



## Overview of DSM-5: Autism Spectrum Disorder

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A University Center of Excellence in Developmental Disabilities Education, Research and Services (UCEDD)

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### Objectives

- Recognize the changes from DSM-IV TR to DSM-5 Diagnostic Criteria for Autism Spectrum Disorder
- Become familiar with new diagnostic specifiers
- Become familiar with new severity ratings



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### Why was it changed?

- APA intends the DSM to reflect most current research and practice
- Last revision – 2000
- Confusion and inconsistent application of previous PDD diagnoses



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### Why was it changed?

- Improve **sensitivity** and **specificity**
- Provide more accurate and descriptive information (Specifiers)
  - Co-existing conditions and genetic or medical diagnoses
  - Severity level (based on level of supports)
  - Intellectual functioning
  - Language level



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### Changes



**DSM-IV TR** → **DSM-5**

**Pervasive Developmental Disorder**

3 Diagnoses:

- Autistic Disorder
- Asperger's Disorder
- PDD-NOS

3 "categories" of symptoms

- Social Interaction (2/4)
- Communication
- RRB


**Autism Spectrum Disorder**

1 Diagnosis

- Autism Spectrum Disorder

2 "categories" of symptoms

- Social Communication (3/3)
- RRB (2/4)



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### Changes



**DSM-IV TR** → **DSM-5**

**Pervasive Developmental Disorder**

No indication about sensory differences

Language delay criteria


Included Childhood Disintegrative Disorder and Retts Disorder

**Autism Spectrum Disorder**

Added hyper- or hypo- reactivity to sensory input

Delay in language removed

Removed Childhood Disintegrative Disorder and Retts Disorder



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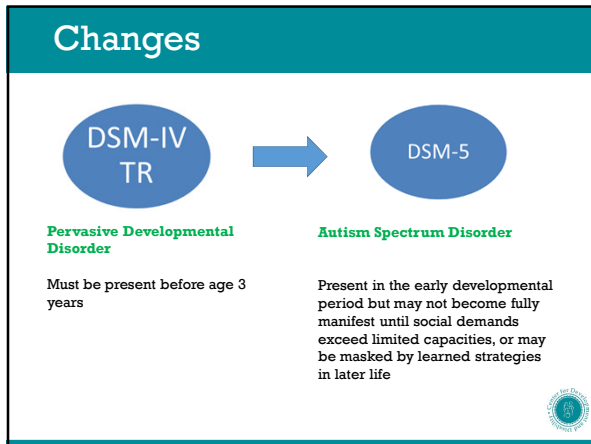
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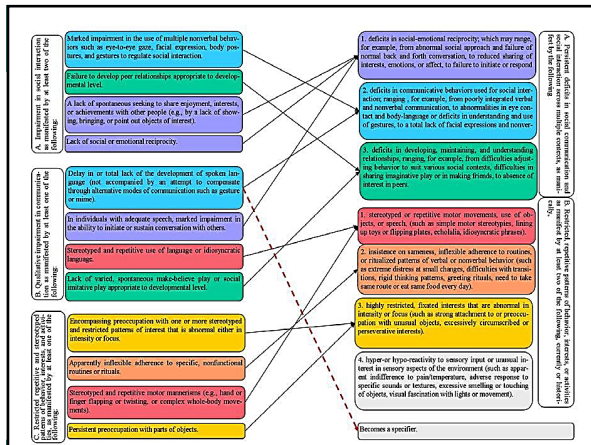
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### Diagnostic Specifiers

**DSM-5 299.0 Autism Spectrum Disorder**

- Level of Support required (i.e., Severity)
- *With or Without* intellectual impairment
- *With or Without* language impairment
- *Associated* with known medical or genetic condition or environmental factor
- *Associated* with another neurodevelopmental, mental or behavioral disorder (e.g., ADHD)
- *With* catatonia




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### Severity Level: Social-Communication

<b>Level 1: requiring support</b>	<ul style="list-style-type: none"><li>• Without supports, deficits in social communication cause noticeable impairments; e.g., atypical or unsuccessful responses to social overtures</li></ul>
<b>Level 2: requiring substantial support</b>	<ul style="list-style-type: none"><li>• Marked deficits in verbal and nonverbal social communication, apparent even with supports</li></ul>
<b>Level 3: requiring very substantial support</b>	<ul style="list-style-type: none"><li>• Limited initiation and minimal response to social overtures</li></ul>



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### Severity Level: Restricted, repetitive behaviors

<b>Level 1: requiring support</b>	<ul style="list-style-type: none"><li>• Causes significant interference with functioning in one or more contexts</li></ul>
<b>Level 2: requiring substantial support</b>	<ul style="list-style-type: none"><li>• Appear frequently and interfere with functioning across a variety of contexts</li></ul>
<b>Level 3: requiring very substantial support</b>	<ul style="list-style-type: none"><li>• Extreme difficulty with change, markedly interfere with functioning in all spheres</li></ul>



