

# Profiles of Children with ASD who Developed Empathy, Creativity, and Abstract Thinking, and Outstanding Social Skills

New Data from the Ongoing DIR<sup>®</sup>/Floortime<sup>™</sup> Study  
Long Term Follow Up Study  
Preliminary Report

# Eligibility Criteria

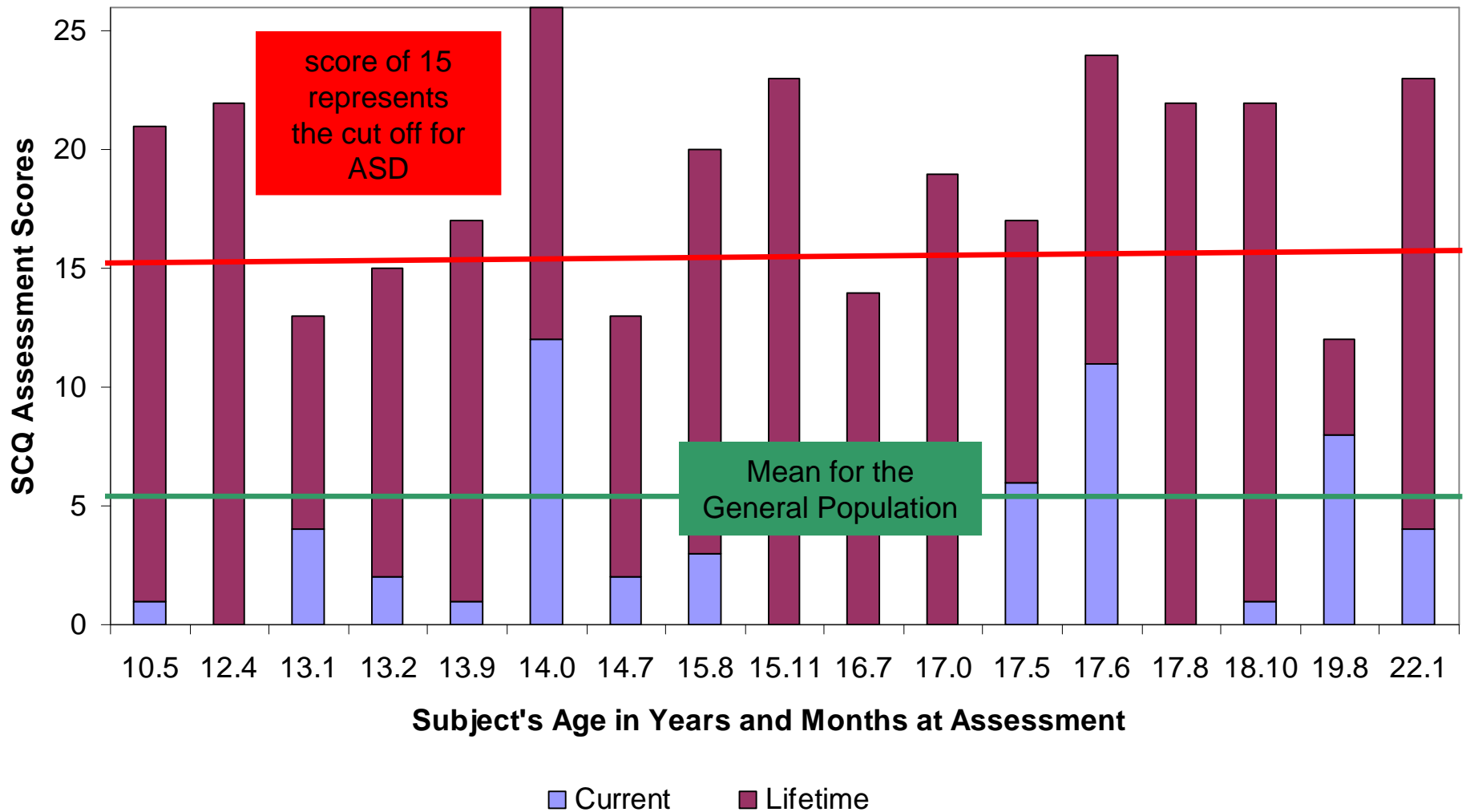
- Children 10 years and older who were diagnosed with ASD under 4 years old and have had outstanding outcomes after comprehensive intensive treatment, reported by parents, following the DIR<sup>®</sup>/Floortime<sup>™</sup> model.

# Social Communication Questionnaire (SCQ)

Michael Rutter, M.D., FRS, Anthony Bailey, M.D., and Catherine Lord, Ph.D.

- Evaluates communication skills and social functioning in children who may have autism or autism spectrum disorders - composed of just 40 yes-or-no questions.
- SCQ content parallels that of the ADI-R, and the agreement between SCQ and ADI-R scores is high and substantially unaffected by age, gender, language level and performance IQ. This indicates that the SCQ is a valid screener, providing a reasonable picture of symptom severity.
- *Lifetime and Current scores*

## SCQ Score Differences Between Lifetime and Current

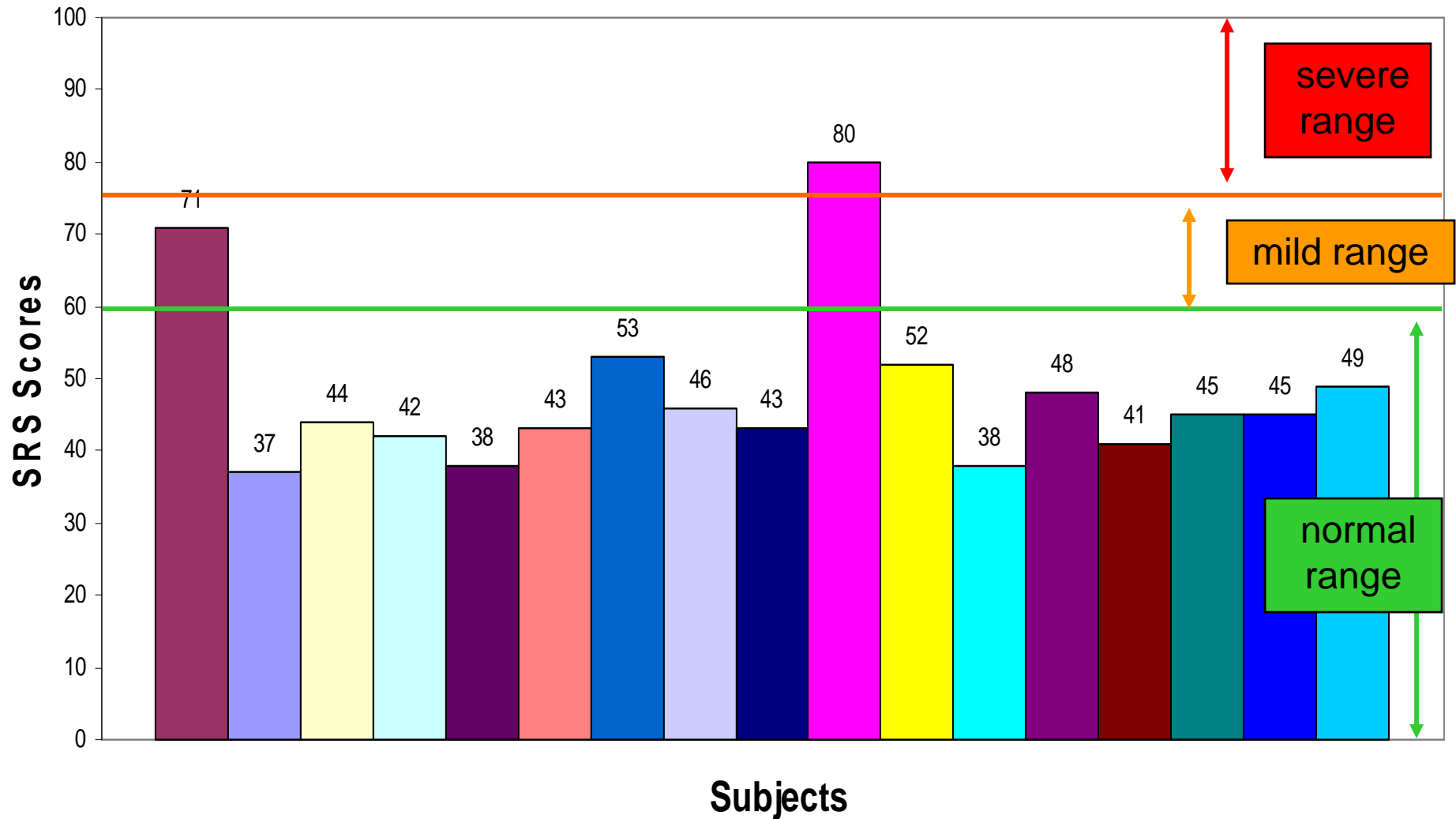


# Social Responsiveness Scale

by John Constantino, MD

- Distinguishes autism spectrum conditions from other child psychiatric conditions by identifying presence and extent of autistic social impairment
- the SRS provides a clear picture of a child's social impairments, assessing social awareness, social information processing, capacity for reciprocal social communication, social anxiety/avoidance, and autistic preoccupations and traits.
- the SRS measures impairment on a quantitative scale across a wide range of severity--which is consistent with recent research indicating that autism is best conceptualized as a spectrum condition rather than an all-or-nothing diagnosis.

