“This beautifully illustrated book provides an appealing, quick reference for the busy primary care physician/nurse-practitioner with regard to diagnosing autism in young children.”

“This book should be a MUST for any professional working with children.”

Margaret Bauman M.D.
Director of LADDERS: Learning and Developmental Disabilities Evaluation and Rehabilitation Services
Massachusetts General Hospital for Children, Boston
Associate Professor of Neurology
Harvard Medical School

“The HANS Autism Physician Handbook is an excellent and creatively designed reference that incorporates simply and succinctly important information on early recognition of Autism. Its visual appeal with easy reading is not only an important resource to be used by any physician, but other medical professionals, educators, and parents will find it very useful.”

Sarojini Budden MD, FRCPC, FAAP
President, Oregon Pediatric Society

“The CHAT; CHecklist for Autism in Toddlers screening tool was developed for use in ALL 18-month well child visits. It is simple to administer and score. I would encourage everyone working with 0–3 year olds to place the posters in view and become familiar with the content.”

“Early intervention can’t happen without early recognition.”

Nancy J. Minshew, MD
Professor of Psychiatry and Neurology
University of Pittsburgh
Director, NIH Autism Center of Excellence

AUTISM
PHYSICIAN
HANDBOOK

www.helpautismnow.com
HANS is dedicated to helping families by supporting physicians and other professionals in the early recognition, diagnosis and treatment of autism.

Contact us: info@helpautismnow.com
Address: 4742 Liberty Road South, # 198,
Salem OR 97302

For helpful information; Check out our website www.helpautismnow.com
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This "Autism Physician Handbook" was designed to support Primary Care providers in their care of children with autism.

In the absence of a biological marker, autism can only be diagnosed by observation of the child's behavior, and careful history-taking from the parent.

This handbook has been put together by Linda Lee R.N. Executive Director of HANS, based on input from many professional experts in both the educational and medical fields.

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H.A.N.S. is dedicated to helping families with autism, by supporting physicians and other professionals in the early recognition, diagnosis and treatment of autism.

Acknowledgements

HANS wishes to thank the following individuals for their generous contributions and involvement in the creation of this physician handbook.

Dr. Simon Baron-Cohen, developer of the CHAT screening tool: Professor of Developmental Psychopathology, Director Autism Research Center, Cambridge University, England.

Julie Bingham, PhD: Pediatric Clinical Psychologist, Salem, Oregon

Richard Bingham, MD: Child Psychiatrist, Salem Oregon

Sarojini Budden, MD: Pediatric Developmental Specialist, Director of Child Development and Rehabilitation, Legacy Emmanuel, Portland, Oregon.


Mike Marlowe, MD: Pediatrician, Kaiser Permanente Salem, Oregon


David Willis, MD: Behavioral and Developmental Pediatrician. Northwest Early Childhood Institute, Portland, Oregon
At 18 months of age
Does your child ...

1. Look at you and point when he/she wants to show you something?

2. Look when you point to something?

3. Use imagination to pretend play?

If the answer is NO, your child may be at risk for AUTISM. Please alert your physician today.

Based on CHAT (CHecklist for Autism in Toddlers)
Section A: To be completed by parent

1. Does your child enjoy being swung, bounced on your knee, etc?  Yes  No
2. Does your child take an interest in other children?  Yes  No
3. Does your child like climbing on things, such as up stairs?  Yes  No
4. Does your child enjoy playing peek-a-boo/hide-and-seek?  Yes  No
5. Does your child ever PRETEND, for example, to make a cup of tea using a toy cup and teapot, or pretend other things?  Yes  No
6. Does your child ever use his/her index finger to point, to ASK for something?  Yes  No
7. Does your child ever use his/her index finger to point, to indicate INTEREST in something?  Yes  No
8. Can your child play properly with small toys (e.g. cars or bricks) without just mouthing, fiddling or dropping them?  Yes  No
9. Does your child ever bring objects over to you (parent) to SHOW you something?  Yes  No

Section B: Physician or healthcare provider

1. During the appointment, has the child made eye contact with you?  Yes  No
2. Get child's attention, then point across the room at an interesting object and say 'Oh look! There's a (name of toy)!’ Watch child's face. Does the child look across to see what you are pointing at?  Yes  No
3. Get the child's attention, then give child a miniature toy cup and teapot and say 'Can you make me a cup of tea?’ Does the child pretend to pour out tea, drink it, etc.?  Yes  No
4. Say to the child 'Where's the light?', or 'Show me the light'. Does the child POINT with his/her index finger at the light?  Yes  No
5. Can the child build a tower of bricks?  (If so, how many__________)  Yes  No

B2: To record Yes on this item, ensure the child has not simply looked at your hand, but has actually looked at the object you are pointing at.

B3: If you can elicit an example of pretending in some other game, score a Yes on this item.

B4: Repeat this with 'Where's the teddy?’ or some other unreachable object, if child does not understand the word light. To record Yes on this item, the child must have looked up at your face around the time of pointing.

