303:
SCHIZOPHRENIA AND AUTISM SPECTRUM DISORDERS IN CHILDREN AND ADOLESCENTS

A Training Outline

Developed by
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For The
Pennsylvania Child Welfare Training Program

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Pittsburgh, PA

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## Agenda for a Full-Day Curriculum on Schizophrenia and Autism Spectrum Disorders in Children and Adolescents

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An Overview of the Curriculum

Rationale:
As the medical field and mental health field become more articulate in understanding childhood psychosis it is important for Caseworkers to become educated in the history, diagnoses, symptomology, prevalence, and preferred treatment of schizophrenia and autism spectrum disorders.

Competency:
303-1: The Child Welfare Professional can communicate with and interview children using a variety of age-appropriate methods and strategies to elicit and transmit information.
303-3: The Child Welfare Professional knows the behavioral indicators and dynamics of common emotional disorders of children including depression, ADHD, conduct disorders, anxiety, and suicide: and can refer the child to the proper professional for further assessment and/or treatment.

Learning Objectives:
Participants will be able to:
- Describe links between schizophrenia and autism spectrum disorders;
- Identify the prevalence, symptomology, diagnostic process and causation of schizophrenia and autism spectrum disorders;
- Demonstrate working knowledge of treatment strategies to encourage effective interventions;
- Demonstrate effective collaboration skills to use with families and other mental health professionals.

Length of Workshops:
6 hours

Materials Needed to Present the Workshop:
The following materials are needed to present this workshop:
- Color Markers
- Masking Tape
- Name Tents
- Index Cards
- Overhead Projector/Screen
- Easel Stand/Flip chart
- Curriculum With Transparencies
- Handouts for Participants
- Video “Straight Talk About Autism”
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An Overview of the Curriculum (continued)

**Target Audience:**
Child Welfare Caseworkers and Supervisors

**Expectations of the Trainer:**

The trainer should be knowledgeable about the history, diagnoses, symptomology, prevalence and preferred treatment of children and adolescents with mental health disorders. Additionally, the trainer should have educational background and experience in team approaches with families and mental health professionals who deal with children and adolescents diagnosed with mental health disorders.
Section I – Introductions and Expectations

Estimated Length of time:
15 minutes

Learning Objectives: Participants will be able to:
♦ Understand the workshop rationale, learning objectives and agenda
♦ Become familiar with the other participants
♦ Articulate their own learning objectives

Method of Presentation:
Lecturette, large group discussion, small group discussion

Materials Needed:
♦ Name tents, markers, index cards
♦ Overhead #1 Agenda
♦ Overhead #2 Learning Objectives
♦ Handout #1 Agenda and Learning Objectives

Resources Used:
None
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Section I – Introductions and Expectations (Continued)

**Step 1:**
The trainer introduces himself/herself and asks participants to introduce themselves. The trainer hands each participant an index card and asks them to write down one motto or quote they live by. Tell them they will be sharing this motto with the people at their table. When they’ve written down their motto, they will take turns at the table reading their motto and sharing why it is important to them.

**Step 2:**
Distribute Handout #1, Agenda and Learning Objectives. Using Overhead #1, Agenda and Overhead #2, Learning Objectives, the trainer review the agenda, rationale, and learning objectives and incorporates the learning needs identified by the participants.
Section II – Links Between Schizophrenia and Autism Spectrum Disorders

Estimated Length of Time:
15 minutes

Learning Objectives: Participants will be able to:
➢ Describe link between schizophrenia and autistic spectrum disorders both historically and physiologically.

Method of Presentation:
Lecturette, discussion

Materials Needed:
♦ Overhead #3 Historical Links Between Schizophrenia and Autism Spectrum Disorders
♦ Overhead #4 Physiological Links Between Schizophrenia and Autism Spectrum Disorder
♦ Handout #2 Historical Links Between Schizophrenia and Autism Spectrum Disorders
♦ Handout #3 Physiological Links Between Schizophrenia and Autism Spectrum Disorders

Resources Used:
Wicks-Nelson, Rita; Behavior Disorders of Childhood, Fourth Addition, 2000
Section II – Links Between Schizophrenia and Autism Spectrum Disorders
(continued)