# Social Responsiveness Scale (SRS) Scores



# BASC-2

- *Behavior Assessment System for Children*
  - By Cecil R. Reynolds & Randy W. Kamphaus
  - parent and child self-reports

# BASC-2 Parent Report

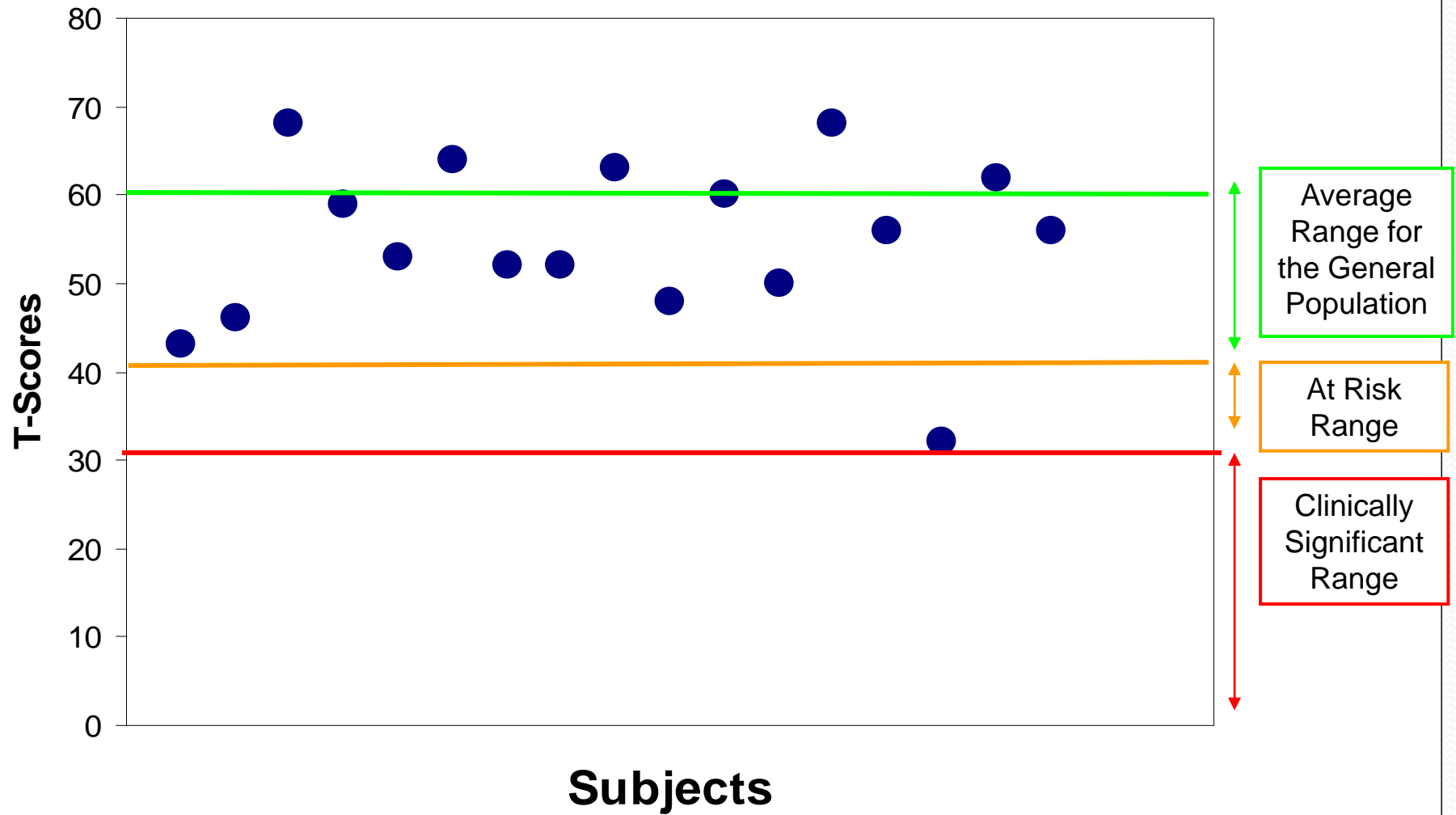
- **Adaptive Scale**

- Social Skills
- Leadership
- Activities of Daily Life
- Functional Communication

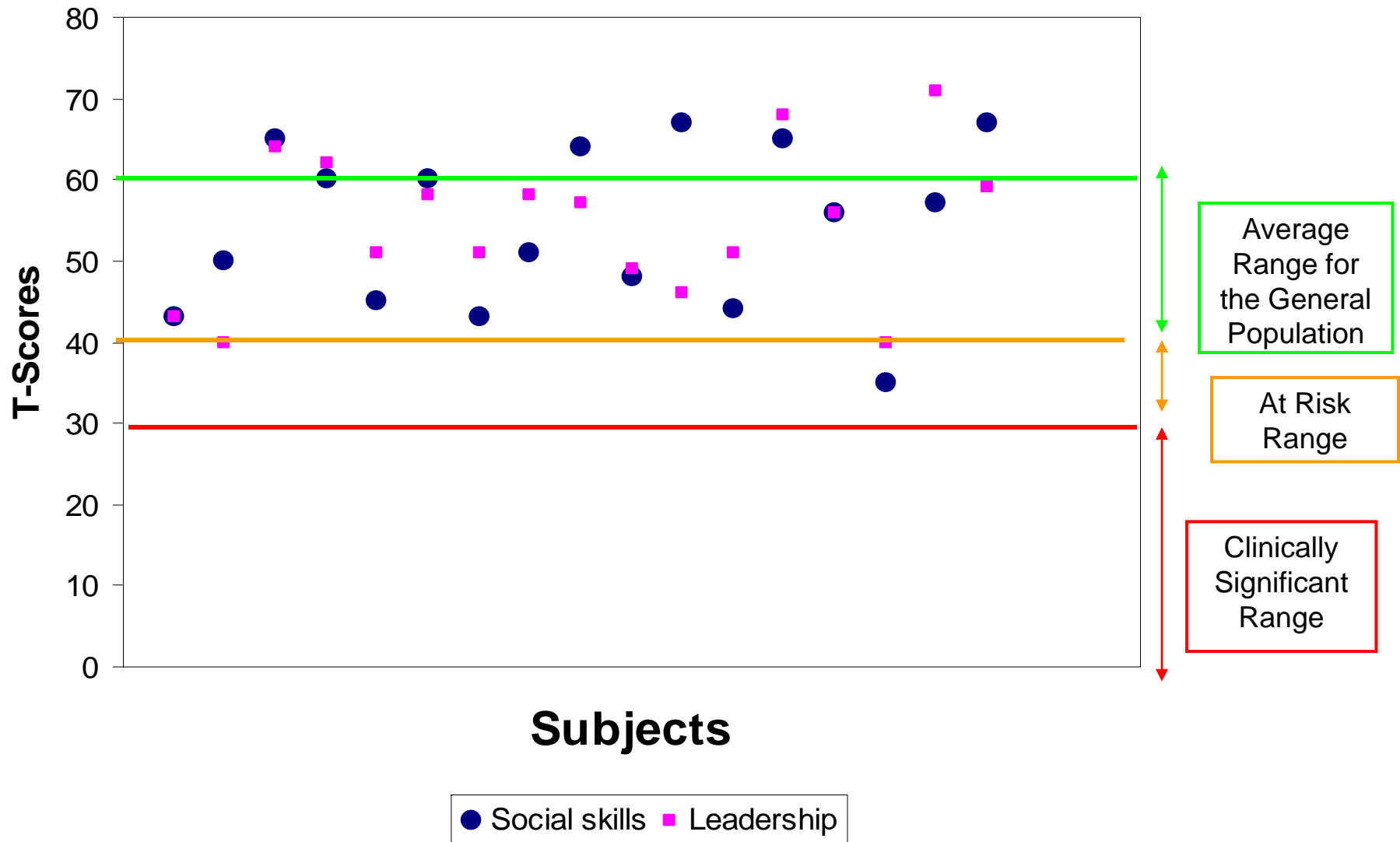
- **Clinical Scale**

- ***Internalizing Problems***
  - Depression
  - Anxiety
- ***Externalizing Problems***
  - Hyperactivity
  - Aggression
  - Conduct Problems
- ***Behavioral Symptoms***
  - Attention Problems
  - Withdrawal
  - Atypicality