(See next page for scoring recommendations)
CHAT (CHecklist for Autism in Toddlers)

Page 2 of 2

CHAT key items

Section A
A5: Pretend play
A7: Protodeclarative pointing

Section B
B2: Following a point
B3: Pretending
B4: Producing a point

CHAT non-key items

Section A
A1: Rough and tumble play
A2: Social interest
A3: Motor development
A4: Social play
A6: Protoimperative pointing
A8: Functional play
A9: Showing

Section B
B1: Eye contact
B5: Tower of bricks

Risk Assignment

High risk for autism group: Fail (NO answer) A5, A7, B2, B3, B4
Medium risk for autism group: Fail A7, B4 (but not in high risk group)
Low risk for autism group: Not in other two risk groups

Management recommendations:

High risk group: Refer to developmental clinic as well as ESD (Educational Services Department).

Medium risk group: High suspicion – refer as above
Low suspicion – Re-test in one month

Low risk group: If there are any NO answers, re-test in one month.
Behavioral Symptoms of Autism

Social

Communication

Bizarre / Repetitive Behaviors

Motor

Sensory Overload

Sensory

Self Injurious

Safety
Behavioral Symptoms of Autism

**SOCIAL ISSUES**

May show no interest in other children playing

May be vicious with siblings

May sit alone in crib screaming instead of calling out for mother

May not notice when parent leaves or returns from work
Behavioral Symptoms of Autism

SOCIAL ISSUES

May show no interest in Peek-a-Boo or other interactive games

May strongly resist being held, hugged or kissed by parents

May not raise arms to be picked up from crib when someone reaches out to pick him up
Children with autism are often unaware of their environment and may have difficulty with eye-contact. As a result they may seem uninterested in communication of any kind.

When they do need something they often resort to "Hand-Leading". The child places the parent's hand on the object he desires, so using the parent or adult as a TOOL to get what they want. Typical children communicate their needs by verbalizing, or non-verbal methods such as pointing.
**Behavioral Symptoms of Autism**

**BIZARRE / REPETITIVE BEHAVIORS**

- Flapping
- Staring at ceiling fan
- Spinning
- Lining up toy cars

www.helpautismnow.com
Behavioral Symptoms of Autism

**BIZARRE / REPETITIVE BEHAVIORS**

May show no interest in toys but get attached to objects like a space-heater

Picking lint in the sunlight

May not play appropriately with toys and instead focuses only on one aspect, like spinning the wheels of a toy car
Behavioral Symptoms of Autism

**BIZARRE / REPETITIVE BEHAVIORS**

- **Rocking**
- **Obsessively switching light on and off**
- **Eats unusual objects like clothes, mattress or drapes**
- **Flicks fingers in front of eyes**
Finds ways to get deep-pressure applied to body

Smearing feces

Finds ways to get heavy impacts to body
Children with autism can exhibit motor abnormalities. Some may have exceptional motor skills in one area yet could be impaired in others.

Fine Motor Deficits

Poor coordination

Depth Perception Deficit

Toe-walking
Behavioral Symptoms of Autism

MOTOR ISSUES

Even children who exhibit typical motor skills, may have difficulty with activities like tricycles, ride-on trucks, etc.

Clumsy

Exceptional Balance

OR

Drooling

Unable to ride tricycles, or trucks
A child with autism may have extreme difficulty tolerating music, noise, textures and new experiences or environments. The greater number of sensory exposures, the more likely a behavioral melt-down will occur.
Behavioral Symptoms of Autism

SENSORY ISSUES

Extreme difficulty with haircuts

Unable to tolerate seat belts

May not like new experiences such as birthday candles or balloons

May be almost impossible to bathe
Behavioral Symptoms of Autism

**SENSORY ISSUES**

Gags at common household smells

May have difficulty tolerating music

Spinning objects close to face

May appear deaf, not startle at loud noises but at other times hearing seems normal
Behavioral Symptoms of Autism

**SENSORY ISSUES**

May have difficulty wearing outdoor clothing in winter

May rip at own clothes, labels and seams

Resists having clothing changed

During summer may insist on wearing winter clothing
Behavioral Symptoms of Autism

**SELF INJURIOUS BEHAVIORS**

- **Head-banging**
- **Self-biting with no apparent pain**
- **Ripping and scratching at skin**
- **Pulling out handfuls of hair**
Behavioral Symptoms of Autism

SAFETY ISSUES

No sense of danger
Behavioral Symptoms of Autism

SAFETY ISSUES

Doesn't recognize situations where he may get hurt

Beep Beep!
Behavioral Symptoms of Autism

SAFETY ISSUES

No fear of heights
Co-Morbidity: Gastro-Intestinal Disturbances

Dr. Tim Buie *, a Gastroenterologist at Harvard University and LADDERS** program, Mass. General Hospital, Boston, has performed endoscopies in over 1000 children with autism. In the initial 400 children, he discovered that GI problems were much more prevalent in children with autism than in normal controls.

- 20% Esophagitis
- 12% Gastritis
- 10% Duodenitis
- 12% Colitis
- 55% Lactase Deficiency

Consider referral to GI where appropriate.