Step 1:
Distribute Handouts #2 Historical Links Between Schizophrenia and Autism Spectrum Disorders and Handout #3 Physiological Links Between Schizophrenia and Autism Spectrum Disorders. Using Overhead #3 Historical Links Between Schizophrenia and Autism Spectrum Disorders, and Overhead #4 Physiological Links Between Schizophrenia and Autism Spectrum Disorders, the trainer presents in lecturette form the links between schizophrenia and autism spectrum disorders. The trainer points out that presently, schizophrenia and autism spectrum disorders are viewed as distinct disorders, however several difficult classification issues still exist with regards to both disorders. The trainer encourages discussion in large group regarding the participants understanding of the links.
Section III – Schizophrenia

Estimated Length of Time:
30 minutes

Learning Objectives: Participants will be able to:
- Become familiar with prevalence and symptomology associated with schizophrenia;
- Understand the diagnostic process of schizophrenia;
- Become familiar with theories of causation of schizophrenia.

Method of Presentation:
Lecturette, large group discussion

Materials Needed:
- Flip chart, flip chart paper, markers, masking tape
- Handout #4 Schizophrenia Symptomology
- Overhead #5 Schizophrenia Symptomology
- Handout #5 Diagnostic Process And Causation Of Schizophrenia
- Overhead #6 Diagnostic Process And Causation Of Schizophrenia

Resources Used:
Wicks-Nelson, Rita; Behavior Disorders of Childhood, Fourth Addition, 2000
Section III – Schizophrenia (continued)

Step 1: Distribute **Handout #4 Schizophrenia Symptomology**, and **Handout #5 Diagnostic Process And Causation Of Schizophrenia**. Using **Overhead #5 Schizophrenia Symptomology, Overhead #6 Diagnostic Process And Causation Of Schizophrenia**, the trainer reviews information with participants. Trainer asks participants to reflect on any children and adolescents they have had that are diagnosed schizophrenic and share with the group observations of those children and adolescents who demonstrated behaviors indicated on the handouts.

Step 2: Trainer asks participants to share values, beliefs and fears of working with schizophrenia that have been particularly difficult for them personally. The trainer makes a list of values, beliefs and fears shared by participants on a flip chart, which will be referred back to as treatment strategies are discussed in Section IV.
Section IV – Treatment Strategies for Schizophrenia

Estimated Length of Time:
30 minutes

Learning Objectives: Participants will be able to:
♦ Demonstrate working knowledge of treatment strategies to use with children and adolescents diagnosed with schizophrenia

Method of Presentation:
Lecturette, small group discussion, large group discussion

Materials Needed:
♦ Handout #6 Treatment Strategies For Schizophrenia
♦ Overhead #7 Treatment Strategies For Schizophrenia
♦ Flip chart list of difficult behaviors brainstormed from Section III
♦ Flip Chart, Flip Chart Paper, masking tape

Resources Used:
Wicks-Nelson, Rita; Behavior Disorders of Childhood, Fourth Addition, 2000
Section IV – Treatment Strategies for Schizophrenia (continued)

Step 1:
Distribute Handout #6 Treatment Strategies For Schizophrenia. Using Overhead #7 Treatment Strategies For Schizophrenia, the trainer reviews key treatment strategies for working with children and adolescents with schizophrenia.

Step 2:
The trainer asks participants to move into small groups. Referring to the flip chart list compiled in Section III of personal values, beliefs and fears of working with schizophrenia, the trainer assigns to each group the items listed on the flip chart and directs them to apply strategies from Handout #6 Treatment Strategies For Schizophrenia to the items listed, assigning one person in each group to take notes. When finished, the trainer asks participants to report their findings to the large group. Trainer records strategies on flip chart while participants report out, and discusses effectiveness of the strategies brainstormed.
Section V – Working Collaboratively With Families, Medical Professionals and Mental Health Professionals

Estimated Length of Time:
30 minutes

Learning Objective: Participants will be able to:
♦ Increase awareness of and manage the barrier that may arise when working with families and other professionals.

