

	<h2 style="text-align: center;">Treatment Options for Children with Complex Needs</h2> <p style="text-align: center;">Jeannie Von Stultz, Ph.D. Director of Mental Health Services Bexar County Juvenile Probation</p>
--	--

---

---

---

---

---

---

---

---

	<h2 style="text-align: center;">Treatment Considerations</h2> <ul style="list-style-type: none"> <li>■ Disorders/Syndromes to be discussed <ul style="list-style-type: none"> <li>- ADHD</li> <li>- Asperger's Syndrome</li> <li>- Autism</li> </ul> </li> <li>■ Core signs/symptoms cannot be cured</li> <li>■ Treatment focuses <ul style="list-style-type: none"> <li>- Managing symptoms</li> <li>- Improving functioning within home and school</li> </ul> </li> </ul>
--	---

---

---

---

---

---

---

---

---

	<h2 style="text-align: center;">ADHD</h2> <ul style="list-style-type: none"> <li>■ Stimulants <ul style="list-style-type: none"> <li>- Fast, but temporary, improvements in <ul style="list-style-type: none"> <li>■ Approach to school work</li> <li>■ Focus</li> <li>■ Organization</li> <li>■ Thinking before acting</li> <li>■ Getting along better with others</li> <li>■ Following rules</li> </ul> </li> </ul> </li> </ul>
--	---

---

---

---

---

---

---

---

---

	<b>ADHD</b>
	<ul style="list-style-type: none"> <li>■ Uncertainty regarding use of medication as sole treatment modality due to:             <ul style="list-style-type: none"> <li>– Impact of Side Effects                 <ul style="list-style-type: none"> <li>■ Height</li> <li>■ Weight</li> </ul> </li> <li>– Behavioral factors not improved by medication                 <ul style="list-style-type: none"> <li>■ Social deficits</li> <li>■ Relationship difficulties</li> <li>■ Learning challenges</li> </ul> </li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>ADHD</b>
	<ul style="list-style-type: none"> <li>■ Especially true for females             <ul style="list-style-type: none"> <li>– Don't typically present with hyperactivity</li> <li>– Diagnosis often missed</li> <li>– Needs assistance in areas often not resolved with medication</li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>ADHD</b>
	<ul style="list-style-type: none"> <li>■ Once size does not fit all             <ul style="list-style-type: none"> <li>– Empirical support for use of medication AND behavioral management</li> <li>– Treatment plans target specific challenges</li> <li>– Reevaluate child if initial treatment goals not met</li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>ADHD</b>
	<ul style="list-style-type: none"> <li>■ Behavioral Modification Strategies <ul style="list-style-type: none"> <li>– For Parents and Teachers</li> </ul> </li> <li>■ Parent Education</li> <li>■ Family Therapy</li> </ul>

---

---

---

---

---

---

---

---

	<b>ADHD</b>
	<ul style="list-style-type: none"> <li>■ Treatment Alternatives <ul style="list-style-type: none"> <li>– Healthy Diet</li> <li>– Dietary Restrictions</li> <li>– Dietary Supplements</li> <li>– Interactive Metronome Training</li> <li>– Sensory Integration Training</li> <li>– Cerebellar Training</li> <li>– Antimotion Sickness Training</li> <li>– Candida Yeast Theory</li> <li>– Neurofeedback</li> <li>– Chiropractic</li> <li>– Optometric Vision Training</li> <li>– Thyroid Treatment</li> <li>– Lead Treatment</li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>Autism Spectrum Disorders</b>
	<ul style="list-style-type: none"> <li>■ Numerous Treatment Programs</li> <li>■ Programs Have Similar Components <ul style="list-style-type: none"> <li>– Communication/Skills Training</li> <li>– Cognitive Behavior Therapy</li> <li>– Symptom Reduction</li> <li>– Application at School &amp; Home</li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<h2 style="margin: 0;">Autism Spectrum Disorders</h2>
	<ul style="list-style-type: none"> <li>■ Treatment begins as soon as child is identified</li> <li>■ If younger than 3, intervention occurs within the home and/or child care center</li> <li>■ If school-age, child may receive school-based individualized special education</li> <li>■ Regardless parents should be involved and apply strategies at home</li> </ul>

