: The role of temperament and parental disciplinary style.

Citation: Autism, Oct 2016, vol. 20, no. 7, p. 868-878, 1362-3613 (Oct 2016)

Author(s): Ostfeld-Etzion, Sharon, Feldman, Ruth, Hirschler-Guttenberg, Yael, Laor, Nathaniel, Golan, Ofer

Abstract: Regulatory difficulties are common in children with autism spectrum disorder. This study focused on an important aspect of self-regulation—the ability to willingly comply with frustrating demands of socialization agents, termed “self-regulated compliance.” We studied compliance to parental demands in 40 preschoolers with autism spectrum disorder and 40 matched typically developing preschoolers, during separate interactions with mother and father, while engaging in two paradigms: toy pick-up and delayed gratification, which tap the “do” and “don’t” aspects of self-regulated socialization at this age. Parents’ disciplinary style was micro-coded from the two paradigms and child temperament was parent reported. Compared to their typically developing peers, children with autism spectrum disorder showed more noncompliance and less self-regulated compliance to parental demands and prohibitions and greater temperamental difficulties across several domains. No group differences were found in parental disciplinary style. Child self-regulated compliance was associated with parental supportive disciplinary style and with child attention focusing. Findings highlight the importance of parental supportive presence in structuring the development of socialization in children with autism spectrum disorder. Implications for parent–child emotion regulation interventions are discussed.

Source: PsycInfo

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

Title: The effects of video modeling in teaching functional living skills to persons with ASD: A meta-analysis of single-case studies.

Citation: Research in developmental disabilities, Oct 2016, vol. 57, p. 158-169, 1873-3379 (October 2016)

Author(s): Hong, Ee Rea, Ganz, Jennifer B, Mason, Rose, Morin, Kristi, Davis, John L, Ninci, Jennifer, Neely, Leslie C, Boles, Margot B, Gilliland, Whitney D

Abstract: Many individuals with autism spectrum disorders (ASD) show deficits in functional living skills, leading to low independence, limited community involvement, and poor quality of life. With development of mobile devices, utilizing video modeling has become more feasible for educators to promote functional living skills of individuals with ASD. This article aims to review the single-case experimental literature and aggregate results across studies involving the use of video modeling to improve functional living skills of individuals with ASD. The authors extracted data from single-case experimental studies and evaluated them using the Tau-U effect size measure. Effects were also differentiated by categories of potential moderators and other variables, including age of participants, concomitant diagnoses, types of video modeling, and outcome measures. Results indicate that video modeling interventions are overall moderately effective with this population and
dependent measures. While significant differences were not found between categories of moderators and other variables, effects were found to be at least moderate for most of them. It is apparent that more single-case experiments are needed in this area, particularly with preschool and secondary-school aged participants, participants with ASD-only and those with high-functioning ASD, and for video modeling interventions addressing community access skills.

Source: Medline

Title: Ocular motor disturbances in autism spectrum disorders: Systematic review and comprehensive meta-analysis.

Citation: Neuroscience and biobehavioral reviews, Oct 2016, vol. 69, p. 260-279,

Author(s): Johnson, Beth P, Lum, Jarrad A G, Rinehart, Nicole J, Fielding, Joanne

Abstract: There has been considerable focus placed on how individuals with autism spectrum disorder (ASD) visually perceive and attend to social information, such as facial expressions or social gaze. The role of eye movements is inextricable from visual perception, however this aspect is often overlooked. We performed a series of meta-analyses based on data from 28 studies of eye movements in ASD to determine whether there is evidence for ocular motor dysfunction in ASD. Tasks assessed included visually-guided saccade tasks, gap/overlap, anti-saccade, pursuit tasks and ocular fixation. These analyses revealed evidence for ocular motor dysfunction in ASD, specifically relating to saccade dysmetria, difficulty inhibiting saccades and impaired tracking of moving targets. However there was no evidence for deficits relating to initiating eye movements, or engaging and disengaging from simple visual targets. Characterizing ocular motor abnormalities in ASD may provide insight into the functional integrity of brain networks in ASD across development, and assist our understanding of visual and social attention in ASD.

Source: Medline

Title: Aggression in Autism Spectrum Disorder: Supporting the Entire Family.