Method of Presentation:
Lecturette, small group discussion, large group discussion

Materials Needed:
♦ Flip chart paper, markers, masking tape
♦ Handout #7 Working With Families of Children and Adolescents Diagnosed With Schizophrenia
♦ Handout #8 Collaborating With Medical Professionals and Mental Health Professionals For Children and Adolescents Diagnosed With Schizophrenia
♦ Overhead #8 Working With Families of Children and Adolescents Diagnosed With Schizophrenia
♦ Overhead #9 Collaborating With Medical Professionals and Mental Health Professionals

Resources Used:
Wicks-Nelson, Rita; Behavior Disorders of Childhood, Fourth Addition, 2000
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Section V – Working Collaboratively With Families, Medical Professionals and Mental Health Professionals (continued)

**Step 1:**
Distribute **Handout #7 Working With Families Of Children And Adolescents Diagnosed With Schizophrenia** and **Handout #8 Collaborating With Medical Professionals And Mental Health Professionals For Children And Adolescents Diagnosed With Schizophrenia**. Using **Overhead #8 Working With Families Of Children And Adolescents Diagnosed With Schizophrenia** and **Overhead #9 Collaborating With Medical Professionals and Mental Health Professionals**, the trainer reviews information with participants.

**Step 2:**
The trainer asks participants to brainstorm possible barriers that may arise when working with families of and other professionals involved with children and adolescents diagnosed with schizophrenia. The trainer records the list brainstormed on flip chart paper. The trainer directs participants to move into small groups and assigns each group barriers that were brainstormed. Referring the participants to **Handouts #7 Working With Families Of Children and Adolescents Diagnosed With Schizophrenia** and **Handout #8 Collaborating With Medical Professionals And Mental Health Professionals For Children And Adolescents Diagnosed With Schizophrenia**, the trainer asks participants to apply strategies on handouts to barriers they have been assigned, having one person in each small group take notes. When finished, the trainer asks participants to report one strategy for each barrier assigned.
Estimated Length of Time:
1 hour

Learning Objectives: Participants will be able to:
♦ Identify the diagnoses included under the category of Autism Spectrum Disorders umbrella;
♦ Identify the prevalence of Autism Spectrum Disorders;
♦ Identify behaviors common in children and adolescents diagnosed with a disorder under the autism spectrum.

Method of Presentation:
Lecturette, video

Materials Needed:
♦ Handout #9 Autism Spectrum Disorders And Symptomology
♦ Overhead #10 Autism Spectrum Disorders And Symptomology
♦ Handout #10 Statistical Prevalence of Autism Spectrum Disorders
♦ Overhead #11 Statistical Prevalence of Autism Spectrum Disorders
♦ Video “Straight Talk About Autism”

Resources Used:
Wicks-Nelson, Rita; Behavior Disorders of Childhood, Fourth Addition, 2000
Step 1: 
Distribute **Handout #9 Autism Spectrum Disorders And Symptomology**. Using **Overhead #10 Autism Spectrum Disorders And Symptomology** the trainer reviews information regarding the individual diagnoses that fall under the autism spectrum disorders.

Step 2: 
Trainer shows video “**Straight Talk About Autism**”, asking participants to look for behaviors they have observed in children on their caseloads diagnosed with autism spectrum disorders, and how those behaviors match symptoms listed on **Handout #9 Autism Spectrum Disorders And Symptomology**.

Step 3: 
Section VII – Diagnostic Process and Causation of Autism Spectrum Disorders

Estimated Length of Time:
30 minutes

Learning Objectives: Participants will be able to:
♦ Describe the diagnostic process involved with autism spectrum disorders;
♦ Become familiar with the ongoing research regarding the causation of autism spectrum disorders.

