DSM-5 and IDEA

From prescription pad to the classroom

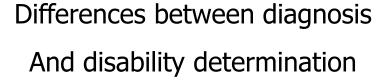Norman J. Geller, Ph.D.

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Objectives

▶ Understand the differences between clinical diagnosis and educational disability determination.

▶ Identify the differences in intervention strategies employed between the 2 different nosologies.

▶ Develop an awareness of the need for greater collaboration between disciplines.

▶ Develop skills in using the factors of autism to drive intervention.

▶ Utilizing ADOS and DSM-5 descriptors to drive IEP, PLOP and interventions.

▶ Understand the difference in teaming models and identifying the barriers that may be present on a team.

Houston, do we have a problem?

Current issues impacting
the 2 nosologies:

Differences between diagnosis

And disability determination

- Who determines category?
- Purpose of category?
- What is the outcome?
- Avenues to intervention?

Types of mental health professionals (Kline & Silver, 2004) and school equivalents

- Psychiatrist

- Psychologist

- Social worker

- Psychiatric nurse

- Mental health counselor

- Instrumentation- Clinical interview to examine all systems to include family history to examine genetic links, familial patterns… Implications for educational model???

- School:
  - Psychologist
  - Social worker
  - Nurses
  - Counselors
  - Teachers
  - Diagnosticians
  - IQ tests, achievement, CBM. Social history, observations, behaviors,

Inherent problems to the 2 systems of classification:

What is the impact on:

- Parents
  - Confusion, mixed messages
- Child/student
  - Who is going to help me, do I understand what I need?
- Service delivery
  - Medication, therapy, education accommodations?
- Service provider
  - Who will deliver service?
  - Is it an educational implication or clinical?
  - Coordination of services education vs. clinical?

Diagnostic systems-
School versus Mental Health

- ▶ Definitions mandated by IDEA

- ▶ Service delivery mandated by IDEA

- ▶ Data supplied by teacher, parents, psychometric instruments

- ▶ Category of disability driven by placement into special education class.

- ▶ Definition based upon psychiatric model – DSM-IV

- ▶ Service delivery transferred to schools

- ▶ Data based upon clinical interview and other possible informants- parent, student and possibly teacher.

- ▶ Psychometric instruments not mandatory

- ▶ Disability definition not educationally based but services dependent upon school.

Transdisciplinary approach to eligibility and IEP development

- Problem: DSM to IDEA
  - Parent involvement/confusion
  - Diagnostic differences

- Multidisciplinary
- Interdisciplinary
- **Transdisciplinary**

Collaborative problem solving

▶ Questions

▶ Holistic approach

▶ PLOP representative of all data

  ▶ Reports

  ▶ Teacher observations

  ▶ Clinical data

  ▶ Real child info…hey, I'm telling you something, are you listening?

▶ Facilitation vs. advocacy

How do we get there and bring parent along for consensus?

▶ Columbo method

Taking existing data and conveying to IEP and application...

DSM-5/ADOS-2 Domains
IEP Applications

Present level of Performance

The Present Level of Performance describes the effect of the student's disability on the student's involvement and progress in the general education curriculum and area(s) of need. This includes the student's performance in academic areas (reading, math, science, history/social sciences, etc.) and functional areas (socialization, communication, behavior, personal management, self-determination, etc.). Test scores should include an explanation. For preschool age students this section should include how the student's disability affects the student's participation in appropriate activities. There should be a direct relationship between the present level of performance and the other components of the IEP.

Writing a behavioral objective

Definition of a Behavioral Objective:

A Behavioral Objective is a defined description of an expected educational experience for your students. Behavioral Objectives have three components: the expected student behavior, the condition of performance, and the performance criteria.

Three parts of a Behavioral Objective:
Student Behavior -- An action verb (e.g. analyze, brainstorm, categorize, design, write) is linked with the desired knowledge or skill (universal systems model, energy sources, ideal and actual mechanical advantage, behavioral objectives).

Examples: Students will draw *multiview drawings; Students will design a robot; Students will build an assistive technological devise.*
Conditions of Performance -- The behavior will be performed under the prescribed conditions or within a particular context.

Examples: within a 5 minute time period; while standing in line for a new activity; upon transition from the playground.
Performance Criteria -- This describes the level the behavior is to be performed as compared to a standard.

Examples: with 90% accuracy; that adheres to the given rules; that meets a determined need to improve the person's quality of life.

Example of a well-written behavioral objective:

1. The students will be able to draw pictures about their feelings within a 5 minute period of experiencing them parts with 90% accuracy.

2. The student will engage in a reciprocal conversation while waiting in line for lunch with at least a 3 part interchange.

3. The student will respond to a prompt presented by the teacher while engaged in play on the playground and line up 3 out of 4 trials in a week.

