

Procjena socijalne komunikacije u ranoj dobi



DSM-IV /1994/2000/

Dijagnostički i statistički priručnik za mentalne poremećaje

PERVAZIVNI RAZVOJNI POREMEĆAJI

F 84.0 Autistični poremećaj

F 84.9 Pervazivni razvojni poremećaj, nespecificiran (PDD-NOS)

F 84.5 Aspergerov sindrom

F 84.2 Rettov sindrom

F 84.3 Dezintegrativni sindrom u djetinjstvu

DSM-V /2012-13/

www.dsm5.org

299.00 Poremećaji autističnog spektra

(uključuje autistični poremećaj, Aspergerov sindrom, Rettov sindrom, PDD-NOS i Dezintegrativni poremećaj u djetinjstvu)

NOVE DIJAGNOSTIČKE KATEGORIJE!

Odgođena pojava jezika (late language emergence; LLE)

Poremećaj socijalne komunikacije (social communication disorders; SCD)

A. **Late language emergence (LLE)** is a delay in language onset with no other diagnosed disabilities or developmental delays in other cognitive or motor domains. LLE is diagnosed when language developmental trajectories are below age expectations for toddlers and preschool children up to 4 or 5 years of age based on age-referenced criteria (e.g., less than 50 words at 24 months, inability to follow verbal instructions, limited use of gestures and sounds to communicate, limited symbolic play, and few word combinations at 30 months). Children with LLE are at risk for Specific Language Impairment, [Social Communication Disorder](#), [Autism Spectrum Disorder](#), [Learning Disability](#), [ADHD](#), [Intellectual Disability](#) and other developmental disorders, and therefore need to be identified as toddlers, referred for early intervention, evaluated for more general cognitive problems, and monitored for a change in diagnosis as they approach school age.

B. The low language abilities result in functional limitations in effective communication, social participation, or emergent literacy skills and pre-academic achievement, alone or in any combination.

C. Criteria are not met for Specific Language Impairment, [Social Communication Disorder](#), [Autism Spectrum Disorder](#), [Intellectual Disability](#), or [Learning Disability](#).

D. Symptoms must be present in early childhood and identified before 4 or 5 years of age.

- A. **Social Communication Disorder (SCD)** is an impairment of pragmatics and is diagnosed based on difficulty in the social uses of verbal and nonverbal communication in naturalistic contexts, which affects the development of social relationships and discourse comprehension and cannot be explained by low abilities in the domains of word structure and grammar or general cognitive ability.
- B. The low social communication abilities result in functional limitations in effective communication, social participation, academic achievement, or occupational performance, alone or in any combination.
- C. Rule out Autism Spectrum Disorder (ASD). Autism Spectrum Disorder by definition encompasses pragmatic communication problems, but also includes restricted, repetitive patterns of behavior, interests or activities as part of the autism spectrum. Therefore, ASD needs to be ruled out for SCD to be diagnosed.
- D. Symptoms must be present in early childhood (but may not become fully manifest until social demands exceed limited capacities).

Kako prepoznati/dijagnosticirati poremećaj socijalne komunikacije u ranoj dobi?

IZAZOVI/PROBLEMI:

1. Razviti mjerne instrumente koji će razlikovati djecu sa značajnim razvojnim teškoćama od onih s manje pervazivnim i često prolaznim zastoјima.
2. Razlikovati djecu s poremećajem iz autističnog spektra od djece s intelektualnim teškoćama.

1. STUPANJ PROBIRA

- probir djece u općoj populaciji
- najčešće se koriste upitnici za roditelje/skrbnike

CHAT
M-CHAT
ESAT
CSBS-DP upitnik
PDDST – 1.stupanj.