Method of Presentation:
Lecturette

Materials Needed:
♦ Handout #11 Diagnostic Process and Causation of Autism Spectrum Disorders
♦ Overhead #12 Diagnostic Process and Causation of Autism Spectrum Disorders

Resources Used:
   Wicks-Nelson, Rita; Behavior Disorders of Childhood, Fourth Addition, 2000
Step 1:
Distribute Handout #11 *Diagnostic Process and Causation of Autism Spectrum Disorders*. Using Overhead #12 *Diagnostic Process and Causation of Autism Spectrum Disorders* trainer reviews the best practices of diagnostic processes and the most reliable information regarding causation. The trainer points out that to date, research has been unable to identify clear causes of autism spectrum disorders.
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Section VIII – Treatment Strategies For Autism Spectrum Disorders

Estimated Length of Time:
1 hour

Learning Objectives: Participants will be able to:
♦ Demonstrate working knowledge of treatment strategies to use with children and adolescents diagnosed with autism spectrum disorders

Method of Presentation:
Lecturette, video, small group discussion

Materials Needed:
♦ Handout #12 Treatment Strategies For Autism Spectrum Disorders
♦ Overhead #13 Treatment Strategies For Autism Spectrum Disorders

Resources Used:
Wicks-Nelson, Rita; Behavior Disorders of Childhood, Fourth Addition, 2000
Section IX – Treatment Strategies For Autism Spectrum Disorders (continued)

Step 1:
Distribute Handout #12 Treatment Strategies For Autism Spectrum Disorders. Using Overhead #13 Treatment Strategies For Autism Spectrum Disorders, the trainer reviews the most common treatment strategies for treating autism spectrum disorders.
Section IX – Working Collaboratively With Families, Medical Professionals, Mental Health Professionals And Educators

Estimated Length of Time:
30 minutes

Learning Objective: Participants will be able to:
♦ Increase awareness of and manage the barrier that may arise when working with families and other professionals.

Method of Presentation:
Lecturette, small group discussion, large group discussion

Materials Needed:
♦ Flip chart, Flip chart paper, masking tape, markers
♦ Handout #13 Working With Families of Children and Adolescents Diagnosed With Autism Spectrum Disorders
♦ Handout #14 Collaborating With Medical Professionals, Mental Health Professions And Educators For Children and Adolescents Diagnosed With Autism Spectrum Disorders
♦ Overhead #14 Working With Families of Children and Adolescents Diagnosed With Autism Spectrum Disorders
♦ Overhead #15 Collaborating With Medical Professionals, Mental Health Professions And Educators

Resources Used:
Wicks-Nelson, Rita; Behavior Disorders of Childhood, Fourth Addition, 2000
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Section IX – Working Collaboratively With Families, Medical Professionals, Mental Health Professionals And Educators (continued)

Step 1:
Distribute Handout #13 Working With Families of Children and Adolescents Diagnosed With Autism Spectrum Disorder and Handout #14 Collaborating With Medical Professionals, Mental Health Professionals And Educators For Children And Adolescents Diagnosed With Autism Spectrum Disorders. Using Overhead #14 Working With Families of Children and Adolescents Diagnosed With Autism Spectrum Disorders and Overhead #15 Collaborating With Medical Professionals, Mental Health Professionals And Educators, the trainer reviews information with participants.

Step 2:
The trainer asks participants to brainstorm possible barriers that may arise when working with families of and other professionals involved with children and adolescents diagnosed with autism spectrum disorders. Examples of barriers might include: schools unwilling to provide full complement of supportive services; or a treating physician who will not approve a neurological evaluation or occupational therapy. The trainer directs participants to move into small groups and assigns each group barriers that were brainstormed. Referring the participants to Handouts 16 Working With Families Of Children And Adolescents Diagnosed With Autism Spectrum Disorder and Handout #14 Collaborating With Medical Professionals, Mental Health Professions And Educators for Children And Adolescents Diagnosed With Autism Spectrum Disorders, the trainer asks participants to apply strategies on handouts to the barriers they have been assigned, having one person in each small group take notes. When finished, the trainer asks participants to report one strategy for each barrier assigned.
Section X – Wrap-Up and Evaluation

Estimated Length of Time:
15 minutes

Learning Objectives: Participants will be able to:
♦ Bring closure to their day of training
♦ Evaluate the training

Method of Presentation:
Lecturette, Evaluation

Materials Needed:
♦ Handout #15 Journal Reflections and Action Planning
♦ Handout #16 References

Resources Used:
None
Step 1:
The trainer summarizes the learning objectives of the day and distributes Handout #15 Journal Reflections and Action Planning. Participants take a few minutes at this time to complete Handout #15.

Step 2:
Distribute Handout #16 References.