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### Additional Changes

- Can now have comorbid diagnoses:
  - Language Disorders
  - Global Developmental Delay (under 5 years old)
  - Attention-Deficit/Hyperactivity Disorder
- Axial system eliminated



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### Sample Diagnosis 1

**DSM-IV-TR**

Axis I: Autistic Disorder (299.00)  
Axis II: Intellectual Disability, Mild (317.0)  
Axis III: Seizure Disorder, NOS (780.39)  
Axis IV: school difficulties, sibling conflict  
Axis V: GAF: 55



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### Sample Diagnosis 1

**DSM-5**  
**299.00 Autism Spectrum Disorder** associated with Seizure Disorder:

- *Currently requiring substantial supports for deficits in social communication and support for restricted, repetitive behaviors.*
- With accompanying intellectual impairment (Intellectual Disability, Mild; 317.0)
- With accompanying language impairment (phrase speech, delays in receptive and expressive communication)
- Not associated with any known genetic cause (appointment pending)



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### Sample Diagnosis 2

**DSM-5**  
**299.00 Autism Spectrum Disorder**

- Not associated with a known medical disorder
- Requiring substantial support for deficits in social communication and requiring support for restricted, repetitive behaviors
- With accompanying language impairment (fluent language; Language Disorder, 315.39)
- Without accompanying intellectual impairment (Low Average Verbal and Average Nonverbal cognitive abilities)
- Not associated with other neurodevelopmental, mental, or behavioral disorders



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### Sample Diagnosis 3

**DSM-5**  
**Autism Spectrum Disorder (299.0)**

- not associated with known medical or genetic condition, or environmental factor (consider genetic testing if not already completed)
- Requiring very substantial support for deficits in social communication and very substantial support for restricted, repetitive behaviors
- With accompanying intellectual impairment- **Intellectual Disability – Severe** (318.1)
- With accompanying language impairment- very limited spontaneous speech, mostly delayed echolalia.



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### Sample Diagnosis 4

**DSM-5**  
**Autism Spectrum Disorder (299.0)**

- not associated with known medical or genetic condition, or environmental factor (referral made for genetics evaluation)
- Requiring very substantial support for deficits in social communication and very substantial support for restricted, repetitive behaviors
- With accompanying intellectual impairment- **Global Developmental Delay** (319.0)
- With accompanying language impairment- very limited spontaneous speech, mostly delayed echolalia.



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**New Diagnosis**

- **Social (Pragmatic) Communication Disorder**
  - Children who demonstrate social-communicative impairments without repetitive behaviors / restricted interests
    - Thought that this diagnosis will capture some children formerly diagnosed with PDD-NOS
    - Separate diagnosis to ensure access to services and not lost under "NOS" classification



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**Intellectual Disability**

- **Global Developmental Delay**
  - Children under 5 years old who demonstrate delays in intellectual development
- **Intellectual Disability**
  - Mild
  - Moderate
  - Severe
  - Profound
  - Unspecified



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**Intellectual Disability**

- **IQ and adaptive behavior**
  - Severity dependent on severity of adaptive functioning deficits, not IQ score
    - Mild
    - Moderate
    - Severe
    - Profound
    - Unspecified
- **Global Developmental Delay (under age 5)**



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### No more Asperger's?

- Asperger's Disorder is no longer a distinct diagnostic category
- "...identity that represents this an individuals specific strengths and challenges"
- New diagnostic structure allows for descriptive information to convey these strengths and challenges
  - More individualized for everyone receiving a diagnosis



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### How does this affect people with ASD and their families?



**Will we need to get a new evaluation for diagnosis?**

- A person with a well-established diagnosis of Autistic Disorder, Asperger's or PDD-NOS does not need a new evaluation – they should be given a diagnosis of Autism Spectrum Disorder



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### How does this affect people with ASD and their families?

Where am I on the spectrum?



Previous diagnoses did not provide information about individual's current level of functioning, the impact of autism symptoms or need for support.



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However...



Programs (public schools, community services, DD Waiver) establish criteria for acceptable evaluations to determine eligibility for services.



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Diagnosis vs. Educational Eligibility



- Eligibility for special education services under IDEA 2004, NM PED regulations and recommendations for assessment
- Eligibility of autism includes characteristics of either Autistic Disorder, PDD-NOS or Asperger's plus need for specialized instruction



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Medical Diagnosis vs. Educational Eligibility

- Fundamental distinction between a medical diagnosis and an educational determination is the impact the condition has on student learning
  - Medical evaluation = Diagnosis
  - Educational evaluation = Category of eligibility for services



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**Future Directions**

- **Need to know more about how the new criteria will effect:**
  - Those who are already diagnosed
  - Those who are receiving diagnoses under new criteria
- **Social Pragmatic Language Disorder**
- **Impact of service delivery**
  - Educational programs
  - State and Federal programs



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