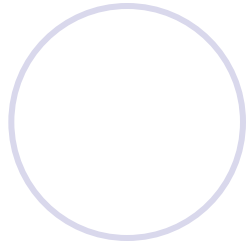
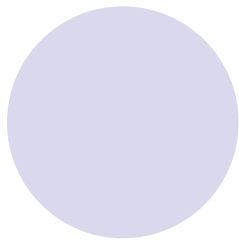
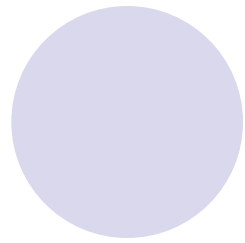
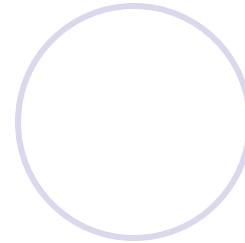
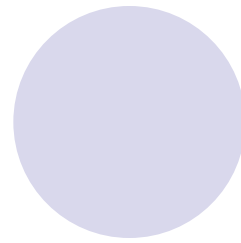
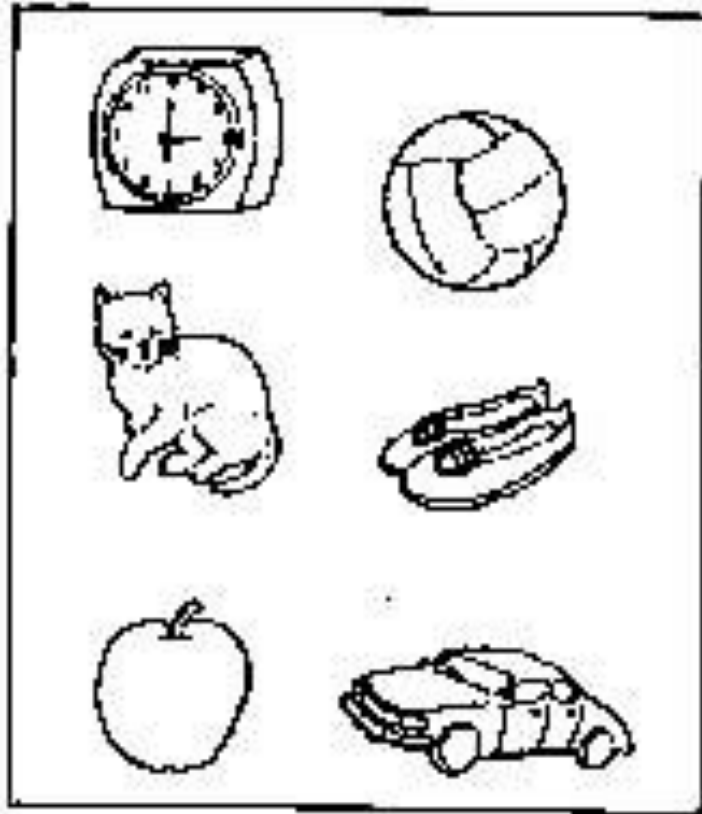


Language Decoding Test (LDT)

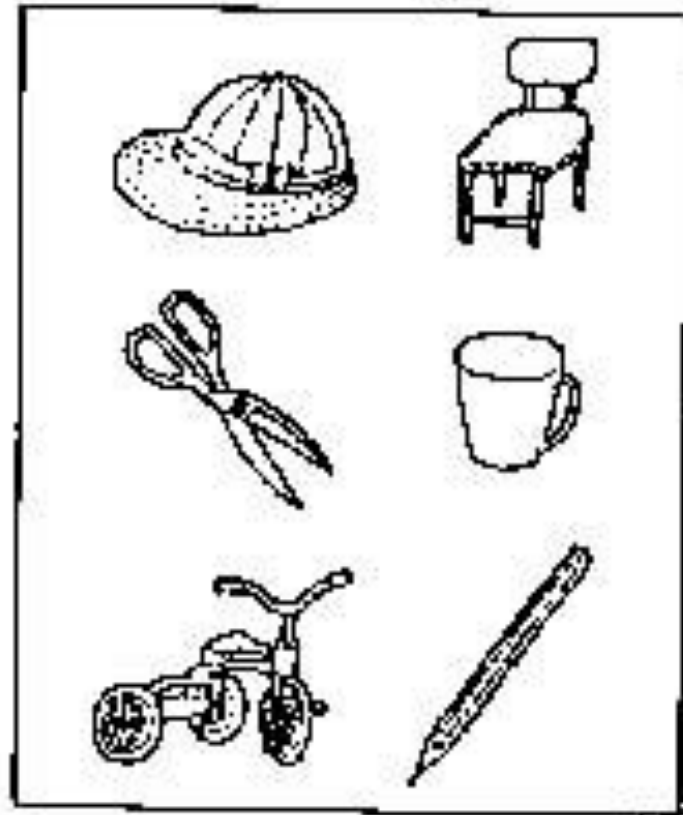
(See Annex 1)