Citation: Journal of developmental and behavioral pediatrics : JDBP, Oct 2016, vol. 37, no. 8, p. 685-686,

Author(s): Sabapathy, Thusa, Vanderbilt, Douglas L, Zamora, Irina, Augustyn, Marilyn

Abstract: Juanita is a 13-year-old non-verbal Latina girl with autism spectrum disorder, moderate intellectual disability, and a seizure disorder whose aggressive behaviors toward her parents have significantly worsened over the past few months. Juanita's monolingual Spanish-speaking parents are here today for medication management at her primary care clinic. The parents report that Juanita pinches them, pulls their hair, and hits her head with her fists. Her aggression toward them is usually triggered by feelings of frustrations, leaving her parents feeling like they have to walk on eggshells around her and have led to differing parenting styles. Her father reports that he tries to avoid getting her upset and prefers to watch TV with her, whereas her mother takes on the day-to-day caretaking. Although he wants to take a more active role in parenting Juanita, when he tries, Juanita becomes more aggressive and reacts violently toward him. During the visit, Juanita keeps her eyes downcast, is withdrawn, and some strain is noted between her parents. While speaking to them, Juanita's mother chimes in and reports that she considers herself the primary caregiver and the one who knows her daughter the best. She often dismisses Juanita's father's reporting, saying that "he doesn't know what really is going on." When Juanita is taken to the restroom by her mother, her father tearfully reports that he feels that it may be best for everyone that he leaves the family because of Juanita's worsening aggression toward him and the toll it is taking on his marriage. How would you approach her management?

Source: Medline

Title: Is the Risk of Autism in Younger Siblings of Affected Children Moderated by Sex, Race/Ethnicity, or Gestational Age?

Citation: Journal of developmental and behavioral pediatrics : JDBP, Oct 2016, vol. 37, no. 8, p. 603-609,

Author(s): Xie, Fagen, Peltier, Morgan, Getahun, Darios

Abstract: To evaluate the recurrence risk of autism spectrum disorders (ASD) in younger siblings of affected children and determine how it is modified by race/ethnicity and sex. Medical records of children born in a large health maintenance organization (Kaiser Permanent Southern California) hospitals from January 1, 2001, through December 31, 2010, and who remained in our system until 2 to 11 years of age were used to assess the risk of recurrence of ASD in younger siblings. Children born at <28 or >42 weeks gestation, multiple births, or those who were not active members for ≥3 months were excluded. ASD diagnosis was ascertained from DSM-IV codes, and the magnitude of the association
was estimated using adjusted relative risks (aRRs).

Among eligible younger siblings, 592 (1.11%) had the diagnosis of ASD. The ASD rates were 11.30% and 0.92% for younger siblings of older affected and unaffected siblings, respectively (aRR: 14.27; 95% confidence interval, 11.41-17.83). This association remained after adjusting for potential confounding factors. Race/ethnicity- and gestational age-specific analyses revealed a positive association of similar magnitude across groups. Risk remained higher in younger boys than girls regardless of the sex of affected older siblings. The findings of this study suggest that the risk of ASD in younger siblings is higher if the older sibling has ASD. The risk of ASD in younger siblings of older affected siblings was comparable across gestational age at birth and child's race/ethnicity groups. However, risk remains higher for boys. This study contributes to a better understanding of the influence of race/ethnicity, sex, and gestational age at birth in identifying children at higher risk of ASD.

**Source:** Medline

**Title:** Brief Report: Early VEPs to Pattern-Reversal in Adolescents and Adults with Autism.

**Citation:** Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3377-3386,

**Author(s):** Kovarski, K, Thillay, A, Houy-Durand, E, Roux, S, Bidet-Caulet, A, Bonnet-Brihault, F, Batty, M

**Abstract:** Autism spectrum disorder (ASD) is characterized by atypical visual perception both in the social and nonsocial domain. In order to measure a reliable visual response, visual evoked potentials were recorded during a passive pattern-reversal stimulation in adolescents and adults with and without ASD. While the present results show the same age-related changes in both autistic and non-autistic groups, they reveal a smaller P100 amplitude in the ASD group compared to controls. These results confirm that early visual responses are affected in ASD even with a simple, non-social and passive stimulation and suggest that they should be considered in order to better understand higher-level processes.

**Source:** Medline

**Title:** Brief Report: The Prevalence of Neurofibromatosis Type 1 among Children with Autism Spectrum Disorder Identified by the Autism and Developmental Disabilities Monitoring Network.