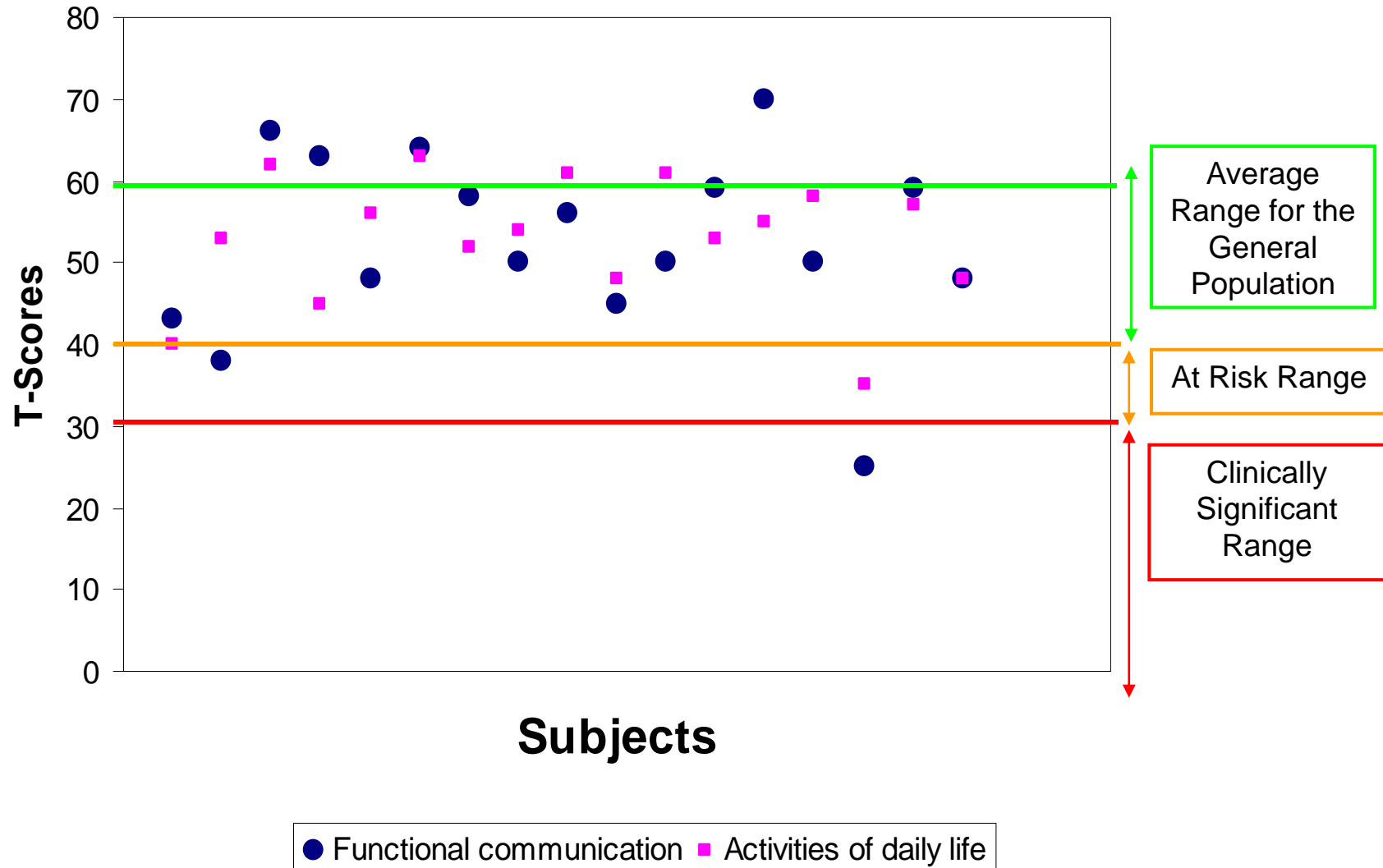
# BASC-2 Parent Rating Adaptive Scales



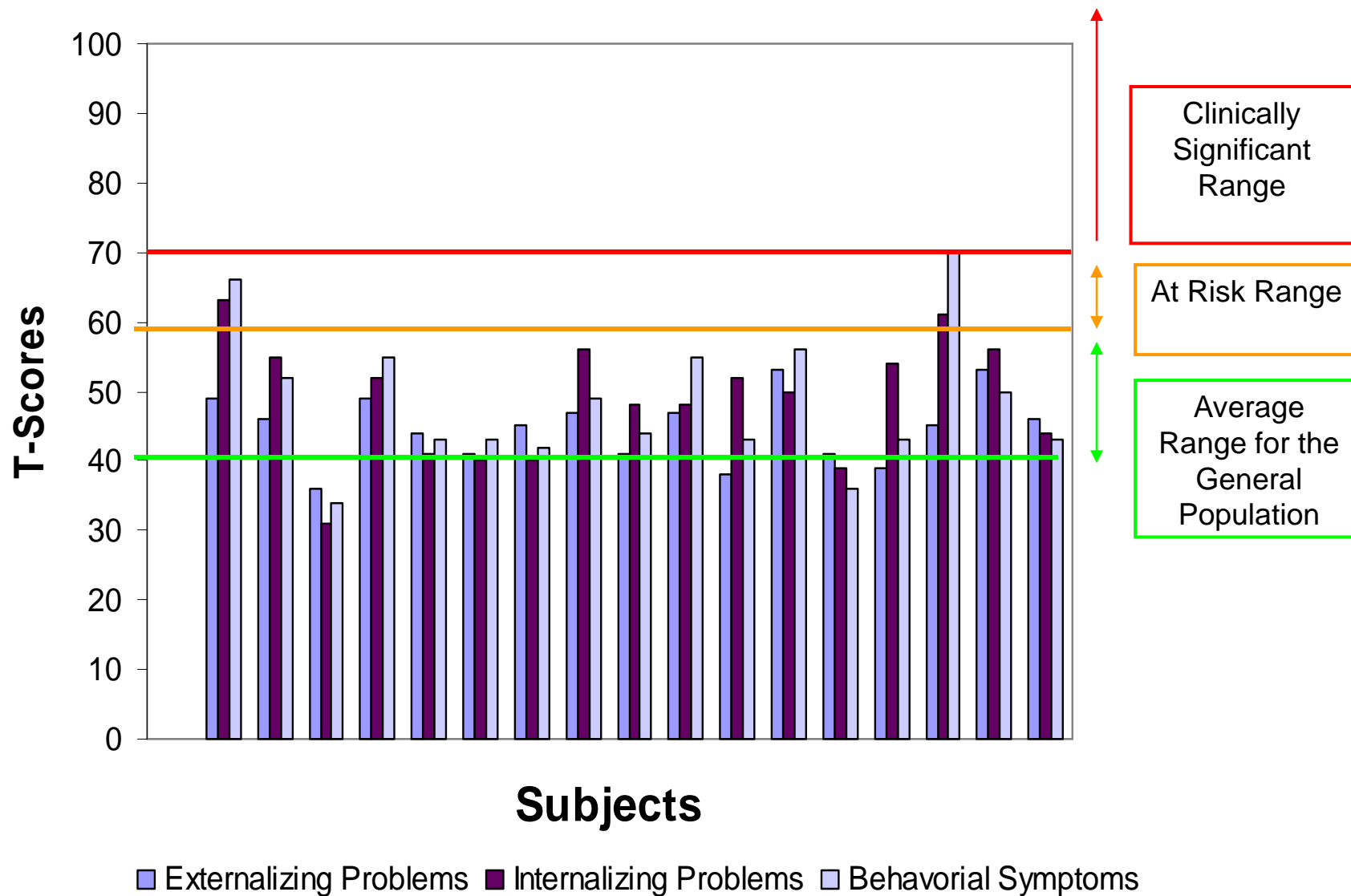
## BASC-2 Parent Rating for Social Skills and Leadership



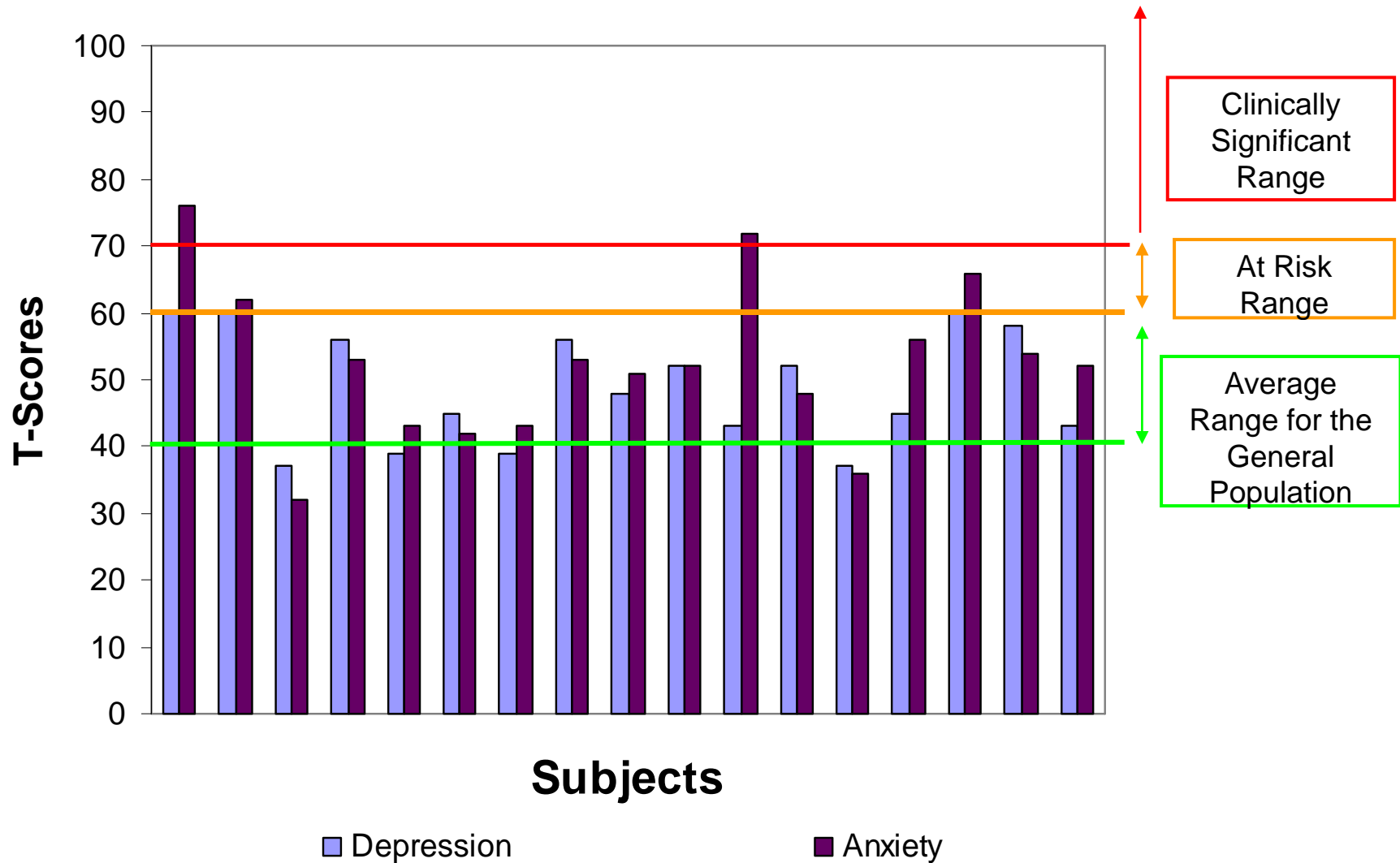
## BASC-2 Parent Rating for Activities of Daily Life and Functional Communication