LDT-R1



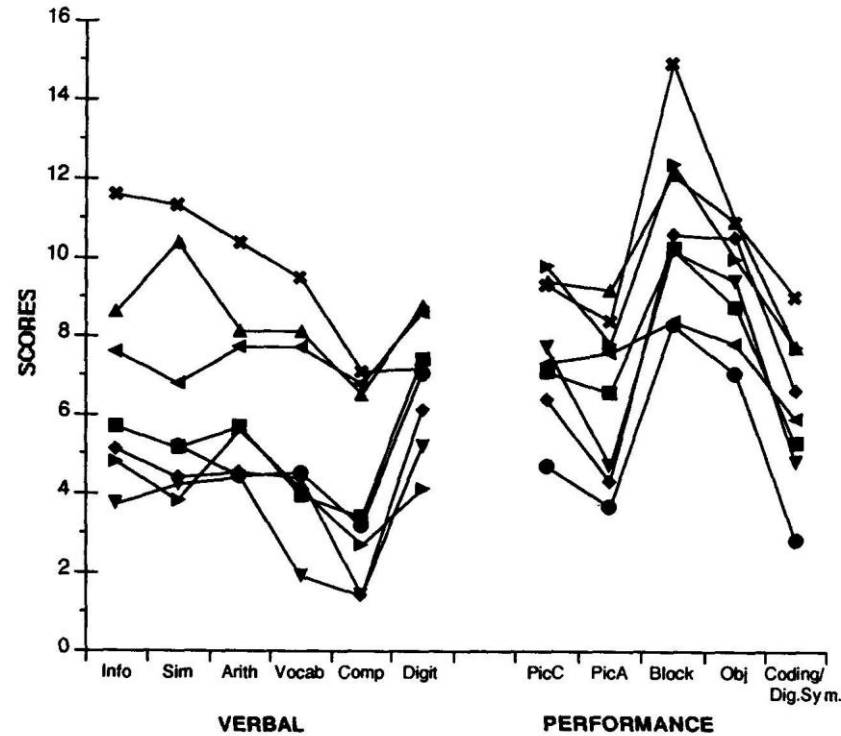
LDT-R2





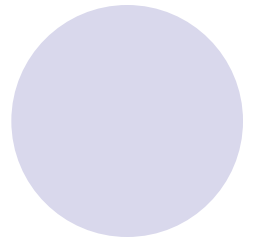
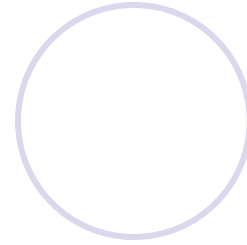
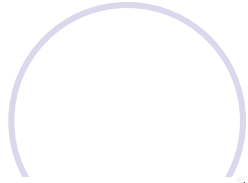
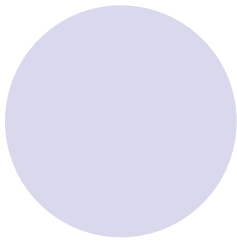
Crane Phenomenon
Stage I-2

WISC Profile in Autism (Stage III-2 to IV)



- Lincoln et al., 1988 (study 1), mean age=17.6, n=33
- Lockyer & Rutter, 1970, mean age=15, n=21
- ▲ Freeman et al., 1985, mean age=8.8, n=21
- ◆ Ohta, 1987, mean age=10, n=16
- ✱ Rumsey & Hamburger, 1988, mean age=26.4, n=10
- ▼ Lincoln et al., 1988 (study 2), mean age=10, n=13
- ◄ Szatmari et al., 1990, mean age=17, n=17
- Bartak, Rutter, & Cox, 1975, mean age=7, n=9

(Lincoln et al 1995)



LDT-R 3

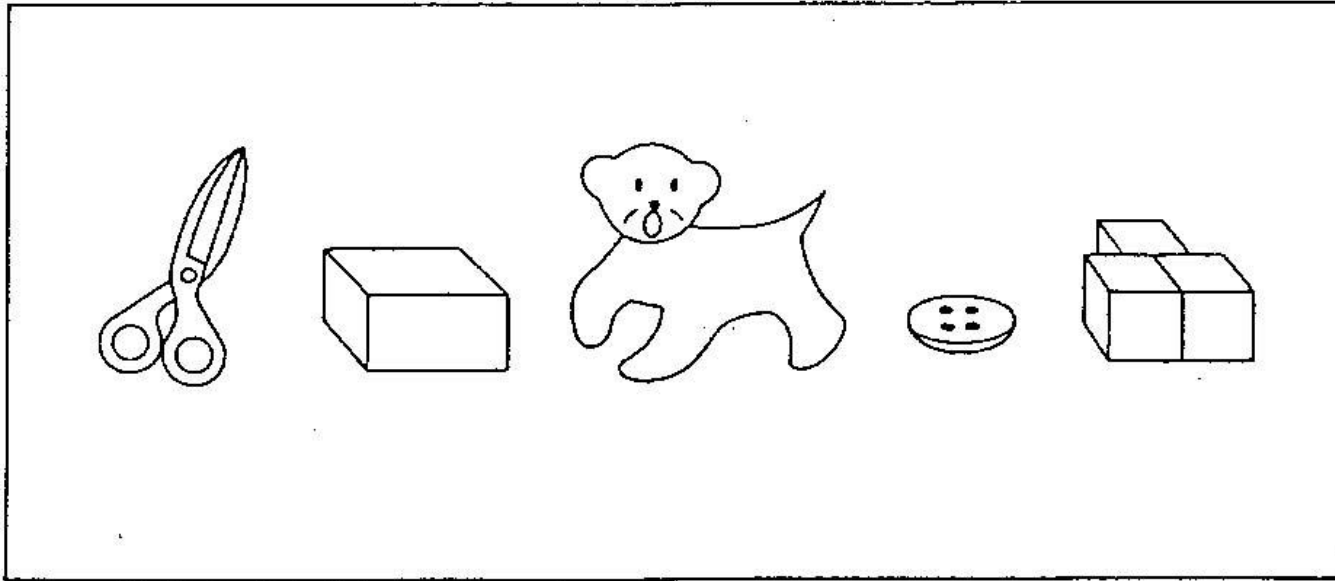
1. (1)