**Citation:** Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3369-3376,

**Author(s):** Bilder, Deborah A, Bakian, Amanda V, Stevenson, David A, Carbone, Paul S, Cuninff, Christopher, Goodman, Alyson B, McMahon, William M, Fisher, Nicole P, Viskochil, David

**Abstract:** Neurofibromatosis type 1 (NF1) is an inherited neurocutaneous disorder associated with neurodevelopmental disorders including autism spectrum disorder (ASD). The frequency of ASD/NF1 co-occurrence has been subject to debate since the 1980s. This relationship was investigated in a large population-based sample of 8-year-old children identified with ASD (N = 12,271) by the Centers for Disease Control and Prevention’s Autism and Developmental Disabilities Monitoring (ADDM) Network. Twenty-two (1-in-558) children with ASD had diagnosed NF1, exceeding NF1 general population estimates by four to five fold. Children with ASD/NF1 versus ASD without NF1 were significantly less likely to receive a community-based ASD diagnosis (p = 0.04) and understand non-verbal communication (p = 0.001). These findings underscore the importance of including social-communication ability among relevant developmental concerns in children with NF1.

**Source:** Medline

**Title:** The Relationship Between the Childhood Autism Rating Scale: Second Edition and Clinical Diagnosis Utilizing the DSM-IV-TR and the DSM-5.

**Citation:** Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3361-3368,

**Author(s):** Dawkins, Tamara, Meyer, Allison T, Van Bourgondien, Mary E

**Abstract:** The Childhood Autism Rating Scale, Second Edition (CARS2; 2010) includes two rating scales; the CARS2-Standard Version (CARS2-ST) and the newly developed CARS2-High Functioning Version (CARS2-HF). To assess the diagnostic agreement between the CARS2 and DSM-IV-TR versus DSM-5 criteria for Autism Spectrum Disorder (ASD), clinicians at community based centers of the University of North Carolina TEACCH Autism Program rated participants seen for a diagnostic evaluation on symptoms of autism using both the DSM-IV-TR and DSM-5 criteria and either the CARS2-HF or the CARS2-ST. Findings suggest that overall, the diagnostic agreement of the CARS2 remains high across DSM-IV and DSM-5 criteria for autism.

**Source:** Medline

**Title:** Brief Report: Self-Based and Mechanical-Based Future Thinking in Children with Autism Spectrum
Disorder.

**Citation:** Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3353-3360,

**Author(s):** Marini, A, Ferretti, F, Chiera, A, Magni, R, Adornetti, I, Nicchiarelli, S, Vicari, S, Valeri, G

**Abstract:** This brief report is a partial replication of the study by Jackson and Atance (J Dev Disabil 14:40-45, 2008) assessing nonverbal Self-based and Mechanical-based future thinking (FT) in children with Autism Spectrum Disorder (ASD). In a first step, these tasks were administered to 30 children with ASD. The two Self-based tasks were then modified as a verbal component could not be completely ruled out. Consequently, 77 children with ASD and 77 children with typical development received the modified Self-based FT tasks and the Mechanical-based FT tasks. We partially replicated the previous findings. Participants with ASD had impaired FT in both kinds of tasks and both groups performed better on tasks assessing Mechanical-based FT than Self-based FT. These results suggest that impairments of FT in ASD are not limited to Self-Projection.

**Source:** Medline

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**Title:** Brief Report: The Effects of Equine-Assisted Activities on the Social Functioning in Children and Adolescents with Autism Spectrum Disorder.

**Citation:** Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3344-3352,

**Author(s):** Anderson, Sophie, Meints, Kerstin

**Abstract:** Equine-assisted activities and therapies are increasing in popularity for treatment of ASD symptoms. This research evaluated effects of a 5-week programme of therapeutic riding on social functioning of children/adolescents (N = 15) with ASD. The effectiveness of the programme was evaluated using the autism spectrum quotient, the Vineland Adaptive Behaviour Scale and the empathising and systemising quotient. Results established that the TR intervention increased empathising and reduced maladaptive behaviours. The findings also indicated that specific adaptive behaviours like socialization and communication were not affected by the intervention. Thus, a complex picture of the effects of this intervention emerges: while TR does not change all of the child’s behaviour, it can improve specific aspects of social functioning and also reduce maladaptive ASD traits.

**Source:** Medline

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**Title:** Brief Report: Empathic Responsiveness of High Functioning Children with Autism to Expressed and Anticipated Distress.