DSM-5/ADOS-2 Domains:

- Social/Emotional Reciprocity
- Nonverbal communicative behavior
- Integration of verbal & nonverbal
- Social Overtures/Attention/Reciprocation
- Stereotyped Behavior
- Sensitivity to Sensory Material
- Conversation
- Quality of Speech
- Sharing Imaginative Play
- Interest in Others/Peers

Social/Emotional Reciprocity

Activities that pull for social/emotional reciprocity

T Free play, bath time, anticipation of social routine

1 Anticipation of a routine object, responsive social smile, joint attention, bubble play

2 Construction task, joint interactive play, conversation, telling story, description of picture, birthday party,

¾ Conversation (bids), joint interactive play, description of picture, construction task, telling story,

Coding category

Facial exp dir to others, shared enjoyment in intrx, showing, social overtures

Eye contact, Facial exp. towards others, integration gaze, showing, joint attention

Amount of reciprocal social communication, shared enjoyment, showing, social overtures

Reporting of events, conversation, facial expressions, shared enjoyment, social overtures, **insight into typical social situations.**

Sample of descriptor in PLOP:

Jason tends to play with children within proximity of a group of children but rarely displays a range of facial expressions with accompanying integration of eye gaze. Furthermore, he demonstrated a restricted range and frequency of social overture, either verbally or nonverbally.

Behavioral objective:

Jason will, without prompt from an adult, approach a classmate and ask them to play in a collaborative activity at least twice a day and will maintain the interaction for at least 5 minutes.

Nonverbal communicative behavior

Activities that pull for nonverbal communicative behavior

T Resp. to name, antic. Of routine with objects, resp. to joint attention, resp. social smile, functional and symbolic play.

1 Response to name, functional and symbolic imitation, anticipation of social routine, Snack, free play

2 Response to name, joint interactive play, demonstration task, birthday party, snack, bubble play, anticipation of a routine with objects,

¾ Construction task, j/i play, demo task

Coding category

Pointing, gestures, showing, requesting, unusual EC

Gestures, pointing, EC, initiation of joint attention, showing, EC

Pointing, gestures (different types), eye contact, social overtures, showing

EC, gestures

Sample of descriptor in PLOP:

During activities that Allie was required to produce non-verbal gestures, Allie preferred to use verbal descriptors with great detail. When asked to demonstrate the task of brushing her teeth she insisted on using only language and had restricted range of using gestures. This is also true when talking to her peers and describing things in class.

Behavioral objective:

Allie will use gestures such as indicating how old she is or how many items she wants, by showing the number on her fingers accompanied by a verbal descriptor on 4 out of 5 communicative attempts during the day.

Integration of verbal & nonverbal

Activities that pull for integration of verbal & nonverbal behaviors

T Blocking toy play, bath time, teasing, resp social smile,

1 Snack, bubble play, anticipation of social routine, free play, birthday party

2 Construction task, joint interactive play, demonstration task, telling a story from book, birthday party, snack, bubble play and anticipation of routine with objects.

¾ Construction task, play, demo task, cartoons, conversation and reporting

Coding category

Int. of gaze and other behaviors during soc overtures., shared enjoyment,

Integration of gaze and other behaviors during social overture,

Facial expressions directed to others, showing, spontaneous initiation of joint attention, quality of social overtures,

Language production and linked nonverbal communication, Fac. Exp directed to ex.

Sample of descriptor in PLOP:

Although Javon has demonstrated a range of facial expressions, they are rarely directed towards a communicative partner and he rarely incorporates gestures and modulated eye contact when initiating or ending a communicative attempt.

Behavioral objective:

Javon will look at a peer during structured social activities which involves no more than 1 peer (ie lego building) 3 x per day for the purpose of having the peer acknowledge his participation by teacher observation

Social Overtures/Attention/Reciprocation

Activities that pull for social overtures and attention
T Free play/ball, bath time-ignore, anticipation of social routines, resp soc. smile.
1 Free play, bubble play, anticipation of routine with objects, anticipation of social routine
2 Construction task, response to name, joint interactive play, conversation, demonstration task, description of picture, telling story from book, free play, birthday party, snack, bubble play, anticipation of routine with objects
¾ Construction task, j/i play, description of picture, conversation and reporting, creating a story.

Coding category
Shared enjoyment, joint attention, requesting, fac exp directed to others
Pointing, gestures, frequency of spontaneous vocalization directed to others,
Pointing, eye contact, facial expression directed towards others, spontaneous joint attention, quality of social overtures, amount of reciprocal social communication, showing, maintenance of attention
Reporting of events, fac. exp., shared enjoyment, qual. of rapport, maintenance of attention.

Sample of descriptor in PLOP

Lisa's vocabulary is well developed, as demonstrated on her performance on the PPVT-3 (score=121) During conversation Lisa often dominates the topic and rarely asks the communication partner for their perspective and usually dismisses an attempt to change the conversational topic. She is often perceived as hi-jacking the conversation and her peers tend to walk away at which time Lisa demonstrates a great deal of frustration and anger.

Behavioral objective:

Lisa will allow her partner to respond or interject with a noticeable pause in the interaction during a conversation on a topic of mutual interest at least 5 times in a 3 minute sample.