2. (1)

(2)

(2)

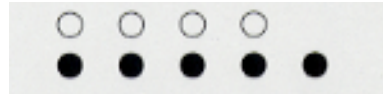
LDT-R 4



1. Pick up the dog.
2. Put the button on the box.
3. Put the scissors next to the blocks.
4. Put the box on the button.
5. Put the blocks next to the scissors.
6. Put the button into the box.

LDT-R 5

1) Are there more black marbles or white marbles?



2) Are there more black marbles or white marbles?



3) Repeat #2; Are there the same numbers of black marbles or white marbles?

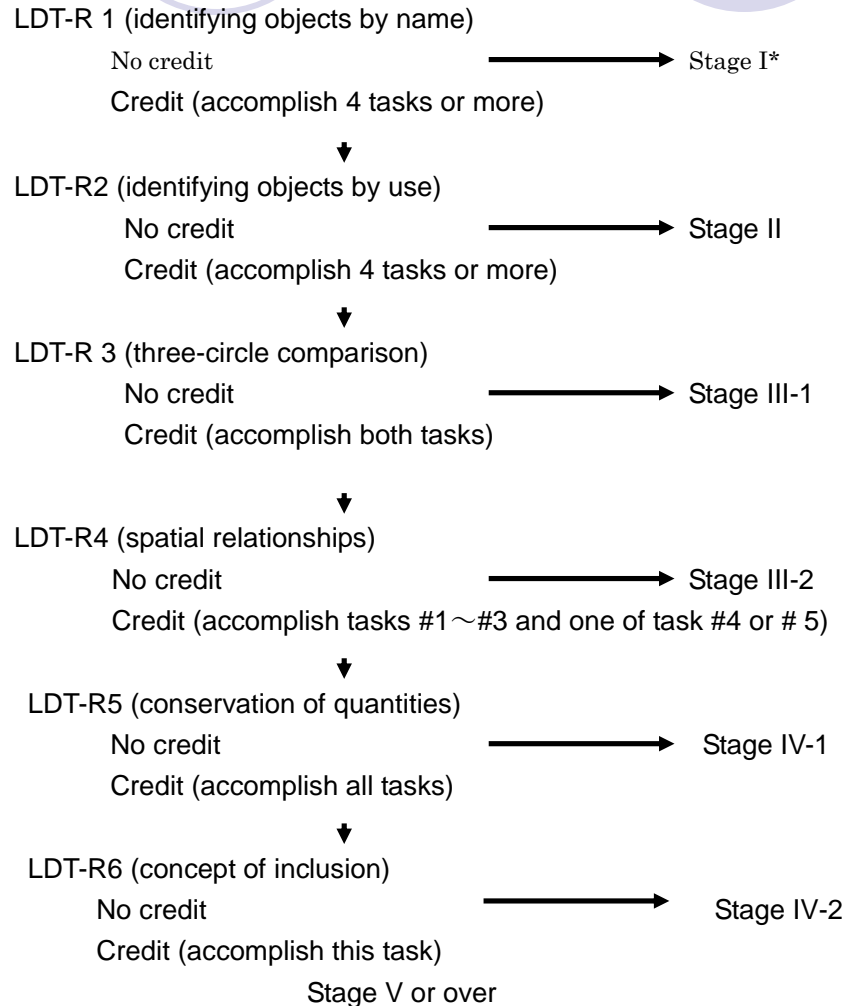


LDT-R6

Which is more, all the marbles or the black marbles?