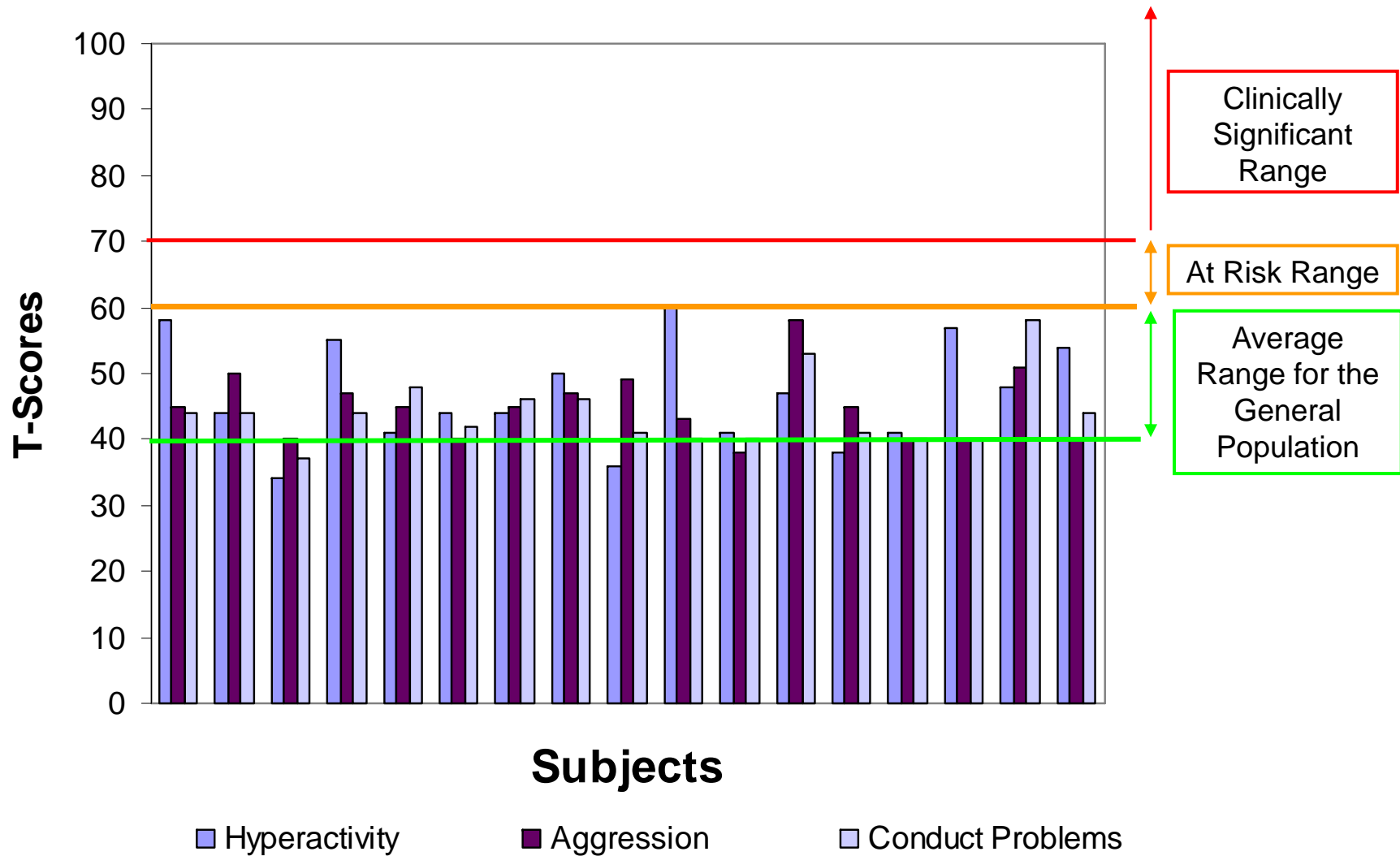
## BASC-2 Parent Rating Clinical Scales



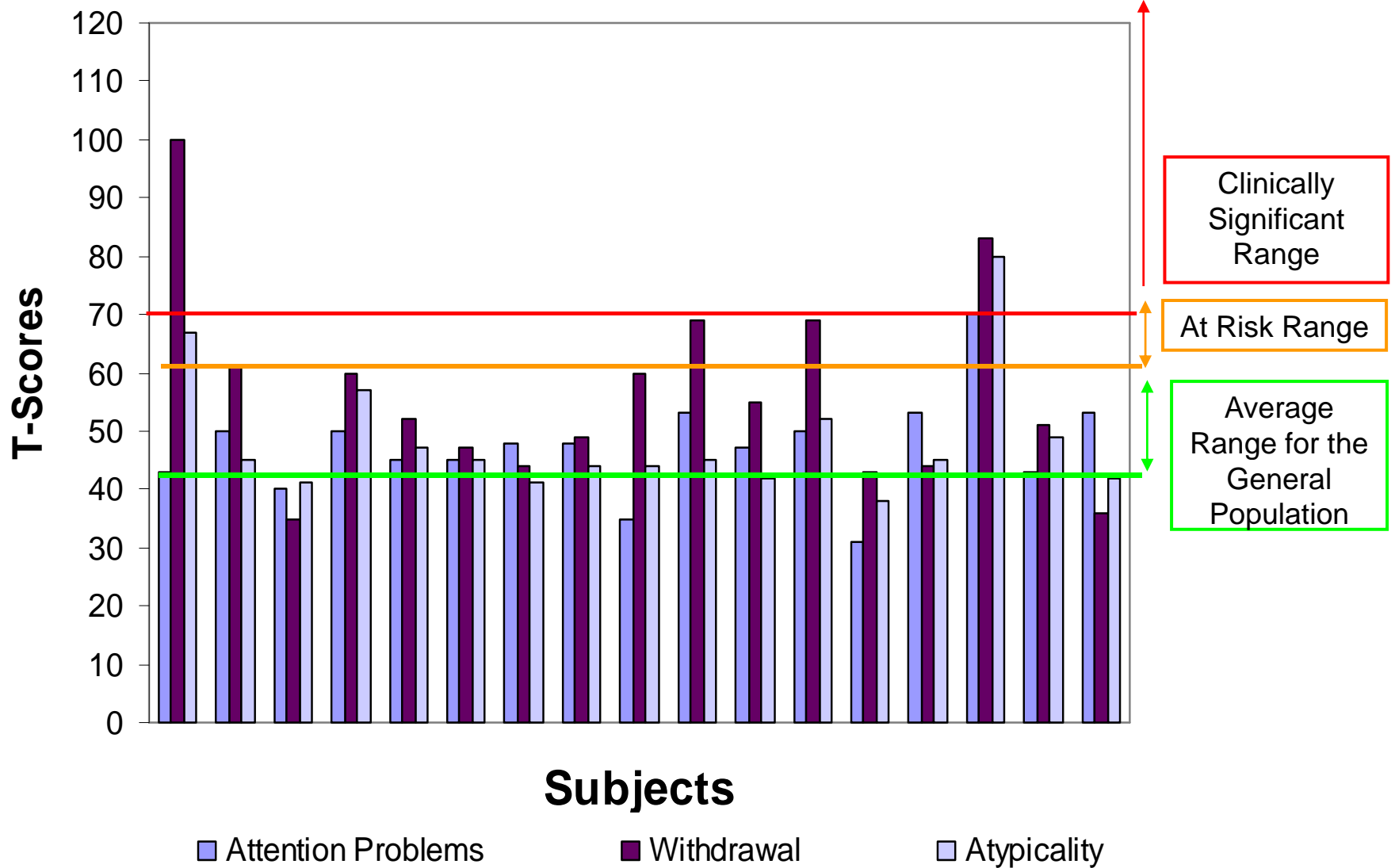
## BASC-2 Parent Rating for Internalizing Problems