2. STUPANJ PROBIRA

- probir u populaciji djece za koju se već sumnja da pokazuju odstupanja u razvoju

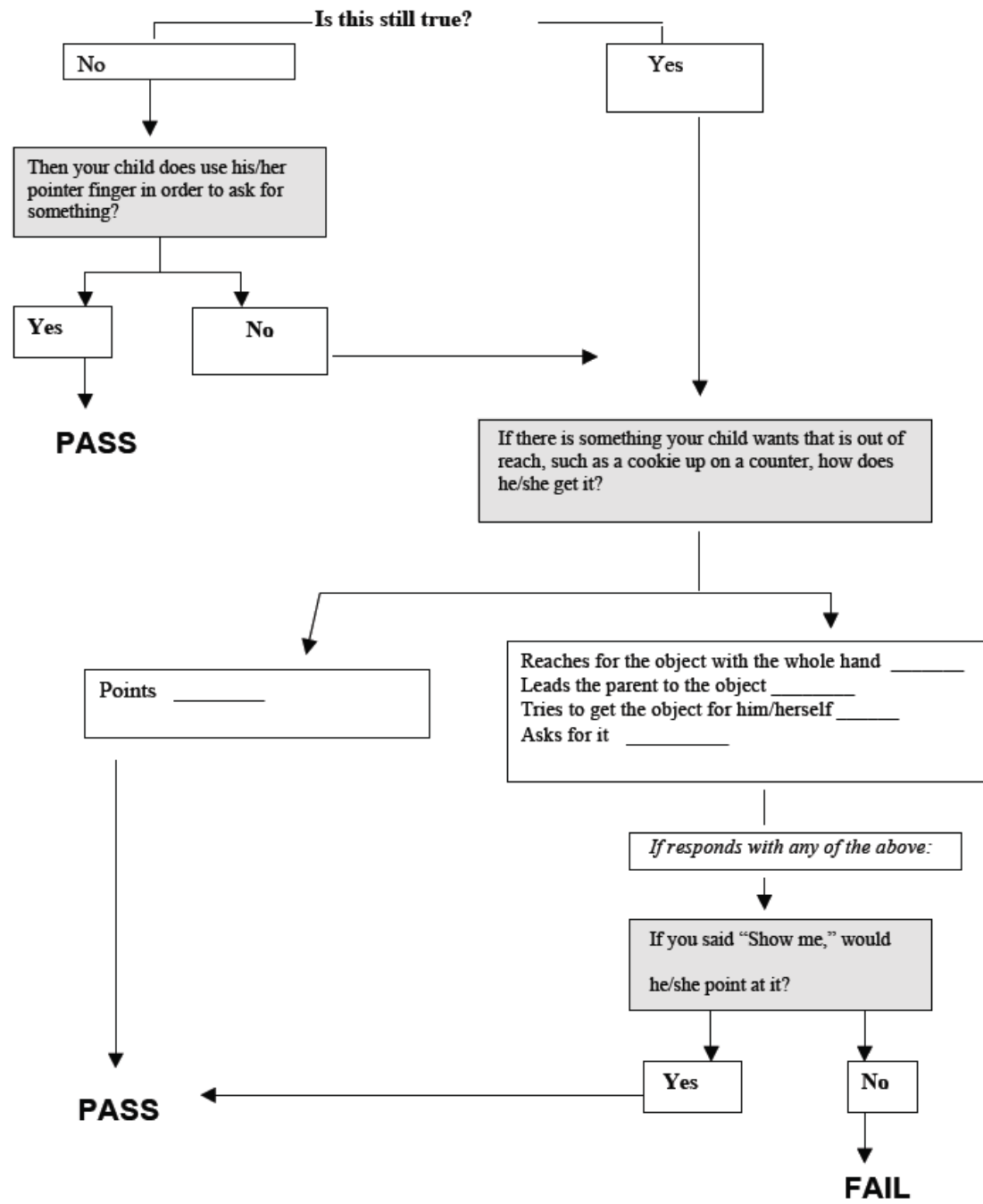
CSBS-DP (uzorak ponašanja)
PDDST- 2. stupanj
SCQ
STAT
CARS
GARS