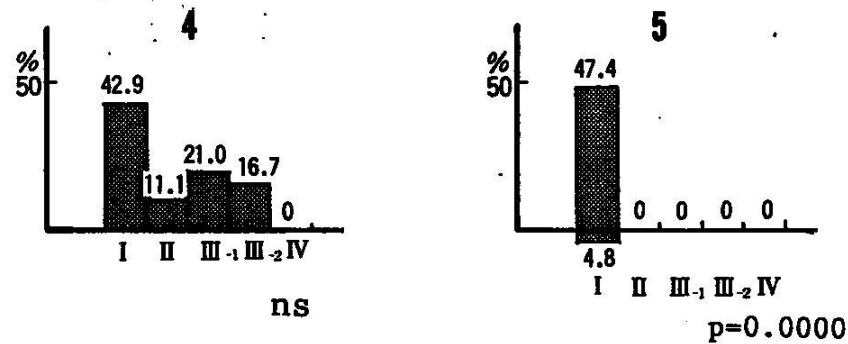
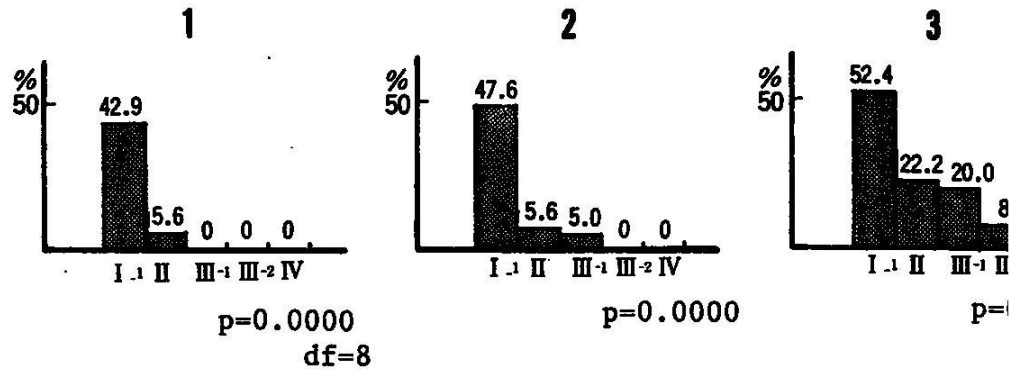


Algorithm of Ohta's Staging Evaluation



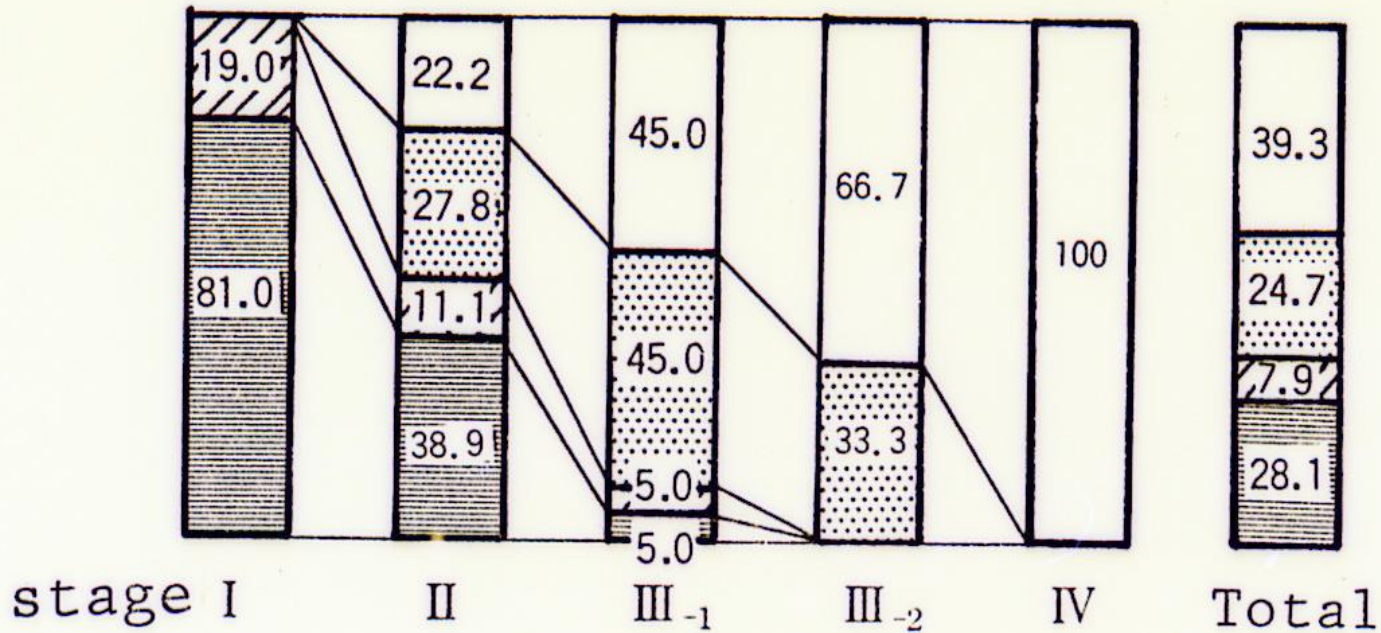
* Stage I is divided three substages according to “crane phenomenon”

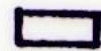



FREQUENCY OF FIVE BEHAVIORS WHICH
MAY BE SHOWN IN SENSORY MOTOR PERIOD



1. Ignoring verbal comments
2. Turning away when picture books are shown
3. No functional toy play
4. No symbolic expression with gestures
5. "Crane phenomenon" is predominant means of fulfilling primary needs