## BASC-2 Parent Rating for Externalizing Problems



# BASC-2 Parent Rating for Behavioral Symptoms



# BASC-2 Child Self Report

- **Adaptive Scale**

- **Personal Adjustment**

- Self-reliance
- Self-esteem
- Interpersonal relations
- Relations with parents

- **Clinical Scale**

- **School Problems**

- Attitude to school
- Attitude to teachers

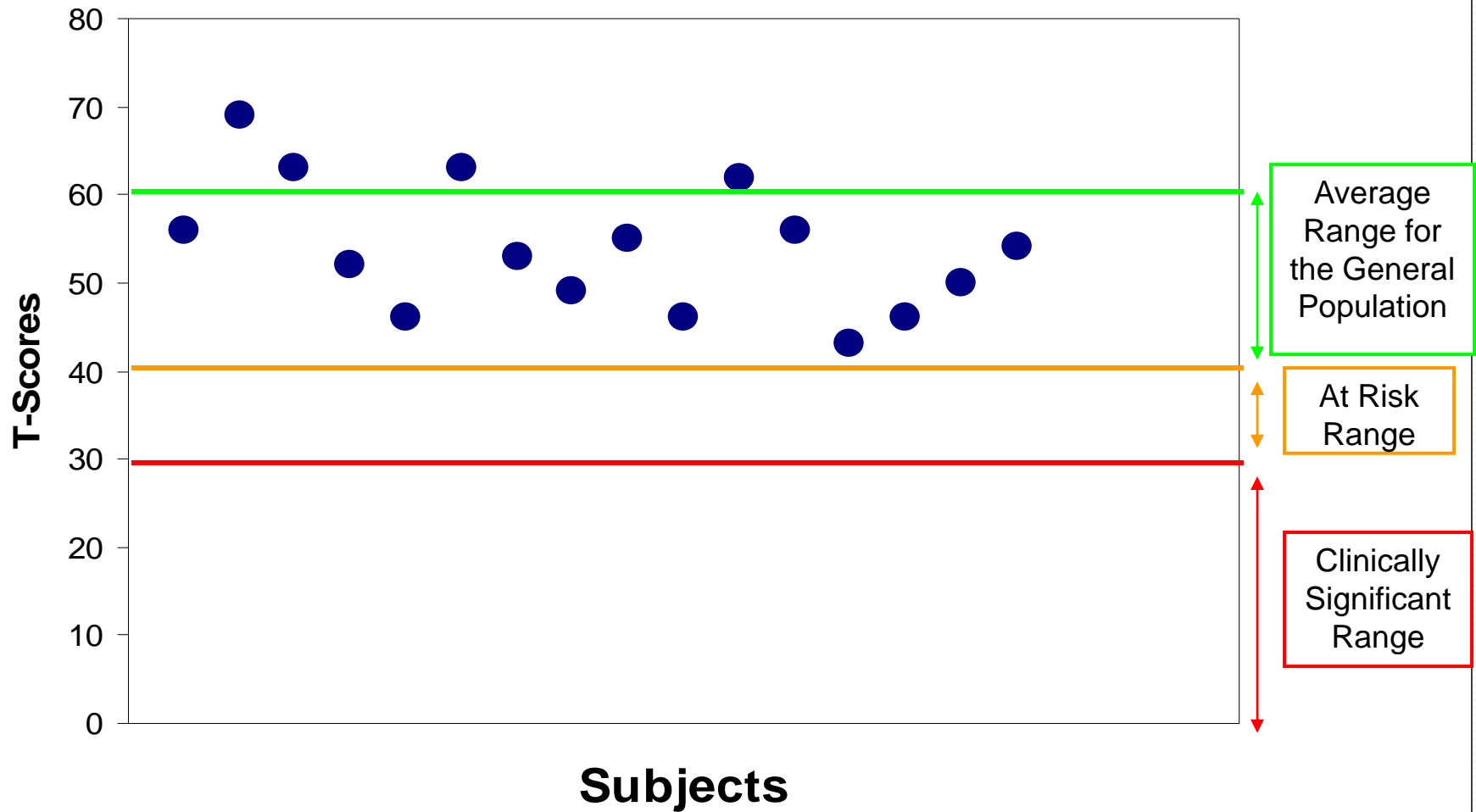
- **Internalizing Problems**

- Sense of inadequacy
- Atypicality
- Depression
- Locus of control
- Anxiety
- Social stress

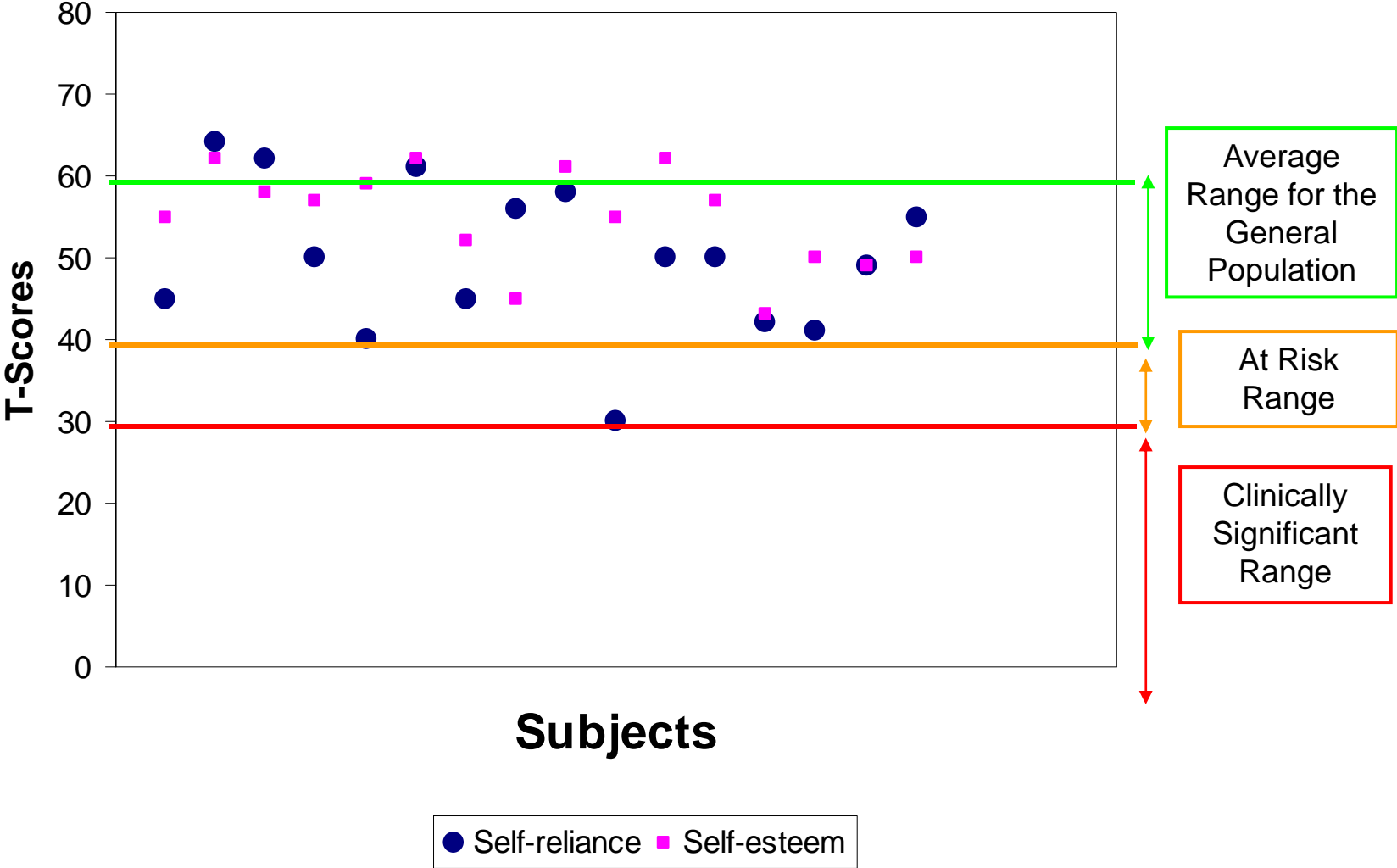
- **Inattention/Hyperactivity**

- Attention problems
- hyperactivity

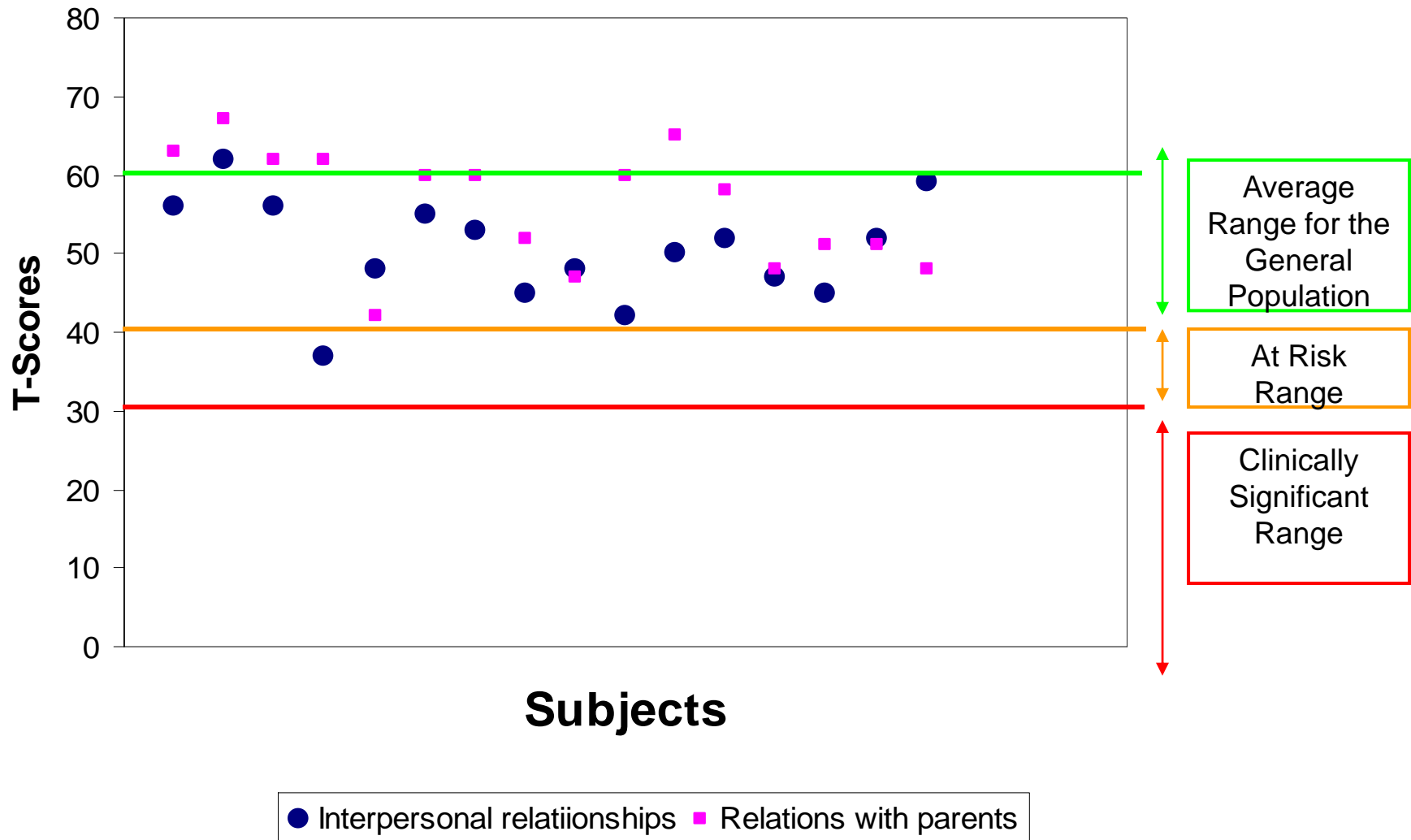
# BASC-2 Child Self-Report Adaptive Scales