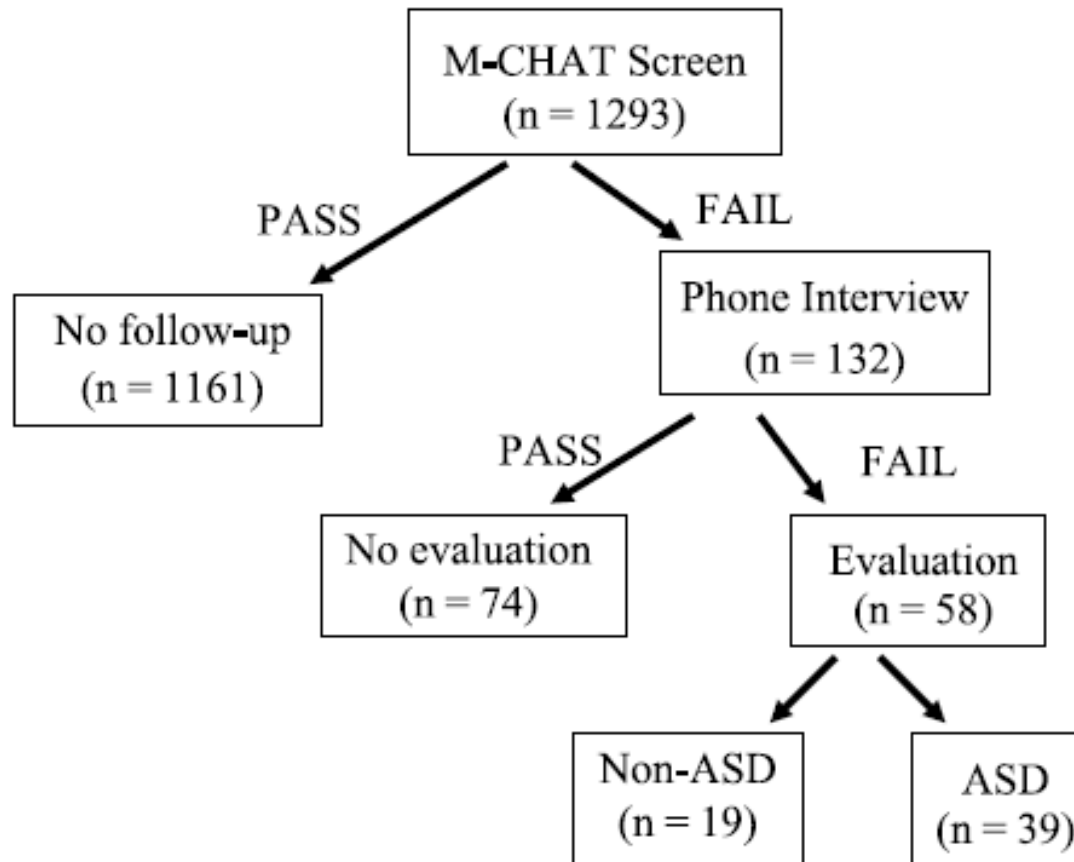


DIJAGNOZA

ADI-R
ADOS
Procjena iskusnog kliničara

6. You reported that _____ does not use his/her pointer finger to point, to ask for something.





U posljednjem desetljeću dva su mjerna instrumenta u cijelom svijetu postala "zlatnim standardom" u dijagnostici autizma:

- 1) *Autism Diagnostic Observation Schedule* (ADOS; Lord i sur., 1989, 2001)



- 2) *Autism Diagnostic Interview-Revised* (ADI-R; Rutter i sur., 2003)



Autism Diagnostic Observation Schedule (ADOS)

Lord, C., Rutter, M. DiLavore, P., Risi, S. (2001)

...polustrukturirani mjerni instrument

....od 18 mjeseci mentalne dobi → odrasli

Ispitivanje ADOS-om sastoji se od provođenja niza različitih aktivnosti koje omogućavaju iskusnim promatračima procjenu :

(a)komunikacije i jezika

(b)recipročne socijalne interakcije

(c)igre/sposobnosti imaginacije

(d)stereotipnih ponašanja i suženih interesa

(e)drugih neuobičajenih ponašanja

Autism Diagnostic Observation Schedule (ADOS)

ADOS ima četiri modula, a odabir modula ovisi o razini ekspresivnog rječnika djeteta/osobe koja se procjenjuje.

Modul 1 - djeca koja ne govore (mentalna dob > 18 mjeseci)

Modul 2 – djeca/osobe koje komuniciraju upamćenim iskazima ali nisu verbalno fluentni

Modul 3 - verbalno fluentna djeca/osobe (razina jezične ekspresije > 4 godine)

Modul 4 - verbalno fluentni adolescenti i odrasli ljudi

Instrument uvijek u paru provode **dva neovisna procjenjivača.**