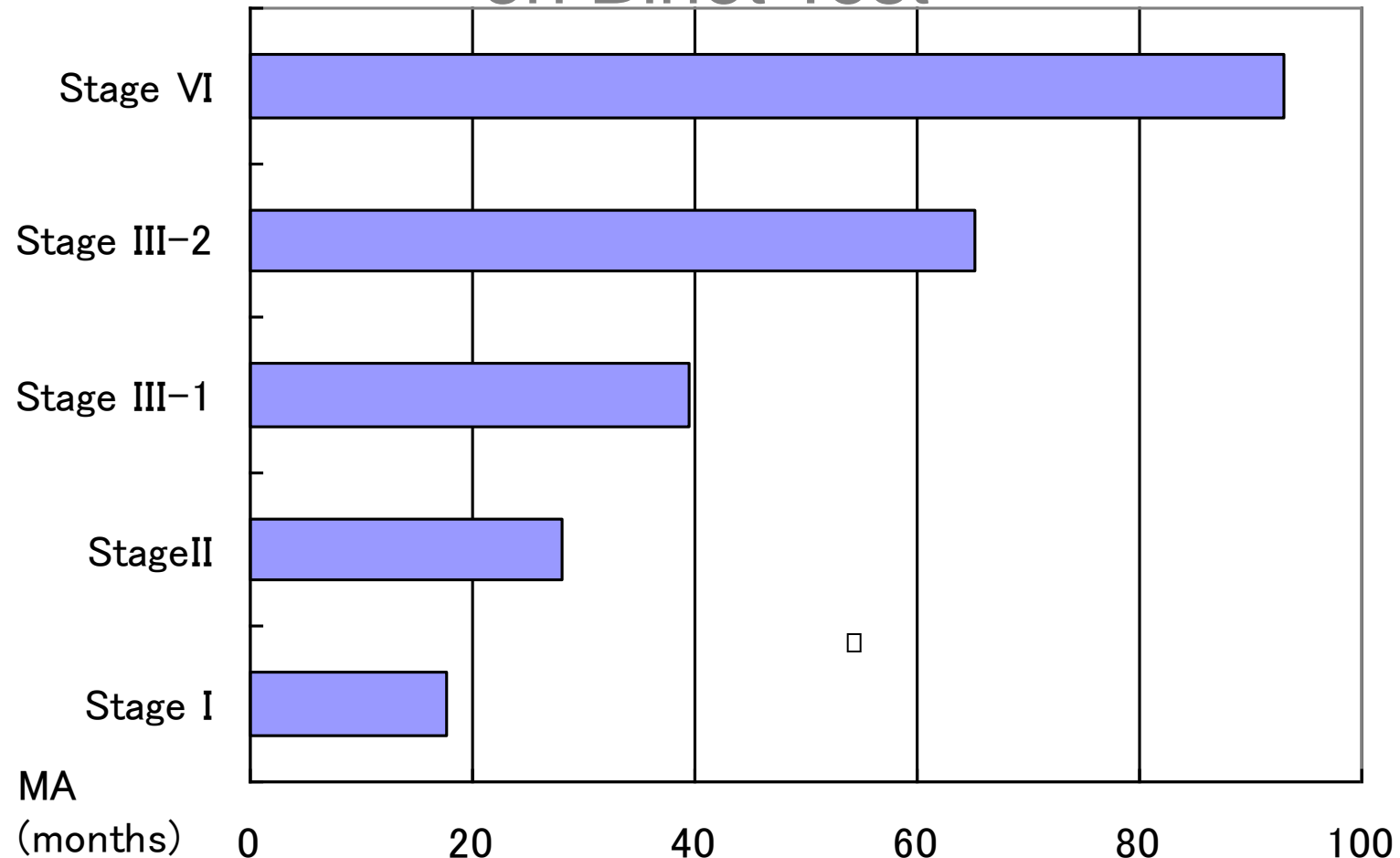
SPEECH EXPRESSION AND STAGES



-  More than three-word sentence
-  Two-word sentence
-  One-word sentence
-  No meaningful words

(Chi square, $p=0.000$ $df=12$)

Ohta Staging and Mean Mental Age (MA) on Binet Test



(Mean Calendar Age 87.3/35.4 months; N=90)

(Mutoh et al. 2003)

Status of Employment at the Examination for Pension (at 20 years old)

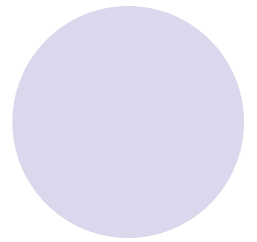
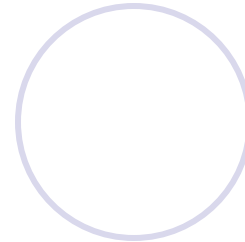
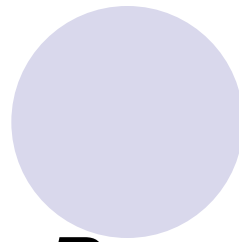
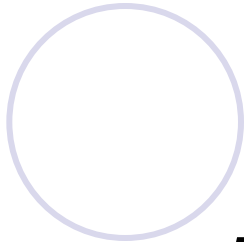
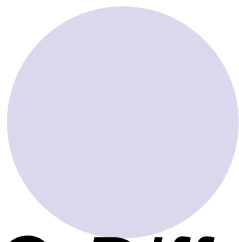
	HSG	LSG	Total
Competitive Jobs	13(50.0)	1(4.5)	14(29.8)
Not employed	12(46.2)	21(95.5)	33(70.2)
Unknown	1(3.8)		
Total	26(100)	22(100)	47(100)