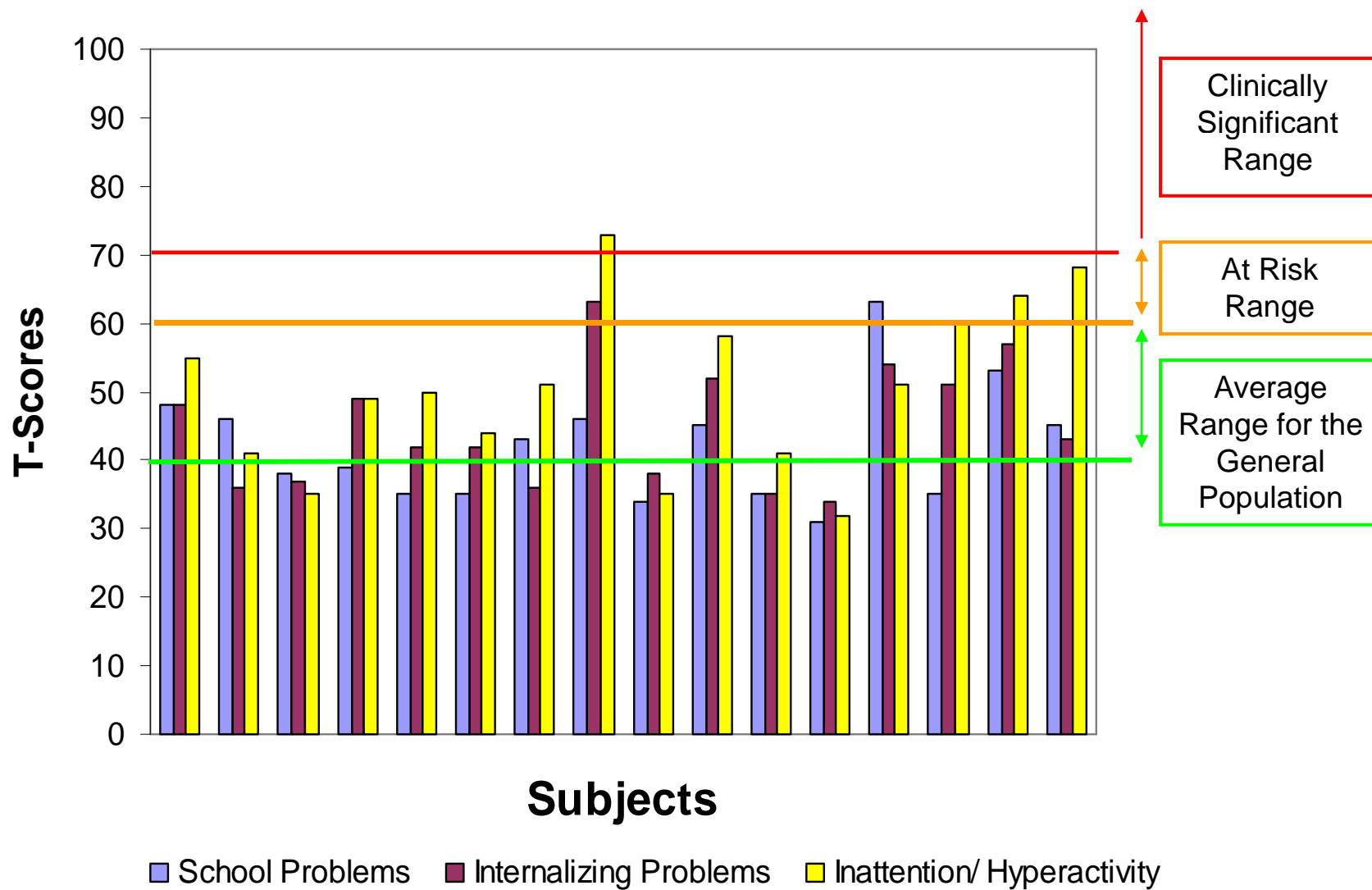
# BASC-2 Child Self-Report for Self-Reliance and Self-Esteem



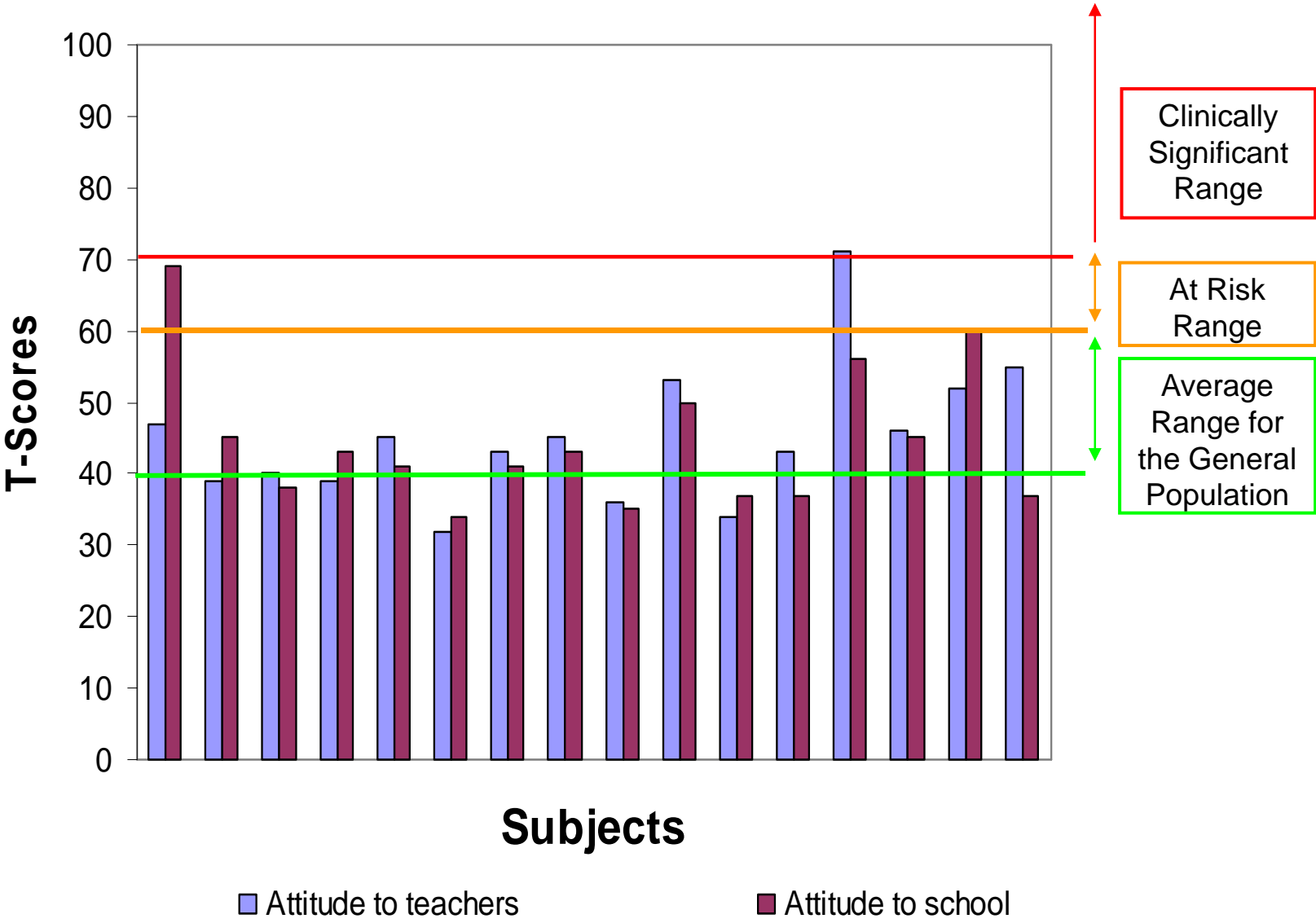
## BASC-2 Child Self-Report for Relations with Parents and Interpersonal Relations



