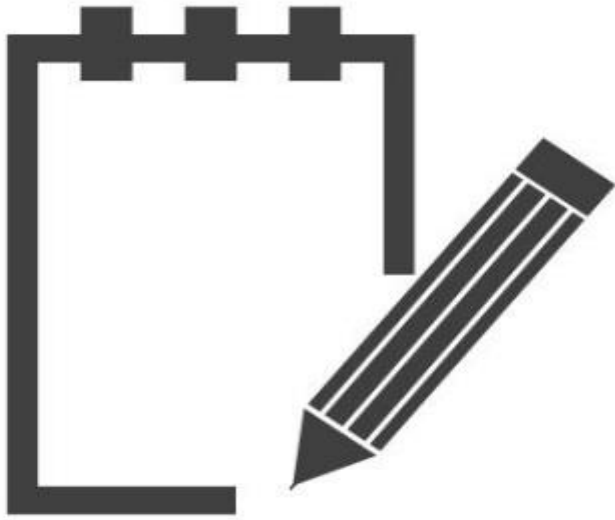


Neurodevelopmental Disorders in Children, Youth, and Adolescents

Law Enforcement and Community:
Crisis Intervention Team Training

Module Overview



Disorders in Children, Youth and Adolescents: Neurodevelopmental

- Intellectual Disability
- Fetal Alcohol Spectrum Disorder (FASD)
- Autism Spectrum Disorder

Neurodevelopmental Disorders

- Neurodevelopmental disorders are sometimes referred to as "hidden disabilities."
- The symptoms may not be readily apparent to an outside observer.
- The person may be high-functioning and excel in certain skills or environments.
- The person may have learned to adapt to circumstances to overcome or hide their developmental or cognitive symptoms.
- They are most often present in combination with other mental or physical disorders which may be more readily recognized.



Neurodevelopmental Disabilities

- Before age 22
- Significant life time impairment
- May include Intellectual Deficits

Psychiatric Disabilities

- Onset any age
- Typically no Intellectual Deficit
- Difficulty in regulating mood and thought

Intellectual Disability

- *Intellectual disability* is characterized by significant limitations in both **intellectual functioning** and in **adaptive behavior**.
- Intellectual disability is the most common developmental disability.
- Criteria:
 - IQ is below 70-75
 - There are significant limitations in two or more adaptive areas (skills that are needed to live, work, and socialize in the community, such as communication or self-care)
 - The condition is apparent before the age of 18



Intellectual Disability



Signs and Symptoms

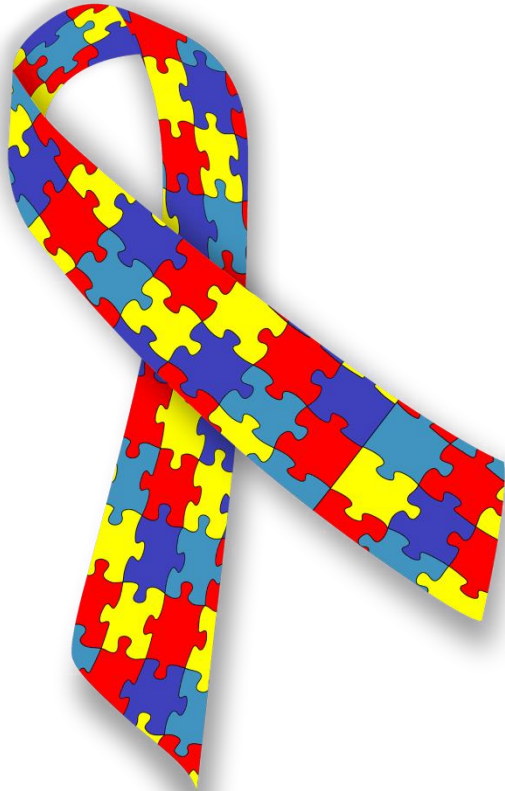
- **Deficits in intellectual functions:** difficulties with reasoning, problem solving, judgment, academic learning, learning from experiences, and abstract thinking
- **Deficits in adaptive functioning:** failure to meet developmental and social standards
 - Difficulties with independence and social responsibility
 - Limited functioning with daily life activities (e.g., communication, independent living, and social interactions)
 - Deficits become noticeable during the developmental years (i.e., childhood and adolescence)

Fetal Alcohol Spectrum Disorder

- Caused by use of excessive alcohol by the mother during pregnancy
- FASD can lead to physical, learning and behavioral challenges, such as:
 - Low body weight or smaller-than-average features
 - Poor coordination
 - Hyperactive behavior and difficulty with attention
 - Poor memory
 - Difficulty in school (especially with math)
 - Learning disabilities and/or low IQ
 - Poor reasoning and judgment skills



Autism Spectrum Disorder



A developmental disorder of variable severity that is characterized by difficulties in social interaction and communication and by restricted or repetitive patterns of thought and behavior.

Autism Spectrum Disorder



- Deficits in social communication and interaction
- Less interested in sharing interests and emotions; difficult to determine how they are feeling
- Difficulties with nonverbal communication; don't understand facial expressions
- Difficulties in developing and maintaining relationships with others
- Attracted to water

Autism Spectrum Disorder



Identifying a Potential Developmental Disability

Communication	Behavior	Interaction
<ul style="list-style-type: none">• Limited vocabulary• Speech impairment• Difficulty answering questions• Short attention span	<ul style="list-style-type: none">• Inappropriate actions• Easily influenced• Difficulty with directions• Trouble with day-to-day tasks, such as making change or using a telephone• Repetitive motions or motor impairments	<ul style="list-style-type: none">• Eagerness to please• Communication through others• Bluffing greater understanding than they have• Over-engagement or under-engagement

Tips for Responding



- Identify yourself, explain why you are there
- Look for personal ID
- Ask the family member how you can help
- Use eye contact and use their name, if possible
- Keep commotion down, reduce stimulation
- Use simple, concrete language, repeat if necessary
- Ask open ended questions, NOT just “Yes” or “No”
- Give directives or ask questions one at a time
- Consider bodies of water

Tips for Responding



- Be patient, wait for responses
- Don't interrupt odd behavior
- Keep your movements slow – not rapid
- Do not insist on eye contact
- Do not remove object from individual unless harming self or others
- Don't touch if possible
- Break steps into small parts
- Speak directly to the person
- Use pictures when possible, if needed
- Restrain as last resort

Module Wrap-Up

Questions?