$p=0.0012 \chi^2=10.43 \text{ df}=1$

HSG: high Ohta's stage group(III-2 or more)


LSG:low Ohta's stage group(III-1 or less)

(Ohta et al 1999)



***IQ Difference between Persons
with and without Competitive Jobs in HSG***

	Jobs	No Jobs	
N	13	12	
Mean IQ	41.8	46.2	n.s.
SD	13.1	20.4	
Range	23-84	20-62	

The image features six light purple circles arranged in two rows. The top row contains three circles, and the bottom row contains three circles. The text 'Treatment of Autism' is centered over the top row of circles. The first circle in the top row is an outline, while the other two are solid. The first two circles in the bottom row are solid, and the last one is an outline.

Treatment of Autism



Historical Review of Treatment for Autism

*Treatment based on psychoanalytic
or dynamic theories were denied as essential
treatment*

Behavioral approaches

Cognitive behavioral approaches

Cognitive developmental approaches



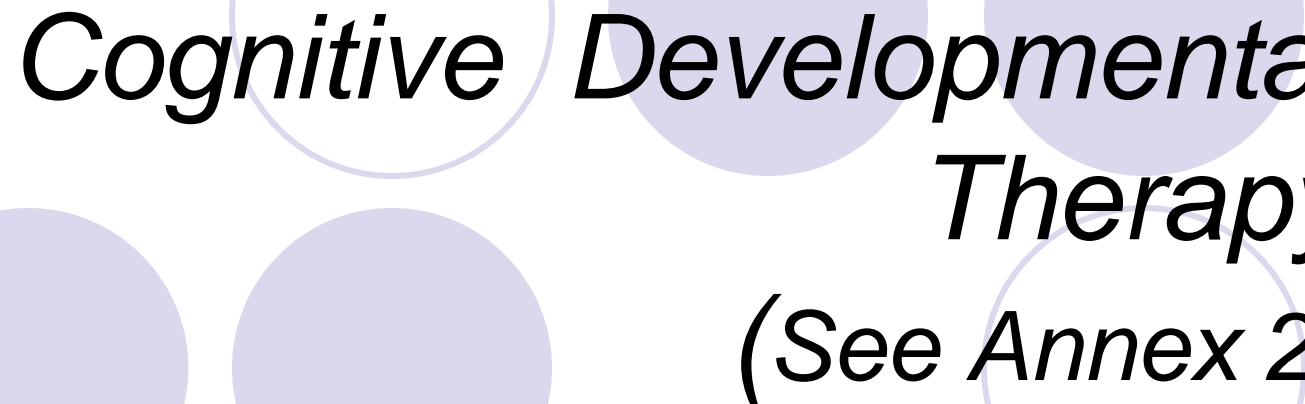
Two Facets of Treatment for Autistic Individuals

- Environment modulation (indirect treatment)
- Direct treatment



Modern Fundamental Principles of Psycho-educational Approaches

- Developmental perspective
- Difficult to facilitate learning under free situations
- Appropriate tasks and structured settings
- Programs reducing abnormal behavior must combine with those enhancing adaptive behaviors
- Non-aversive approach
- To make entirely programs under consideration of three dimensions; 1. to facilitate development of basic cognition including emotion, 2. to facilitate adaptive behaviors, 3. to reduce or control abnormal behaviors



*Cognitive Developmental
Therapy
(See Annex 2)*

Two Major Assumptions in CDT



First, if autistic children were given appropriate tasks, they would learn these tasks spontaneously;

Second, if we arranged the tasks appropriately in the order of cognitive development.