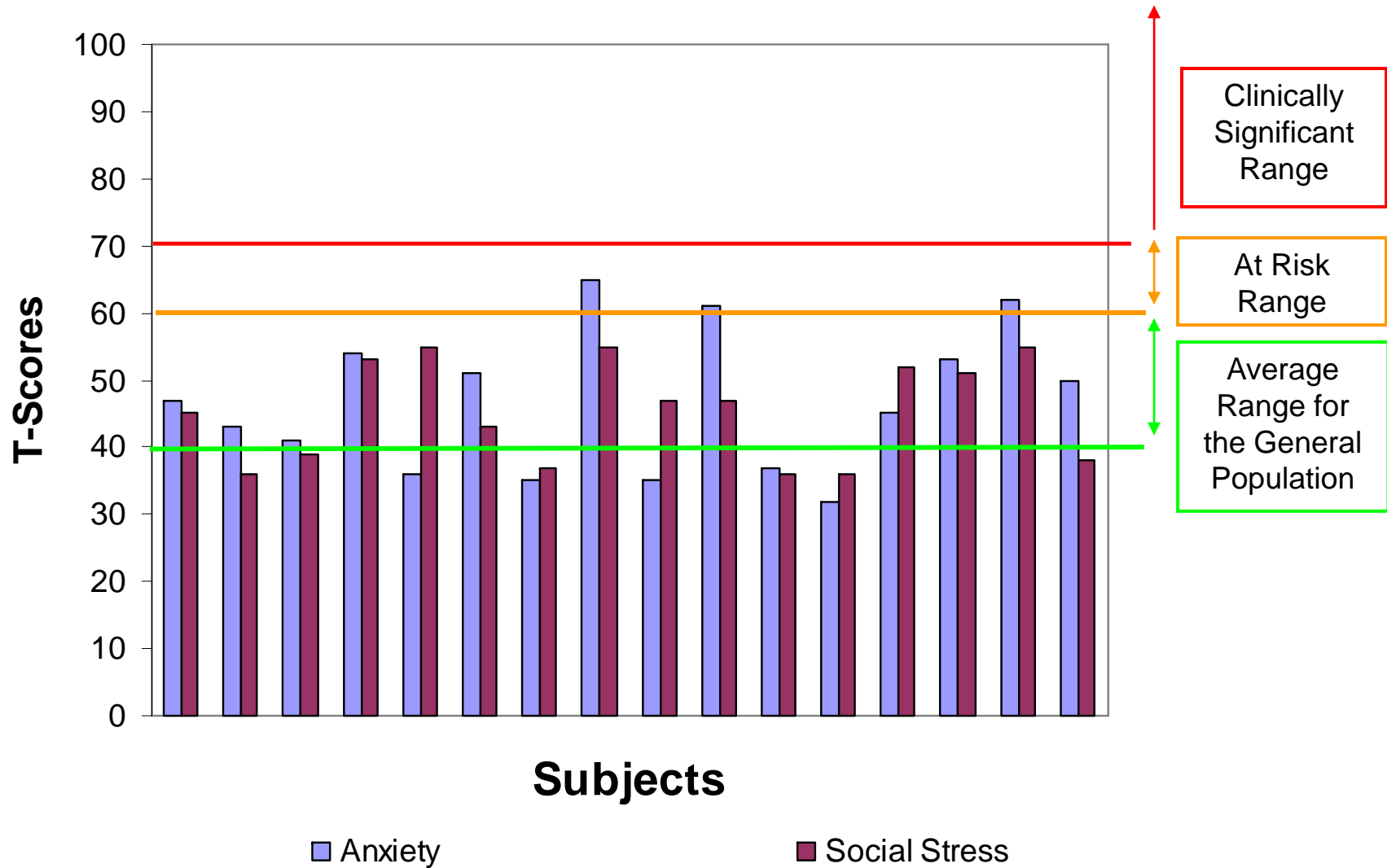
## BASC-2 Child Self-Report Clinical Scales



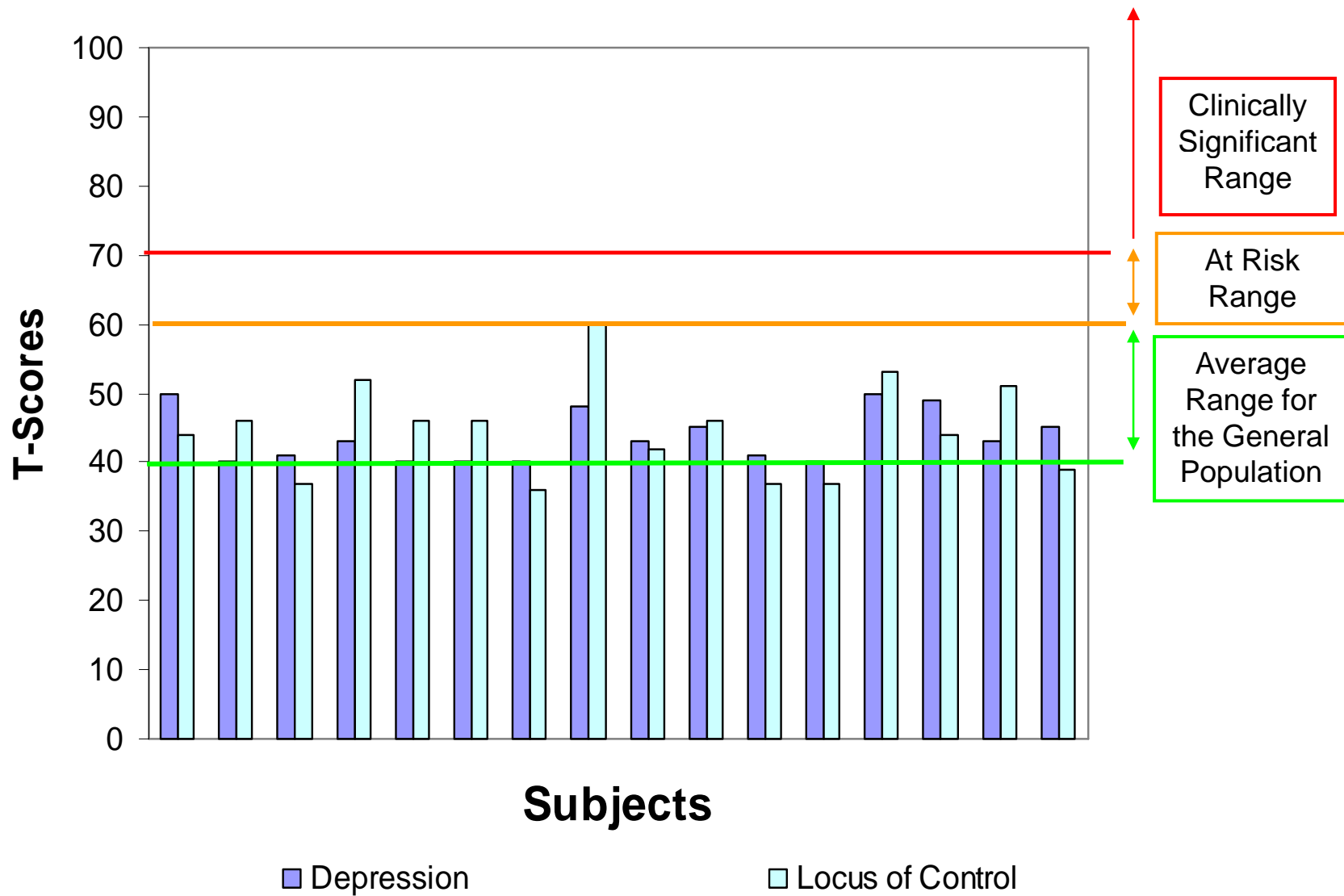
# BASC-2 Child Self-Report for School Problems



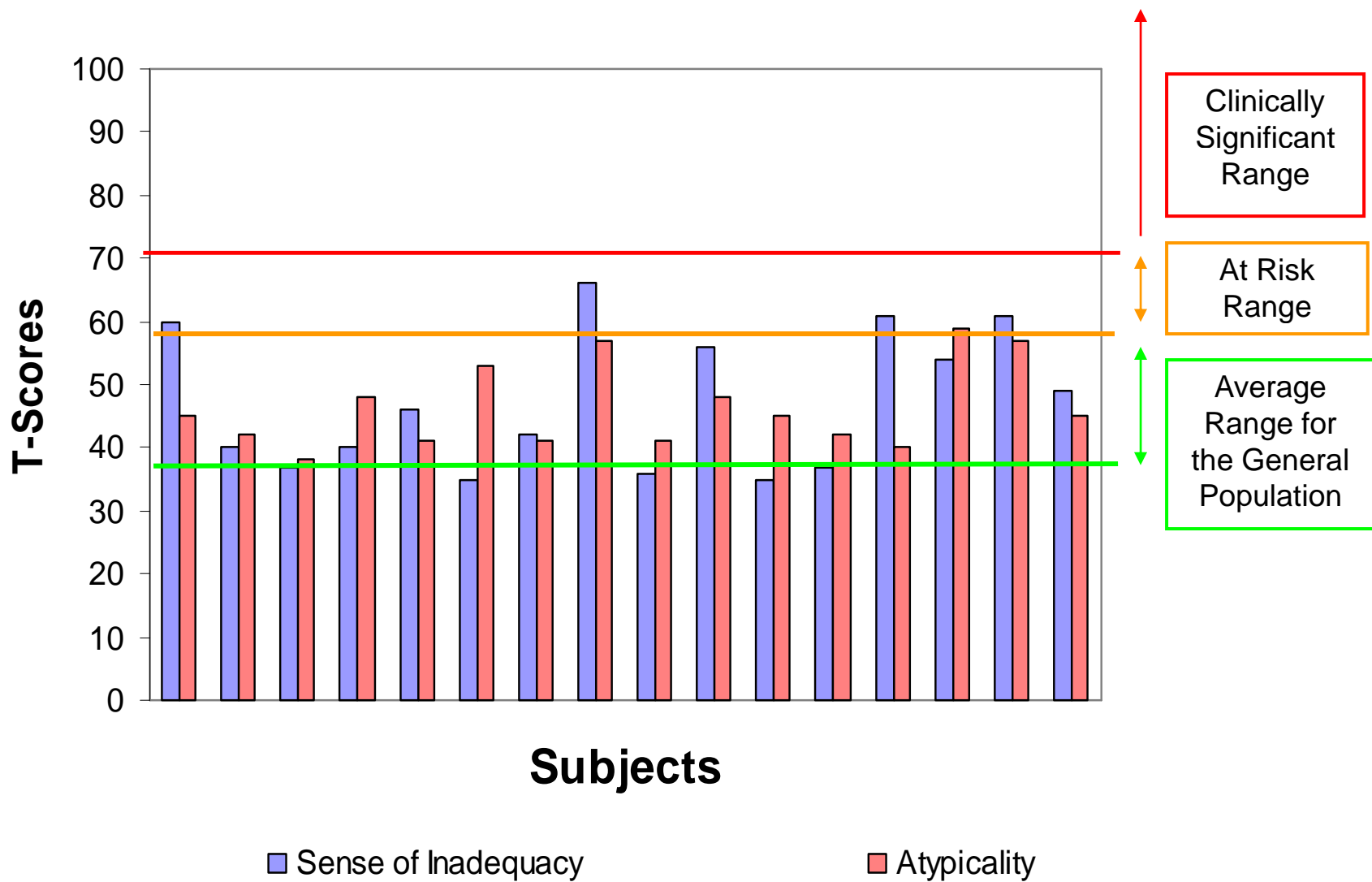
## BASC-2 Child Self-Report for Anxiety and Social Stress