Stereotyped Behavior

Module

Activities that pull for stereotyped behavior

T   Blocking toy play, teasing toy play, free play, bath time

1   Free play, bubble play, birthday party

2   Play-make believe and joint, free play, BUBBLES, ANTICIPATION of routine with objects, birthday party,

¾   Play, demo task, cartoons, creating a story, description of picture.

Coding category

T Intonation of vocalizations/verbalizations, unusual sensory interest, hand finger movements, stereotypic behaviors, use of other's body

1 Stereotypical use of words, sensory interest, hand/finger mannerisms, rep. interests and stereotyped behaviors.

2 Stereotypical use of words or phrases, sensory interest, hand/finger mannerisms, rep. interests and stereotyped behaviors.

¾ Stereotypical use of words or phrases, sensory interest, hand/finger mannerisms, excessive interests in unusual topics and/or rept. behaviors.

Sample of descriptor in PLOP

Although Juan often approaches toys to play in a functional way, he often shows a great deal of interest in the parts of a toy rather than the complete function. For example, when using crayons, he is often distracted by the point and the paper covering the actual wax part of a crayon and has difficulty remaining on the task of coloring.

Behavioral objective:

Sensitivity to Sensory Material

Module

Activities that pull for Sensory Sensitivities

T Free play (ring, tube, lid), bubble play, bath time
1 Anticipation of routine with object, free play , bubble paly, response to joint attention
2 Construction task, birthday party, bubble play, play, snack, anticipation of routine with objects.
¾ Construction task, play, break, creating a story

Coding category

T
Unusual sensory interest,
1 Unusual sensory interest in play material/person
2 Unusual sensory interest in play material/person,
3/4Unusual sensory interest in play material/person

Sample of descriptor in PLOP

When Leslie is presented with food or soft play objects she often rubs it against her cheek several times and sniffs it continuously. This tends to interfere with her eating in the cafeteria and requires frequent staff redirection.

Behavioral objective:

Conversation

Module

Activities that pull for conversation

T Ant. of social routine, bubble play, anticipation of routine with object, blocking toy play.

1 Free play, birthday party

2 Construction task, joint interactive play, conversation, description of picture, telling story from book, birthday party,

¾ Telling story from book, description of picture, cartoons, conversation and report, emotions, friendships and social difficulties.

Coding category

T Vocalizations, freq of babbling and/or directed at others

1 Spontaneous vocalizations to others, requesting,

2 Conversation

¾ Reporting of events, conversation, asks for information, offers information.

Sample of descriptor in PLOP
Group participation

Behavioral objective:

Quality of Speech

Module

Activities that pull for Quality of speech

T Activities to pull for language production, lang sample
1 Free play, bubble play, birthday party
2 Conversation, joint interactive play, description of picture, telling story from book, birthday party,
¾ Conversation, desc. of picture, demo task, telling story from book, cartoons, questions re: social, friends, relations, etc., creating story

Coding category

T Freq of babbling and sounds produced, level of nin-echoed speech, vocalizations and intonations-directed or not?
1 Overall language non-echoed speech, intonation,
2 Overall level of non-echoed spoken language, speech abnormalities associated with autism (intonation,/volume/rhythm/rate), immediate echolalia,
¾ Overall level of n/e speech, speech abnormalities associated with autism (intonation,/volume/rhythm/rate)

Sample of descriptor in PLOP
Group participation

Behavioral objective:

Sharing Imaginative Play

Module

Activities that pull for Sharing Imaginative Play

T Free play, Resp. social smile, bath time, functional and symbolic play.
1 Joint attention, free play, functional and symbolic imitation,
2 Make believe play, joint interactive play, birthday party, description of picture
¾ Make believe and Joint interactive play, conversation and reporting, creating a story,

Coding category

T Eye contact, integration of gaze and other behaviors, showing, shared enjoyment in interaction,
1 Eye contact, integration of gaze and other behaviors, showing, social overtures
2 Imagination/creativity, functional play with objects,
¾ Imagination/creativity, shared enjoyment in interaction,

Sample of descriptor in PLOP
Group participation

Behavioral objective:

Interest in Others/Peers

Module

Activities that pull for Interest in Others/Peers

T Free play and ball, blocking toy play, response to name, teasing toy play, bath time/ignore.

1 Response to name, social smile, anticipation of social routine, free play, birthday party, responsive social smile

2 Construction task, joint interactive play, telling story from book, birthday party, bubble play, anticipation of a routine with objects

¾ Friends etc, questions, j/I play, social difficulty questions,

Coding category

T Fac expression directed at others, shared enjoyment, social overtures, spont initiation of joint attention.

1 Facial expression directed at others, shared enjoyment,

2 Shared enjoyment in interaction, spontaneous initiation of joint attention, social overtures, maintenance of social overtures (examiner/parent/caretaker), amount of reciprocal social communication.

¾ Asking for information, reporting events, offers information, conversation.

Sample of descriptor in PLOP
Group participation

Behavioral objective:

End result: Conceptualization of whole child with a map of interventions *individually* designed = better outcomes!