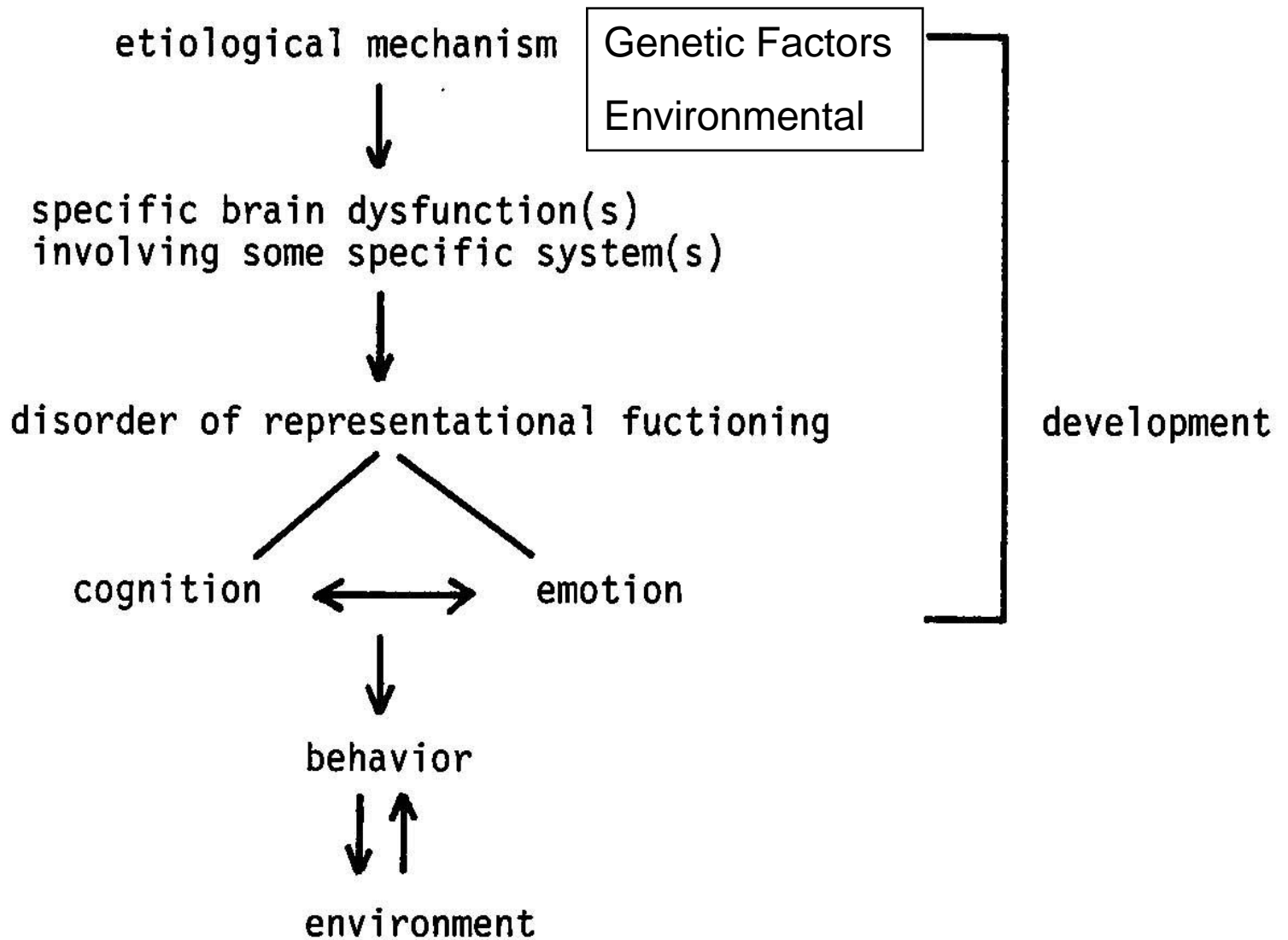
As the result of the learning, we could restore specific cognitive disorder of autistic children or at least facilitate their cognitive development.

These two assumptions were verified through the nationwide experience.

Three primary aims of the Cognitive Developmental Therapy

1. to help overcome or compensate for the primary disabilities and to facilitate cognitive development
2. to facilitate development of adaptive skills
3. to reduce or prevent maladaptive behaviors

Structure of Disorders in Infantile Autism





Developmental Goals of Stage I

- to stimulate various sensations & to integrate between sensations
- to differentiate means and goals
- to foster basic communication abilities
- to facilitate abilities to understand that everything has a name

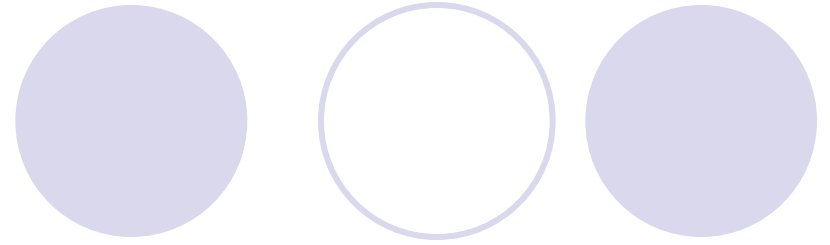
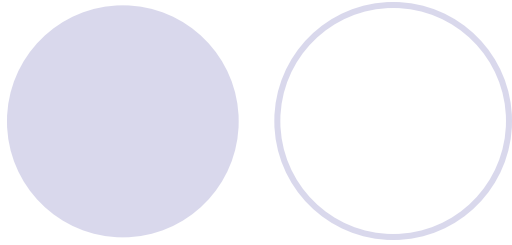


(1994/6/2)