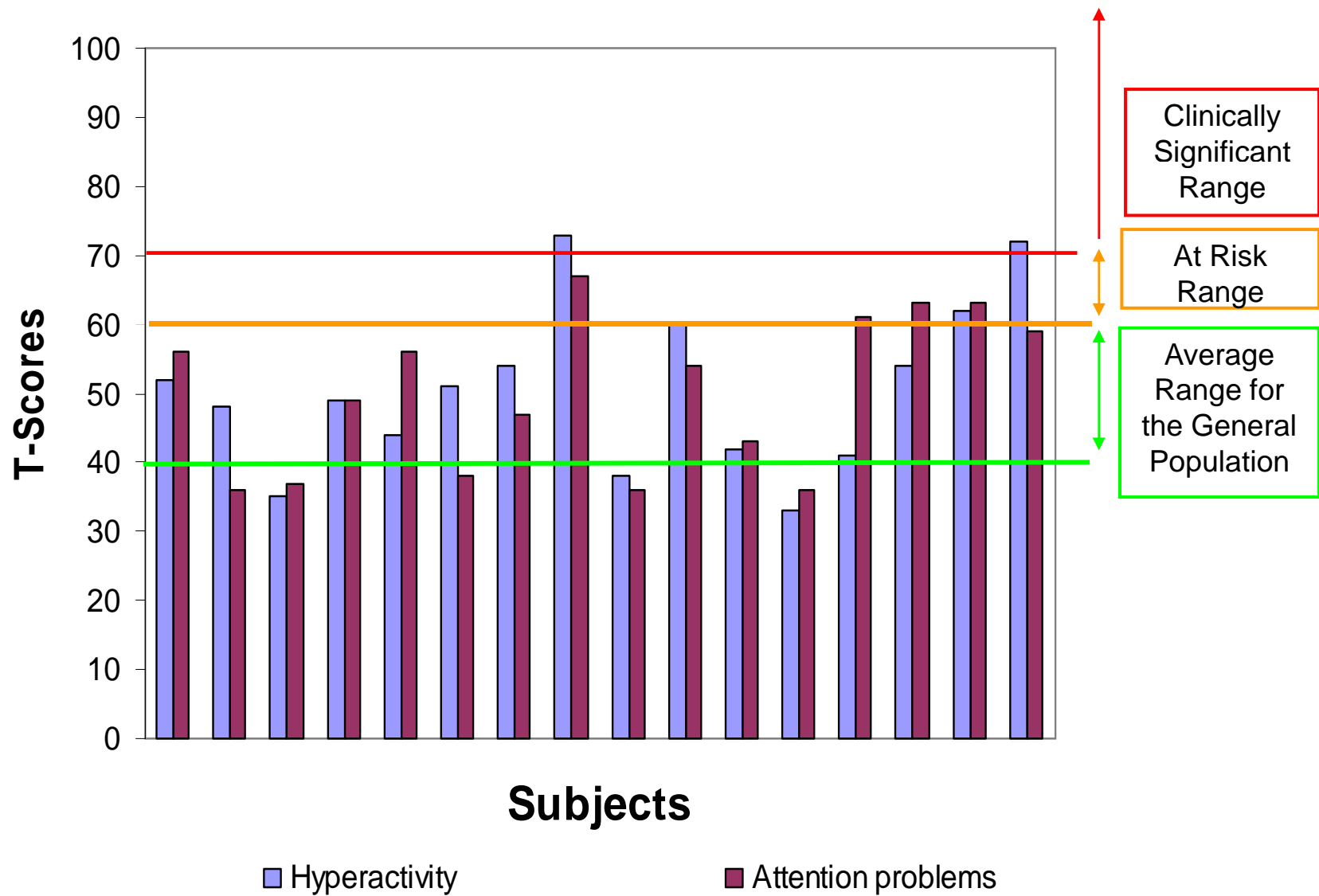
## BASC-2 Child Self-Report for Depression and Locus of Control



## BASC-2 Child Self-Report for Atypicality and Sense of Inadequacy



## BASC-2 Child Self-Report for Inattention and Hyperactivity



# Phone Interview: Part 1

Current Academic &  
Social Functioning

Sample: 17 males, 1 female

# Current Academic Functioning

- Over half started Kindergarten 1 year late
- 94% (17/18) currently in mainstream education
- 55% attend public school; 45% private
- 2 participants currently in college
- 77% doing “excellent” in school

# Academic Achievements...

- Received prize for highest grade in physics
- Lead role in school play
- Straight A student
- Published poem
- Honors English
- Early SAT & eligible for gifted courses at college

# Phone Interview: Part 2

Therapies

Sample: 22 males, 1 female

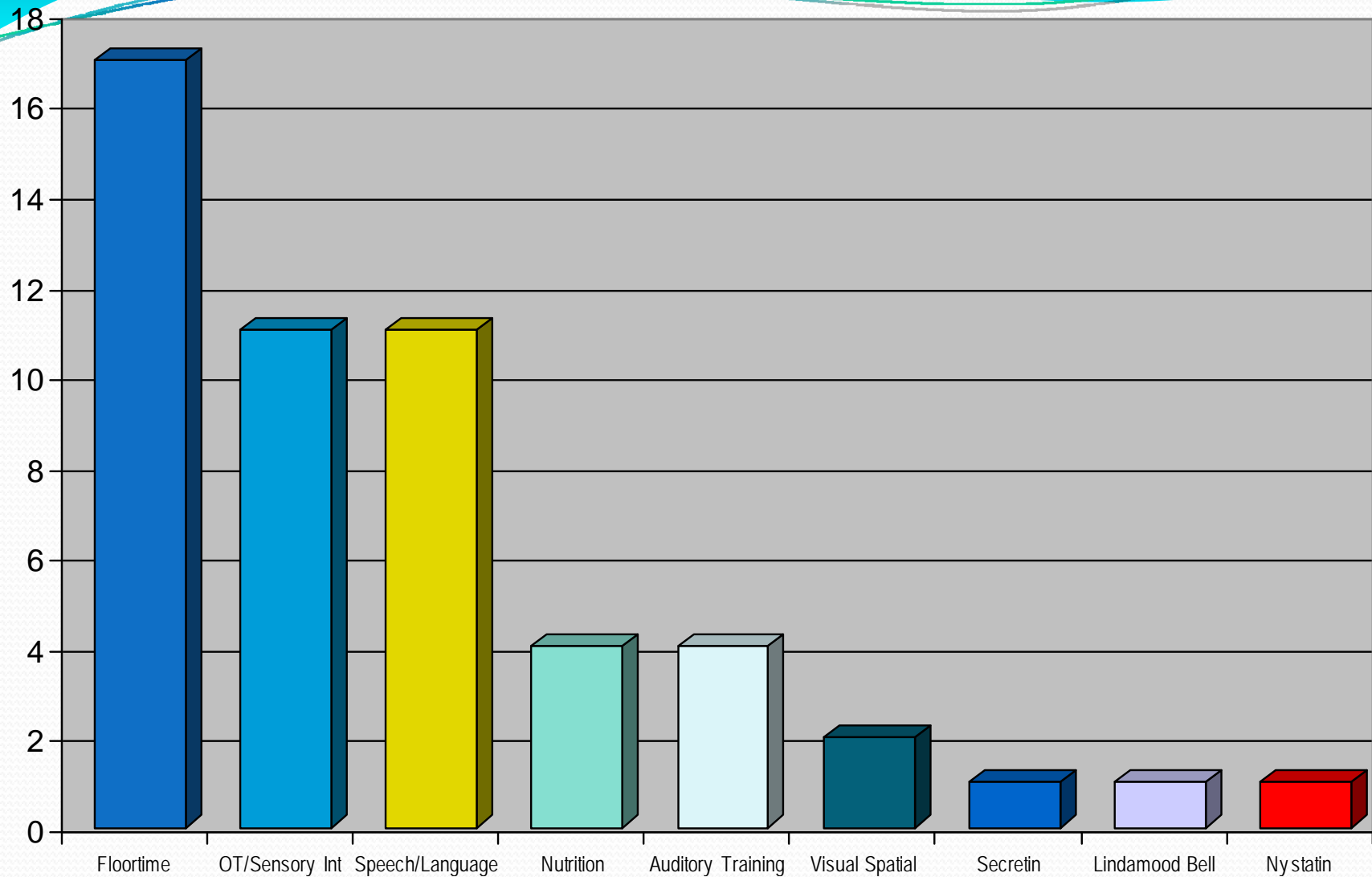
<b>THERAPIES USED</b>	<b>% Used</b>
<b>FLOORTIME</b>	<b>100.00%</b>
<b>SPEECH &amp; LANGUAGE</b>	<b>100.00%</b>
<b>OT/Sensory Motor</b>	<b>100.00%</b>
Nutritional Therapy	80.00%
Auditory Training	78.95%
Family Counseling	76.47%
Other	73.33%
Visual - Spatial	63.16%
Problem Solving Activities	52.94%
Social Skills Groups	50.00%
Interactive Metronome	45.00%
Behavioral Therapies	38.89%
Psychotherapy	35.00%
Biomedical Interventions	31.58%

# Phone Interview: Part 3

Lessons Learned

Sample: 17 males, 1 female

# Top 3 Most Helpful Therapies



Graph shows how many times each therapy was ranked in top 3