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Jahi Mcmath: The Most Controversial Ever Known Case Of Suspected Brain Death

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Attention dissociation is an important part of the attention oriented network, which refers to the process of attention dissociation from the original stimulus in the process of attention transfer. The early impairment of attention dissociation in autistic individuals will directly affect the development of other important functions, especially arousal regulation and common attention development. Using gap overlap paradigm, it was found that whether the attention dissociation ability of autistic individuals was abnormal was still controversial, and the age, sampling, measurement indicators and stimulus characteristics of the subjects might be the influencing factors; Its neural mechanism may involve frontal lobe, parietal lobe, cerebellum and corpus callosum. In the future, we should start from the research of brain mechanism, comprehensively consider the influence of subject characteristics, research methods and stimulus characteristics on the results of attention dissociation, and clarify its role in the early prediction and recognition of autism

Biography

Enguo wang, male, professor of psychology at the university of henan, doctoral tutor. Psychology and behavior of henan province, deputy director of the laboratory. The Chinese psychological society general and director of the institute of experimental psychology, psychological association deputy secretary-general of henan province.In the domestic authority of professional journals published 36 papers, published book four, participated in five works. Presided over by the national natural science fund and the ministry of education humanities and social science project and so on many topics.

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The effect of Son-Rise and Floor-Time programs on social interaction skills and stereotyped behaviors of children with Autism Spectrum Disorders: a clinical trial

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Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder in which difficulty in social interaction skills and performing limited and stereotyped activities are among its symptoms. This study aims to determine the effect of SonRise and Floor Time programs on social interaction skills and stereotyped behaviors in children with ASD. The present study was a Clinical Trial. The participant were 60 children with ASD who were selected by convenience sampling method and randomly assigned to three groups (Son-Rise intervention, FloorTime intervention, and control group with routine occupational therapy interventions). For data gathering, Autism Spectrum Screening Questionnaire,Gilliam Autism Rating Scale, and Autism Social Skills Profile were used, respectively. For data analysis, repeated measures and analysis of variance were used (two-way between and within- subjects). The results of data analysis showed that Son-Rise and Floor Time programs had a positive effect on social interaction skillsof children with ASD, and reduced stereotyped behaviors of these children; Also, there is a significant difference between the effectiveness of Son-Rise and FloorTime programs on social interaction skills and stereotyped behavior in the posttest, which is more effective in the Floor Time compared to Son-Rise program

Biography

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Neurogenetic diseases and Catechins

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Catechins, a class of polyphenolic substances found in green tea, have been shown to have a wide range of medicinal effects. They may be able to aid in both the prevention and treatment of neurodegenerative disorders. By inhibiting cytokine production and inflammatory pathways, chelating metal ions, and scavenging free radicals, catechins have anti-inflammatory as well as antioxidant properties. They might prevent the phosphorylation of tau protein, the accumulation of amyloid beta, and the release of apoptotic proteins. They can also increase dopamine levels and decrease alpha-synuclein levels. These factors could all have an impact on neurodegenerative diseases. The biological, pharmacological, antioxidant, and metal chelation properties of catechins are being highlighted in studies of catechins' neuroprotective benefits with an emphasis on their capacity to activate several cellular pathways in the brain.

Biography

Dr. Mujaddad Ur Rehman and his team is working in Abbottabad University of Science and Technology Pakistan on different aspects of biological sciences. The basic focus of their research is genetic basis of neurogenetic disorders and potential therapies including herbal and local medicinal plants.

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The Stress Axis activity in children with Autism, Attention Deficit/ Hyperactivity and Specific Learning Disorder, with the use of biomarkers of Stress

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Introduction: Studies in individuals with neurodevelopmental disorders show dysfunction of the Hypothalamic -Pituitary-Adrenal axis (HPA). There is evidence that children with autism spectrum disorder (ASD), Attention Deficit/Hyperactivity Disorder (ADHD) and children with Specific Learning Disorders (SLD), have a moderate or a significant deviation of the regular stress system function

Purpose: The aim of the research was to assess diurnal rhythms and stress responses of both HPA axis and the sympathetic nervous system (SNS), in children with High Functioning Autism/Asperger Syndrome, ADHD and SLD compared to typically developing controls (TD).