**Citation:** Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3338-3343,

**Author(s):** Newbigin, Amanda, Uljarević, Mirko, Vivanti, Giacomo, Dissanayake, Cheryl

**Abstract:** The majority of studies that have investigated empathic responsiveness of individuals with Autism spectrum disorder (ASD) have used heterogeneous groups in terms of age, cognitive level and gender which significantly impact the results. Our aim in this study was to explore responsiveness of a more homogenous sample of 21 children with ASD and 17 typically developing controls, aged 8-12 years to both overt (or expressed) and anticipated distress. In the anticipated distress task, groups were not differentiated in their response towards the experimenter who had her drawing torn. In the expressed distress task, groups were again similar in expressing concern and acting prosocially towards an experimenter who pretended to lose her watch. The theoretical and clinical implications of these findings are discussed.

**Source:** Medline

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**Title:** Brief Report: Character Strengths in Adults with Autism Spectrum Disorder Without Intellectual Impairment.

**Citation:** Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3330-3337,

**Author(s):** Kirchner, Jennifer, Ruch, Willibald, Dziobek, Isabel

**Abstract:** In the current study, we assessed character strengths in individuals with autism spectrum disorder (ASD, n = 32) and neurotypical controls (n = 32) using the Values in Action Inventory (VIA-IS, Peterson and Seligman 2004) and explored associations with levels of satisfaction with life (SWL). The most frequently endorsed signature strengths (i.e., five top-ranked strengths within an individual’s strength ranking) were emotional (humour, love) and interpersonal strengths (kindness, fairness) in the control group, the most frequently endorsed signature strengths in the ASD group were intellectual strengths (open-mindedness, creativity, love of learning). Interpersonal and emotional strengths had, however, the highest positive associations with SWL in the ASD group.
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<tr>
<td><strong>Title:</strong> Parent-Reported Repetitive Behavior in Toddlers on the Autism Spectrum.</td>
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<tr>
<td><strong>Citation:</strong> Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3308-3316,</td>
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<tr>
<td><strong>Author(s):</strong> Schertz, Hannah H, Odom, Samuel L, Baggett, Kathleen M, Sideris, John H</td>
</tr>
<tr>
<td><strong>Abstract:</strong> Toddlers with autism spectrum disorder (ASD) were assessed on the Repetitive Behavior Scale-Revised (RBS-R), which we found to have acceptable internal consistency. Stereotypical subscale scores showed a negligible association with cognitive level, but correlated more strongly with adaptive and social indicators. Relative to earlier reported RBS-R scores for older age groups, toddlers' scores trended toward higher stereotyped behavior and lower ritualistic/sameness behavior. Our findings on associations with developmental indicators align with those of researchers who used more resource-intensive repetitive behavior measures. The convergence of these findings with those derived from other measurement methods suggests that the RBS-R, a cost effective parent-report measure, is a viable means of assessing repetitive behavior in toddlers with autism.</td>
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<tr>
<td><strong>Title:</strong> Dual Cognitive and Biological Correlates of Anxiety in Autism Spectrum Disorders.</td>
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<td><strong>Citation:</strong> Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3295-3307,</td>
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<td><strong>Author(s):</strong> Hollocks, Matthew J, Pickles, Andrew, Howlin, Patricia, Simonoff, Emily</td>
</tr>
<tr>
<td><strong>Abstract:</strong> Young people with autism spectrum disorder (ASD) have a high prevalence (~40%) of anxiety disorders compared to their non-ASD peers. It is unclear whether cognitive and biological processes associated with anxiety in ASD are analogous to anxiety in typically developing (TD) populations. In this study 55 boys with ASD (34 with a co-occurring anxiety disorder, 21 without) and 28 male controls, aged 10-16 years and with a full-scale IQ ≥ 70, completed a series of clinical, cognitive (attention bias/interpretation bias) and biological measures (salivary cortisol/HR response to social stress) associated with anxiety in TD populations. Structural equation modelling was used to reveal that that both attentional biases and physiological responsiveness were significant, but unrelated, predictors of anxiety in ASD.</td>
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<td><strong>Title:</strong> The Experiences of Late-diagnosed Women with Autism Spectrum Conditions: An Investigation of the Female Autism Phenotype.</td>
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<tr>
<td><strong>Citation:</strong> Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3281-3294,</td>
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<td><strong>Author(s):</strong> Bargiela, Sarah, Steward, Robyn, Mandy, William</td>
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<td><strong>Abstract:</strong> We used Framework Analysis to investigate the female autism phenotype and its impact upon the under-recognition of autism spectrum conditions (ASC) in girls and women. Fourteen women with ASC (aged 22-30 years) diagnosed in late adolescence or adulthood gave in-depth accounts of: 'pretending to be normal'; of how their gender led various professionals to miss their ASC; and of conflicts between ASC and a traditional feminine identity. Experiences of sexual abuse were widespread in this sample, partially reflecting specific vulnerabilities from being a female with undiagnosed ASC. Training would improve teachers' and clinicians' recognition of ASC in females, so that timely identification can mitigate risks and promote wellbeing of girls and women on the autism spectrum.</td>
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<td><strong>Title:</strong> Relationship Between Executive Functioning and Symptoms of Attention-Deficit/Hyperactivity Disorder and Autism Spectrum Disorder in 6-8 Year Old Children.</td>
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<tr>
<td><strong>Citation:</strong> Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3270-3280,</td>
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<td><strong>Author(s):</strong> Neely, Rachel Jane, Green, Jessica Leigh, Sciberras, Emma, Hazell, Philip, Anderson, Vicki</td>
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| **Abstract:** This study examined relationships between executive functioning (EF) and ADHD/ASD symptoms in 339 6-8 year-old children to characterise EF profiles associated with ADHD and ADHD + ASD. ADHD status was assessed using screening surveys and diagnostic interviews. ASD symptoms were measured using the Social Communication Questionnaire, and children completed assessments of EF. We found the EF profile of children with ADHD + ASD did not differ from ADHD-alone and that lower-order cognitive skills contributed significantly to EF. Dimensionally, ASD and inattention symptoms were differentially associated with EF, whereas hyperactivity symptoms were unrelated to EF. Differences between categorical and dimensional findings suggest it is important to use both diagnostic and symptom
based approaches in clinical settings when assessing these children's functional abilities.