---

---

---

---

---

---

---

---

	<h2 style="margin: 0;">Asperger's Syndrome</h2>
	<ul style="list-style-type: none"> <li>■ Communication and Skills Training <ul style="list-style-type: none"> <li>– Learn unwritten social rules <ul style="list-style-type: none"> <li>■ Physical space</li> <li>■ How to talk (rhythm)</li> <li>■ How to interpret nonverbal communication <ul style="list-style-type: none"> <li>– Eye contact</li> <li>– Tone of voice</li> <li>– Humor/sarcasm</li> </ul> </li> </ul> </li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<h2 style="margin: 0;">Asperger's Syndrome</h2>
	<ul style="list-style-type: none"> <li>■ Cognitive Behavior Therapy <ul style="list-style-type: none"> <li>– Helps with managing obsessions, meltdowns, angry outbursts</li> <li>– Train child to focus on: <ul style="list-style-type: none"> <li>■ Recognizing troublesome situations</li> <li>■ Recognizing feelings</li> <li>■ Learning strategies to cope with situations/feelings</li> </ul> </li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>Asperger's Syndrome</b>
	<ul style="list-style-type: none"> <li>■ Medication <ul style="list-style-type: none"> <li>– No medication specifically for Asperger's</li> <li>– Many children with Asperger's have co-occurring disorders</li> <li>– Medications are used to address specific symptoms <ul style="list-style-type: none"> <li>■ Anxiety</li> <li>■ Depression</li> <li>■ ADHD</li> </ul> </li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>Asperger's Syndrome</b>
	<ul style="list-style-type: none"> <li>■ School-based Interventions (also applies within facilities) <ul style="list-style-type: none"> <li>– Small work groups with individual attention</li> <li>– Communication specialist with social skills focus</li> <li>– Opportunities for peer interaction within structured setting</li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>Asperger's Syndrome</b>
	<ul style="list-style-type: none"> <li>■ School-based Interventions (also applies within facilities) <ul style="list-style-type: none"> <li>– Set Schedule <ul style="list-style-type: none"> <li>■ Minimize change</li> <li>■ Prepare long in advance for changes</li> </ul> </li> <li>– Managed Social Contact <ul style="list-style-type: none"> <li>■ Early passing period</li> <li>■ Smaller lunch/break settings</li> <li>■ Seating near teacher</li> </ul> </li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>Asperger's Syndrome</b>
	<ul style="list-style-type: none"> <li>■ School-based Interventions (also applies within facilities) <ul style="list-style-type: none"> <li>- Ways to Address Stimulus Overload <ul style="list-style-type: none"> <li>■ Time outs</li> <li>■ Headphones</li> </ul> </li> <li>- Visual and Verbal Prompts <ul style="list-style-type: none"> <li>■ Regular reminders to keep working</li> <li>■ Behavioral and Academic Expectations Posted</li> </ul> </li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>Autism</b>
	<ul style="list-style-type: none"> <li>■ Educational/Behavioral Interventions</li> <li>■ Family Therapy <ul style="list-style-type: none"> <li>- Helps parents and siblings cope</li> </ul> </li> <li>■ Medications <ul style="list-style-type: none"> <li>- Treats ASD-related symptoms <ul style="list-style-type: none"> <li>■ Anxiety</li> <li>■ Depression</li> <li>■ Obsessive-compulsive</li> <li>■ Severe Behavioral Problems</li> <li>■ Seizures</li> <li>■ Attention Deficits</li> </ul> </li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>Autism</b>
	<ul style="list-style-type: none"> <li>■ Educational/Behavioral Interventions <ul style="list-style-type: none"> <li>- Applied Behavioral Analysis</li> <li>- Pivotal Response Therapy</li> <li>- Verbal Behavior</li> <li>- Floortime</li> <li>- Relationship Development Intervention</li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>Autism</b>
	<ul style="list-style-type: none"> <li>■ School-based Interventions Target Deficits:             <ul style="list-style-type: none"> <li>- Learning</li> <li>- Language</li> <li>- Attention</li> <li>- Imitation</li> <li>- Motivation</li> <li>- Compliance</li> <li>- Initiative of Interaction</li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>Autism</b>
	<ul style="list-style-type: none"> <li>■ Typical School Day for Younger Children             <ul style="list-style-type: none"> <li>- Physical Activity                 <ul style="list-style-type: none"> <li>■ Develop coordination and body awareness</li> </ul> </li> <li>- Social Interaction                 <ul style="list-style-type: none"> <li>■ During breaks and lunch provide structured opportunities</li> </ul> </li> <li>- Academic Instruction                 <ul style="list-style-type: none"> <li>■ Learn by doing. Individual support.</li> </ul> </li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>Autism</b>
	<ul style="list-style-type: none"> <li>■ Medication             <ul style="list-style-type: none"> <li>- No medication specifically for Autism</li> <li>- Medications are used to address specific symptoms                 <ul style="list-style-type: none"> <li>■ Anxiety</li> <li>■ Hyperactivity</li> <li>■ Impulsivity</li> <li>■ Attention Difficulties</li> </ul> </li> <li>- Evidenced effectiveness in addressing repetitive behaviors                 <ul style="list-style-type: none"> <li>■ Anafranil</li> <li>■ Luvox</li> <li>■ Prozac</li> </ul> </li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>Autism</b>
	<ul style="list-style-type: none"> <li>■ <b>Treatment Options</b> <ul style="list-style-type: none"> <li>– Vitamins/Minerals           <ul style="list-style-type: none"> <li>■ Malabsorption problems</li> <li>■ Nutritional deficiencies</li> <li>■ Vitamins A, B1, B3, B5, Selenium, Zinc, Magnesium, Copper, Calcium</li> </ul> </li> <li>– Dietary Interventions           <ul style="list-style-type: none"> <li>■ Food allergies not viewed as cause but exacerbates behavioral issues</li> <li>■ Gluten &amp; Casein</li> </ul> </li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>Autism</b>
	<ul style="list-style-type: none"> <li>■ <b>Complementary Approaches</b> <ul style="list-style-type: none"> <li>– Art Therapy</li> <li>– Music Therapy</li> <li>– Animal Therapy</li> </ul> </li> </ul>