Methods: Totally 157 of school aged children participated in the study: All participants provided with saliva samples at three specific time points during a day, as well as before and 5 minutes after an academic and a moral cognition task. Salivary cortisol and alpha amylase (sAA) were selected as reliable indicators of HPA axis and SNS activity, respectively. Perceived stress in children was measured with the self-reported questionnaire "Stress in Children" (SiC).

Findings: ADHD children had statistically significant differences at evening and diurnal sAA levels, whereas ASD children showed lower diurnal sAA secretion adjusted for sex, age, and general IQ. Moreover, an increase in sAA levels was found in ASD and ADHD children, after the academic performance testing. Statistically significant differences were observed in the overall perceived stress and in the subscale "Lack of Social Support" between the ASD and the TD group.

Biography

Sophia Anesiadou has a PhD in developmental & behavioral pediatrics. She is a special education teacher and a researcher at Medical School of the National and Kapodistrian University of Athens in Greece. She has a teaching, clinical and researching duties at the University, in First Department of Pediatrics, Unit of Developmental and Behavioral Pediatrics, as an expert in Neurodevelopmental Disorders. Her field of interests is Autism, Attention Deficit/Hyperactivity Disorder (ADHD) and Learning Disorders in childhood and adolescence and the science of Stress. She has post graduated and PhD studies in these fields. Now her research interests are focused on "Cerebral lateralization of writing in students at risk for dyslexia using functional Transcranial Doppler ultrasonographyempathy"

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The Parents' Role in the Progress of Autistic Children

Shirley Blaier-Stein
Israel

The education and health systems have a set amount of tools they provide in order to help children with autism acquire skills and progress. You have the usual – speech therapy, occupational therapy, behavioral interventions. The amount and level of services differs between countries and even districts within the states. Students who receive these services go through drills to acquire the desired skills during the school day. Some are lucky to receive more therapy and activities after school, but most don't.

However, most of the kids' time is spent at home, with the family, and there are endless opportunities for spontaneous teachable moments, as well as deliberate teaching, while the children are at home. The reason most parents do not engage in teaching is because we don't believe we can. The system tells us that the experts know best. That you need professionals. That the kids work so hard during the day that when they come home they need a break.

I beg to differ. Our kids long to engage. They crave learning. Most of the people around them do not understand that. Also, the system teaches our kids in a level that is way below their level so they get bored and insulted and often they do not cooperate. The system interprets that as bad behavior, or they assume the kids do not understand, and then begins a vicious cycle where the kids are taught the same thing for a very long time, sometimes for years.

As soon as you assume competence and teach the children in a way that they can cooperate and reciprocate, the miracles start to happen. I have seen it with my own eyes and done it with my own two hands. We the parents need courage, we need to believe in ourselves and in our children, and when we do and follow through these kids can manifest their potential and get very far. In my presentation I will take the audience step by step through my journey from hopelessness and fear to confidence and success. And show them how every parent can do this too.

Biography

Shirley Blaier-Stein is an author, attorney and activist for the rights of children and people with autism. After publishing her first book, Autism Mom, New Ways of Thinking, she was invited to speak at the United Nations on International Autism Awareness Day. She has since then been invited to the UN again, and has appeared on TV and radio in the United States and Israel. Shirley speaks often before parents and autism professionals and educators, and is considered a"reality changer", and "very inspiring".

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"Virtual reality-based social skills intervention for children with autism spectrum disorder: A Pilot study"

