

# Pediatrics TeleECHO

## DSM-5 Diagnostic Criteria of Autism Spectrum Disorder

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# What is Autism Spectrum Disorder (ASD)?



# DSM-5 Diagnostic Criteria for ASD

Persistent deficits in social communication and social interaction across multiple contexts

- **Deficits in social-emotional reciprocity**
- **Deficits in nonverbal communicative behaviors used for social interaction**
- **Deficits in developing, maintaining, and understanding relationships**

Restricted, repetitive patterns of behavior, interests, or activities

- Stereotyped or repetitive motor movements, use of objects, or speech
- Insistence on sameness, inflexible adherence to routines, or ritualized patterns or verbal nonverbal behavior
- Highly restricted, fixated interests that are abnormal in intensity or focus
- Hyper- or hypo- reactivity to sensory input or unusual interests in sensory aspects of the environment

# DSM-5 Diagnostic Criteria for ASD

- Symptoms must be present in the early developmental period
- Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning
- These disturbances are not better explained by intellectual disability or global developmental delay

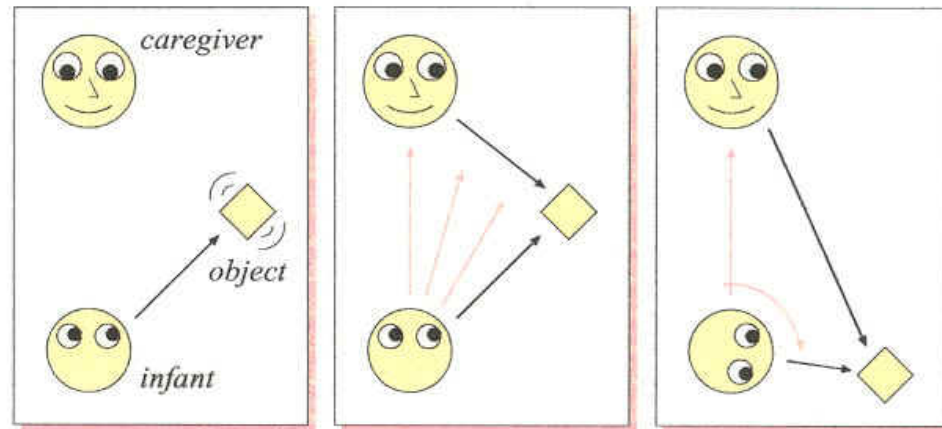
# Social Communication and Social Interactions

## [Requires 3/3]

- Deficits in social-emotional reciprocity [1/3]
  - Reduced sharing of interests
  - Poor response to name
  - Abnormal social approach
  - Difficulty with back-and-forth conversation
  - Failure to initiate or respond to social interactions

# Joint Attention

- The act of engaging another's attention to regard objects, events, or other persons simply for the enjoyment or experience sharing



(a) 6th month

(b) 12th month

(c) 18th month

# Joint Attention

- Deficits in joint attention are the most distinguishing characteristics of very young children with ASD
- Deficits in joint attention distinguish children with ASD from those with other developmental disabilities
- Presence of JA predicts language

# Poor response to name

<https://youtu.be/LXRatI1pabU>



# Typical response to name

[https://www.youtube.com/watch?time\\_continue=30&v=M9LCahr6BSs](https://www.youtube.com/watch?time_continue=30&v=M9LCahr6BSs)

# Social Communication and Social Interactions [Requires 3/3]

- Deficits in nonverbal communicative behaviors used for social interaction [2/3]
  - Poor eye contact
  - Delayed pointing
  - Decreased gesturing



# Poor eye contact

<https://youtu.be/iAukTA9Hqkc>

# Social Communication and Social Interactions [Requires 3/3]



Deficits in developing, maintaining, and understanding relationships [3/3]

- Difficulties adjusting behavior to suit various social contexts
- Difficulties in making friends
- Not interested in peers

# Restrictive, Repetitive Patterns of Behavior [Requires 2/4]

- Stereotyped or repetitive motor movements, use of objects, or speech [1/4]
  - Simple motor stereotypies
  - Lining up toys or flipping objects
  - Echolalia



# Echolalia

<https://youtu.be/xidivV9wmbg>

# Echolalia (typical)

[https://www.youtube.com/watch?time\\_continue=38&v=OTBv3F8Uu6o](https://www.youtube.com/watch?time_continue=38&v=OTBv3F8Uu6o)

# Restrictive, Repetitive Patterns of Behavior [Requires 2/4]

- Insistence on sameness, inflexible adherence to routines, or ritualized patterns or verbal nonverbal behavior [2/4]
  - Extreme distress at small changes
  - Difficulties with transitions
  - Rigid thinking patterns
  - Need to take same route or eat the same food every day



# Difficulty with transitions

<https://youtu.be/K-6i0tkMS4M>

# Restrictive, Repetitive Patterns of Behavior [Requires 2/4]

- Highly restricted, fixated interests that are abnormal in intensity or focus [3/4]
  - Strong attachment to or preoccupation with unusual objects
  - Excessively perseverative interest

# Restrictive, Repetitive Patterns of Behavior [Requires 2/4]

- Hyper- or hypo-reactivity to sensory input or unusual interests in sensory aspects of the environment [4/4]
  - High pain tolerance
  - Adverse response to specific sounds or textures
  - Excessive smelling or touching of objects
  - Visual fascination with lights or movement



# Identifying Autism in a Brief Observation

Terisa P. Gabrielsen, PhD, NCSP<sup>a</sup>, Megan Farley, PhD<sup>a</sup>, Leslie Speer, PhD, NCSP<sup>a</sup>, Michele Villalobos, PhD<sup>a</sup>,  
Courtney N. Baker, PhD<sup>b</sup>, Judith Miller, PhD<sup>a</sup>

- 10-minute highly focused observations by ASD experts
  - Social responding, vocalizations, play, social initiations, response to name
- ASD group: Significantly lower rates of typical behavior compared with other groups, BUT... 89% of behavior was “typical” in ASD group
- Experts identified only 61% of ASD group as needing referral
- Conclusions: Behavioral observation alone is not sufficient to make accurate referrals for ASD. Screening and parent report information is also critical.

# Resources for further information

- Autism Speaks
- CDC Autism Case Training (ACT)
  - <https://www.cdc.gov/ncbddd/actearly/autism/case-modules/index.html>
- CDC ASD Video Glossary
  - <https://www.cdc.gov/ncbddd/actearly/autism/video/index.html>
- Learn the Signs, Act Early
  - <http://www.cdc.gov/ncbddd/actearly>
  - [www.health.utah.gov/utahactearly](http://www.health.utah.gov/utahactearly)

Questions?



Thank you!