CDT and Abnormal Behavior

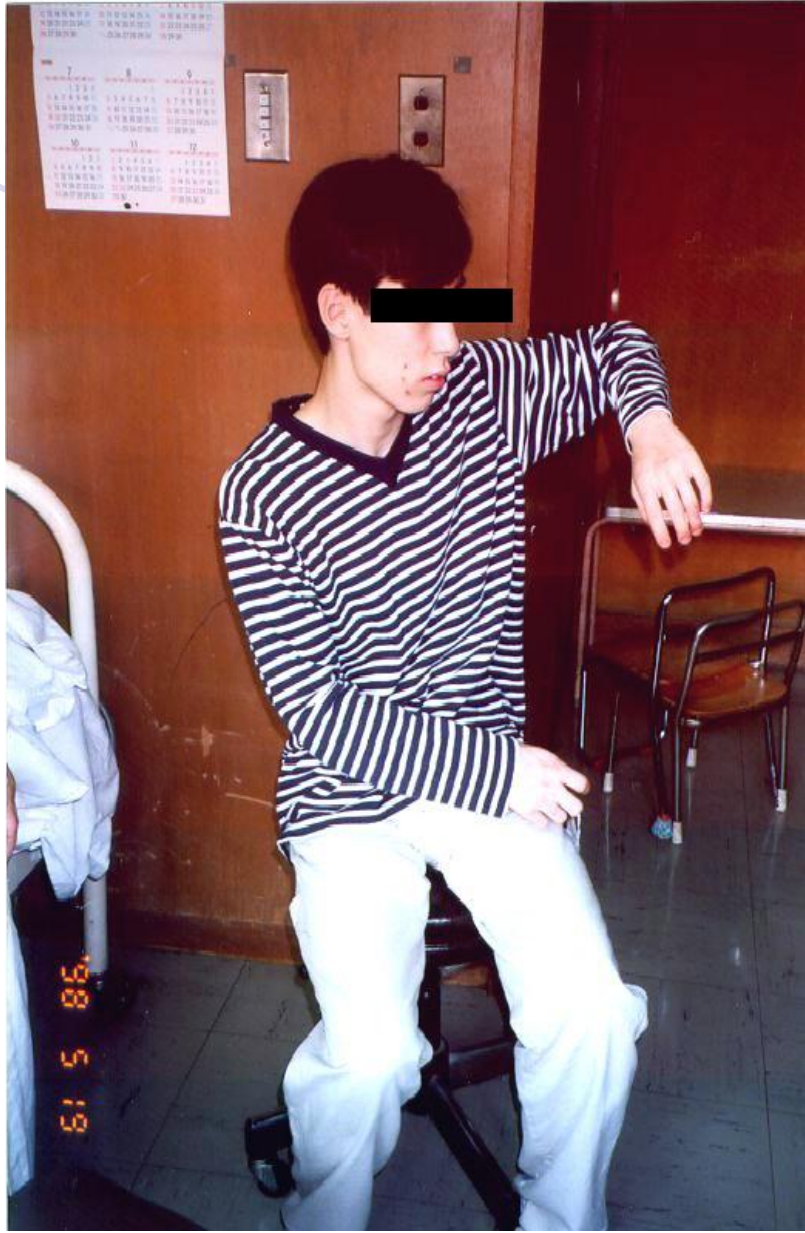
Appropriate Understanding of their mind and
Appropriate Approach
on the Basis of Ohta's Staging
Reduce and /or Prevent
Abnormal Behavior



Comorbidity
and
Psychopharmacotherapy
in ASDs

Psychiatric and Behavioral Problems as Targets for Psychotropic Medicine

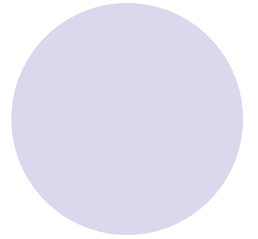
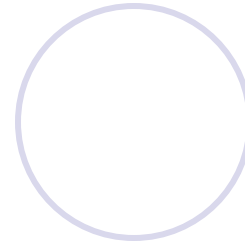
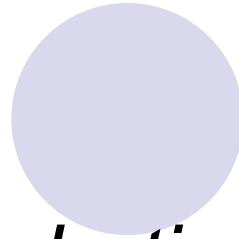
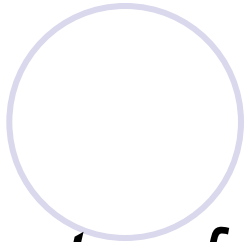
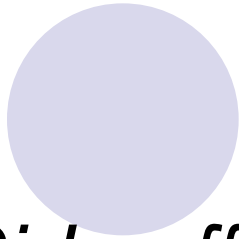
- Non-specific;
hyperactivity aggressiveness, SIB,
explosiveness, excitability etc.
- Reaction to Stress, and Adjustment Disorders
- Super-imposed psychiatric conditions or Comorbidities;
epilepsy, intellectual disability, Tourette syndrome, obsessive- compulsive disorders, mood disorders (ex. depression). catatonia, etc.





Psychopharmacologic agents

- antipsychotics
- sedative hypnotics
- stimulants
- antianxiety drugs
- mood stabilizers
- antidepressants
- anticonvulsants
- others



Side effects of Antipsychotics

Sedation

Parkinsonism

Tardive dyskinesia

Weight gain



Family Support Programs

- parents are not the etiological agent
- supportive approaches
- facilitating coping skills in terms of three primary aims