Source: Medline

| Title: Establishing a Scale for Assessing the Social Validity of Skill Building Interventions for Young Children with Autism Spectrum Disorder. |
| Citation: Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3258-3269, |
| Author(s): Berger, Natalie I, Manston, Lauren, Ingersoll, Brooke |
| Abstract: This study evaluated the psychometric properties of the Scale of Treatment Perceptions (STP), a measure of treatment acceptability targeting skill-building interventions for Autism Spectrum Disorder (ASD). This scale utilizes a strength-based approach to intervention assessment, and was established by modifying the Behavior Intervention Rating Scale (Elliott and Von Brock Treuting in J School Psychol 29(1):43-51, 1991. doi: 10.1016/0022-4405(91)90014-I) and the Treatment Evaluation Inventory (Kazdin in J Appl Behav Anal 13(2):259-273, 1980. doi: 10.1901/jaba.1980.13-259) to be appropriate for assessing multiple dimensions of acceptability across skill-building ASD treatments. Overall, the STP demonstrated good psychometric properties: the scale had appropriate internal consistency, demonstrated a stable three-factor structure that was invariant across samples, and discriminated among different skill-building treatments for ASD. This has important implications for dissemination, as perceived acceptability of a treatment relates to treatment utilization and adherence. |
| Source: Medline |

| Title: Proband Mental Health Difficulties and Parental Stress Predict Mental Health in Toddlers at High-Risk for Autism Spectrum Disorders. |
| Citation: Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3242-3257, |
| Author(s): Crea, Katherine, Dissanayake, Cheryl, Hudry, Kristelle |
| Abstract: Family-related predictors of mental health problems were investigated among 30 toddlers at familial high-risk for autism spectrum disorders (ASD) and 28 controls followed from age 2- to 3-years. Parents completed the self-report Depression Anxiety Stress Scales and the parent-report Behavior Assessment System for Children. High-risk toddlers were assessed for ASD at 3-years. Parent stress and proband mental health difficulties predicted concurrent toddler mental health difficulties at 2-years, but only baseline proband internalising problems continued to predict toddler internalising problems at 3-years; high-risk status did not confer additional risk. Baseline toddler mental health difficulties robustly predicted later difficulties, while high-risk status and diagnostic outcome conferred no additional risk. A family systems perspective may be useful for understanding toddler mental health difficulties. |
| Source: Medline |