---

---

---

---

---

---

---

---

	<b>Research into Causes &amp; Treatment</b>
	<ul style="list-style-type: none"> <li>■ <b>Children’s Health Act of 2000</b> <ul style="list-style-type: none"> <li>– Interagency Autism Coordinating Committee</li> <li>– 5 NIH Institutes Working Together</li> <li>– Studies to Advance Autism Research &amp; Treatment (STAART) – 8 centers           <ul style="list-style-type: none"> <li>■ Yale, UCLA, UNC, Mt. Sinai...</li> </ul> </li> <li>– Collaborative Programs of Excellence in Autism – 10 centers           <ul style="list-style-type: none"> <li>■ Boston U, Yale, UCLA, UT Houston...</li> </ul> </li> </ul> </li> </ul>

---

---

---

---

---

---

---

---



	<h2>Resources</h2>
	<ul style="list-style-type: none"> <li>■ <a href="http://www.chadd.org">www.chadd.org</a></li> <li>■ <a href="http://www.help4adhd.org">www.help4adhd.org</a></li> <li>■ <a href="http://www.autismspeaks.org">www.autismspeaks.org</a></li> <li>■ <a href="http://www.autismsociety.org">www.autismsociety.org</a></li> </ul>

---

---

---

---

---

---

---

---

	<h2>Contact Information</h2>
	<p style="text-align: center;">       Jeannie Von Stultz, Ph.D.        Director of Mental Health Services        Bexar County Juvenile Probation        301 E Mitchell        San Antonio, TX 78210        (210) 335-7515  <a href="mailto:jvonstultz@bexar.org">jvonstultz@bexar.org</a> </p>

---

---

---

---

---

---

---

---