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Statement of the Problem: Autism Spectrum Disorder (ASD) is characterized by difficulties in social communication, social interactions, and repetitive behaviors. Due to communication and social challenges, people with autism frequently struggle to build and maintain healthy relationships with peers and adults. Studies of the research literature on social skills curricula indicate that these methods frequently fall short in fostering the generalization of learned abilities and may be less than successful. Virtual reality-based intervention could give interventionists a tool to increase student engagement during instruction and Programme for generalization. The purpose of this study is to examine the effects of virtual reality based social skills intervention on social skills of children with autism spectrum disorder in a clinical setting. Methodology & Theoretical Orientation: For this pilot study 7 children diagnosed with ASD (4 males, 3 females) were recruited. Baseline data collected using Social Responsiveness Scale 2 (SRS-2). VR based intervention provided thrice a week for 4 weeks (12 Sessions of 30 mins each). Outcomes were measured after 12 sessions. Findings: The results demonstrated significant improvement in social skills after the intervention relative to baseline scores. Teacher noted marked reductions in SRS-2 total T score, with improvement in SRS-2 social communication, social motivation and social awareness. Conclusion & Significance: The results of this research give support to the use of virtual reality-based interventions for autistic children. Further research with a larger sample size in different geographic regions is essential for more generalized outcomes.

Biography

Deepti Ahuja is an assistant professor and an occupational therapist. She has finished a master's degree in occupational therapy with a focus on neurology and is presently pursuing a doctorate at Amity University. She has experience working as an occupational therapist at ISIC Hospital, Nurtures Clinic, and Sir Ganga Ram Hospital, New Delhi. She has been conducting academic and clinical research for more than 13 years. Her research focuses on wearable technologies, autism spectrum disorder, and play-based occupational therapy.

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Primary School Teacher's Awareness and Knowledge of Dyslexia in Qassim Region-Saudi Arabia

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Dyslexia represents a major educational and medical issue. Students with dyslexia can go through multiple psychological and emotional problems such as depression and anxiety. Primary school teachers could play a crucial role in identifying dyslexia early and creating awareness about learning disorders in the community. However, there are very few studies on the knowledge of primary school teachers about dyslexia. This study aims to assess the knowledge and awareness of dyslexia in primary school teachers in Qassim region-Saudi Arabia and to assess the variables influencing the knowledge. Therefore172, teachers from different primary schools in the Qassim region were given a self-report questionnaire, socio-demographic history was elicited, and the teacher's preparation and knowledge were assessed based on their responses to the questionnaire. The results showed that most teachers lack the training, knowledge, and skills to diagnose dyslexic students in their classrooms. Furthermore, the higher levels of knowledge and awareness were significantly correlated with higher educational level, being a teacher for the lower classes, and working as a special education teacher. The findings of this article carry the notion that the lack of knowledge and awareness among school teachers regarding the term dyslexia puts the affected students at significant difficulties.

Biography

Hatim Alharbi is a child and adolescent psychiatrist at Qassim university medical city in Saudi Arabia. He completed his fellowship in child and adolescent psychiatry from university of California-San Diego. He has special interest in treating children with neurodevelopmental disorders and special interest in dealing with college students mental health.

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The Effects of Differential Reinforcement of Incompatible Behaviors on the Stereotyped Behaviors in Children with Autism Spectrum Disorders

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Statement of the Problem: Nowadays the population of children with Autism Spectrum Disorders(ASD) are increasing. According to the CDC, approximately 1 in 36 children in the U.S. is diagnosed with an autism spectrum disorder (ASD) in 2022. With these growing population, various causes, problem behaviors or types of therapies for ASD are on the rise. However, most studies about therapies for ASD focus to social or academical issues, not about the stereotyped behavior which is one of the greatest problems for ASD child. This study was investigated to examine the effects of differential reinforcement of incompatible behaviors on the stereotyped behaviors in child Autism Spectrum Disorders(ASD). A child(aged 10 years old) with ASD was participated with the intervention of differential reinforcement of incompatible behaviors on her stereotyped behavior with ABAB reversal design. The target stereotyped behavior for this study was related to using hands, therefore incompatible behavior for differential reinforcement was designed as appropriate play behaviors by playing with toys. The toys, used for this intervention, include tactile based toys, slinky, push-pop, playdoh, puzzle, block, stamp, sticker book, etc. The intervention was maintained from baseline to intervention, as well as maintenance condition in sequence. The data of this study depict that the stereotyped behavior for the participant was decreased significantly comparing to baseline and intervention. In addition, appropriate play behaviors as incompatible behaviors were increased in intervention and maintenance. The results of this study imply that differential reinforcement of incompatible behaviors is effective to decrease the stereotyped behaviors, and the toys used for play behaviors as incompatible behaviors could be improved as potential reinforcers for child

Biography

Yoonjung Kim has her expertise in development and passion in improving early age of ASD child. She graduated University of Massachusetts in Boston, and provided group counseling, health care program in group home, residential organization, and regional hospital. She has built her expertise years of experience in research, field, providing therapies and training talented individuals in ABA therapy institution. The institution provides therapies to early age of ASD child with ABA ,speech and social therapies.