| Title: Promoting Expressive Language in Young Children with or At-Risk for Autism Spectrum Disorder in a Preschool Classroom. |
| Citation: Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3216-3231, |
| Author(s): Lane, Justin D, Shepley, Collin, Lieberman-Betz, Rebecca |
| Abstract: Young children with autism spectrum disorder (ASD) often demonstrate delays in expressive communication, impacting their ability to independently function in typical environments. Individuals with ASD who develop expressive language during early childhood experience better outcomes later in life; therefore, examination of naturalistic language interventions (NLIs) remain an important area of investigation. The current study used a multiple probe design across participants to examine the effects of a classroom-based NLI on various expressive language targets in three preschool-aged children demonstrating characteristics of ASD. Findings suggest the intervention had positive and maintained effects on trial-based use of language targets, as well as concomitant changes in commenting, requesting, and phrase complexity. Implications regarding implementation of NLIs within typical classroom play activities are discussed. |
| Source: Medline |

| Title: Attentional Learning Helps Language Acquisition Take Shape for Atypically Developing Children, Not Just Children with Autism Spectrum Disorders. |
| Citation: Journal of autism and developmental disorders, Oct 2016, vol. 46, no. 10, p. 3195-3206, |
| Author(s): Field, Charlotte, Allen, Melissa L, Lewis, Charlie |
Abstract: The shape bias-generalising labels to same shaped objects-has been linked to attentional learning or referential intent. We explore these origins in children with typical development (TD), autism spectrum disorders (ASD) and other developmental disorders (DD). In two conditions, a novel object was presented and either named or described. Children selected another from a shape, colour or texture match. TD children choose the shape match in both conditions, children with DD and ‘high-verbal mental age’ (VMA) children with ASD (language age > 4.6) did so in the name condition and ‘low-VMA’ children with ASD never showed the heuristic. Thus, the shape bias arises from attentional learning in atypically developing children and is delayed in ASD.

Source: Medline

Resources on the web

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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http://www.autismwestmidlands.org.uk/events?mc_cid=8591b5d725&mc_eid=%5bUNIQID
http://us2.campaign-archive2.com/?u=7a6d85cd8a782422ab7a3c913&id=8591b5d725&e=0699e9a39b

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As medical and health related textbooks become increasingly expensive, it is vital that the health library’s resources are targeted at the texts most useful to staff.

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Journals

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<th>Journal</th>
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<td>Advances in Autism</td>
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<td>Advances In Mental Health And Intellectual Disabilities</td>
<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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<td>Good Autism Practice</td>
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<td>International Journal of Developmental Disabilities</td>
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<td>Journal of Adult Protection</td>
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<td><strong>Journal of Applied Research in Intellectual Disabilities</strong></td>
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Password: library1 |
| **Journal of Intellectual Disability Research** | Please contact Library Staff |
| **Journal of Intellectual Disabilities and Offending Behaviour** | Athens password required |
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Want to find out more? Come to one of our Dynamed Taster Sessions see information regarding dates and venues overleaf

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**Dates & Times**

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<th>Library, Jepson House, Nuneaton</th>
<th>Dynamed Taster Sessions</th>
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<td>02476 321561</td>
<td>Mon 10&lt;sup&gt;th&lt;/sup&gt; Oct between 2.00-4.00</td>
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<td><a href="mailto:manorcourt.library@covwarkpt.nhs.uk">manorcourt.library@covwarkpt.nhs.uk</a></td>
<td>Mon 7&lt;sup&gt;th&lt;/sup&gt; Nov between 10.00-12.00</td>
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The taster sessions take about 15 minutes, there is no need to book, just drop in!

Alternatively if you are unable to attend one of the drop-in sessions, please contact Andrew Hough at the following email address and he will arrange a session at a time, date and venue to suit you.

Andrew.Hough@covwarkpt.nhs.uk

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<th>Library Location</th>
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<td>Caludon Centre Library, Coventry</td>
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<td>Brian Oliver Centre Library, Brooklands, Birmingham</td>
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<tr>
<td>Education Centre Library, St. Michael's Hospital, Warwick</td>
<td>Thur 13th Oct between 11.00 -1.00</td>
</tr>
<tr>
<td></td>
<td>Tue 8th Nov between 11.00 -1.00</td>
</tr>
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