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The development of an IT tool to support autistic people's self- regulation.

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Portugal

Autistic people can sometimes have difficulties identifying internal sensations (interoception) and with emotional awareness and regulation. Recent studies show that high alexithymic traits, not Autism Spectrum Disorder (ASD), had been associated with these difficulties, and although not all autistic people have alexithymic traits, it is common and associated with co-occurring mental health conditions, such as anxiety and depression. As emotions are often felt in the body, due to somatosensory feedback, sensations can serve as a marker for different emotional states. Emotional awareness and identifying body sensations may facilitate autistic adults' process of self-regulation and improve mental health and well-being. Concurrently, there's been an increase in the development of digital tools to support autistic people, showing promising results, especially when the autistic community is involved in participatory research. As such, this communication aims to present the architecture of a mobile app, developed according to the Demola Innovation process (1), to support autistic adults' identifying their sensory profile and alexithymia scores, assess bodily sensations and record emotional experiences (through writing, audio recording, and/or visual emotion scales). This tool will then provide several self-soothing and regulatory tools, wellness check-ins, and others, based on their sensory and needs profile, to improve knowledge of their own sensory and emotional needs. Although the app is mainly for self-assessment of autistic users, it could also be an important tool for parents of autistic children to better understand their needs and support them in increasing emotional and sensory awareness and regulation, as well as psychologists supporting autistic adults.

Biography

Deanna Mulvihill has her expertise in evaluation and passion in improving the health and wellbeing. Her open and contextual evaluation model based on responsive constructivists creates new pathways for improving healthcare. She has built this model after years of experience in research, evaluation, teaching and administration both in hospital and education institutions. The foundation is based on fourth generation evaluation (Guba& Lincoln, 1989) which is a methodology that utilizes the previous generations of evaluation: measurement, description and judgment. It allows for value-pluralism. This approach is responsive to all stakeholders and has a different way of focusing.

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A case study of a child with Autism Spectrum Disorder (ASD), hyperlexia and language delay

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Introduction: This case study describes a boy, 5 years old, with autism spectrum disorder(ASD), hyperlexia and language delay. Hyperlexia is a condition characterized by precocious single-word recognition skills and weaker comprehension skills. Also, 63% of all children with ASD have language impairment.

Case history: The boy, with greek native origin, is the only child of the family, with normal growth, but a delay at language milestones. First word was at 18 months, two-word phrase was at 24 months. At the age of 3 years old, his mother reported that the child had been interested in reading. He enjoyed reading aloud to other children when in kindergarten, and sought out unusual print and fonts. To be more specific, he had an obsession in the substances of drugs and could read difficult medical terms and chemical compounds.

Methods: For the diagnosis we used standardized tools (ADOS-2, ADI-R), clinical assessment and interview with the parents.

Findings: The child diagnosed with Autism spectrum disorder and hyperlexia.

Treatment: Counseling provided to parents, prescription of treatments (speech therapy, parent training, social communication therapy).

Conclusions: This case study presents a a 5-year-old boy with precocious oral reading behavior, co- occurring with ASD. Oral language was only produced in response to written stimuli, although no ability to respond to written text in a meaningful way. In conclusion, ASD can emerge with different and various language forms, that is needed to be detected and cured in early childhood.

Biography

Dimitrios Zygogiorgos is a pediatrician, working at the E.R. department of University Children hospital "Aghia Sophia", now specializing in Developmental and Behavioral Pediatrics. His field of interests is Autism, Attention Deficit/ Hyperactivity Disorder (ADHD) and Learning Disorders in childhood and adolescence.

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