*Buie T, Pediatric Gastroenterologist, Harvard, Massachusetts General Hospital, Boston MA. LADDERS**

**LADDERS
www.ladders.org
Learning and Developmental Disabilities Evaluation and Rehabilitation Services. Mass. General Hospital for Children, Boston MA, Dr Margaret Bauman, Director. Interdisciplinary program designed to provide services in the evaluation and treatment of children and adults with autism, pervasive developmental disorder and related disorders.


Sleep Disturbances
Children may go days without any apparent need to sleep. May not seem to notice difference between day and night. May have difficulty going to sleep and staying asleep. May only sleep brief periods of an hour or two maximum.
Consider the parent's sleep-deprived state as a consequence.

Seizures
Co-morbidity with seizures increasing with age. Unknown etiology

Altered Pain Responses
Diminished / Absent Pain Responses or 
Heightened Pain Responses
Impact of Autism on the Family

With a child with autism, routine everyday activities may be impossible.

Stress on marriage and siblings can be tremendous. Referral to family/siblings counseling and local support groups may be appropriate.
The Role of Early Educational Interventions

Studies have shown that early intensive educational interventions result in improved outcomes for the child and family. Initial strategies may include teaching the child to notice what is going on in their environment, to be able to pay attention, to imitate behavior, and later progressing to communication skills, etc.

Refer the family to Early Intervention (EI) for evaluation if any developmental delay is suspected. Depending on the child's needs, EI may include Speech, Occupational and/or Physical Therapy.
Summary of Potential Referrals

1. Developmental Specialist

2. Evaluation by Early Intervention *

3. Hearing Evaluation

4. Speech Therapy

5. Physical Therapy

6. Occupational Therapy

7. Pediatric GI Specialist (if child has severe diarrhea / constipation / bloody stools / undigested food / frequent vomiting)

8. Neurologist (if seizures present)

9. Child Psychiatrist / Psychologist

10. Social Worker / Family Counseling

11. Local Parent Support Groups

* See inside back cover for State Early Intervention Referral and Online Physician Resources.
As Physicians we are primarily trained to look for sickness.

Children with autism rarely look sick; they may look perfectly normal and have attained all their pediatric milestones.

Instead they may behave as though they are just lacking firm parental controls. They are often very resistant to change: new situations, new experiences and new people.
Advantages include the ability to:

1. Obtain a clear history from the parent without the distraction of the child present.
2. Ask the parent for their suggestions as to how the visit could be made easier.
3. Ask the parent to bring a motivator (bribe) for the child to assist with exam.
4. If you anticipate the need for blood draw, consider prescribing anesthetic cream so that the parent can apply it in advance of the visit.
5. Suggest the parent prepare the child by reading the medical social stories, "Going to see the Dr" and/or "Going to have blood drawn" by HANS helpautismnow.com

Parents are experts at "reading" their child.
Where possible treat any physical symptoms as you would a normal child, (without letting autism cloud your judgment).
Optimizing Office Visits for Children with Autism

PREPARE THE EXAM ROOM

Nurse/ Medical Assistant can check in advance with the parent regarding room accommodations. These may include:
- Quiet room
- Room without a window
- No bright lights
- No music

If necessary remove all objects that could potentially be used as missiles or weapons.

MINIMIZE WAITING TIME IF POSSIBLE

Consider:
Scheduling the child as the first appointment of the day, (ten minutes earlier will prevent the child from seeing other people when he arrives).

Potential Advantages:
Minimizes risk of:
1. Child “melt-down”
2. Disruption for other families in the Waiting Room
3. Embarrassment for the parent
4. Damage to the actual Waiting Room
If possible register the child in advance by telephone.
Despite the fact that these children may look neglected and/or abused, consider the following:

Severe self-injurious behaviors: biting, head-banging, scratching, etc

Limited or no pain-sensation

No sense of danger or what will hurt them

Severe sensory issues making it virtually impossible to change their clothing or bathe them

Be alert for your own safety

Some children with autism may not understand that you are there to help them, instead they may see you as a threat. They can be calm at one moment and erupt the next and may:

Head-butt
Bite
Kick
Spit
Punch
Pull hair
BOLT
Etc, Etc, Etc

Respect the child’s personal space, (it may be much larger than usual)
**LIMITED UNDERSTANDING AND SPEECH**

Some children may be able to recite entire Disney videos, yet may be unable to tell you their name or if they hurt. They may have difficulty processing auditory information.

**CONSIDER THE IMPACT OF AUTISM ON THE ENTIRE FAMILY**

Refer when appropriate, e.g.

- Sibling Workshops
- Family Support groups, etc
- Respite services

See pages 34, 35, and 36 for parent resources. See inside back cover for State Early Intervention Referral and Online Physician Resources.
WEBSITES PARENTS MAY FIND HELPFUL:

(Copy this page as needed. Available electronically as a PDF at www.helpautismnow.com)

Inclusion of websites is for informational purposes only and does not indicate an endorsement of their contents.

Autism Research Center, Cambridge University, England
www.autismresearchcenter.com
Mission of ARC is to understand the biomedical causes of autism spectrum conditions, and develop new and validated methods for assessment and intervention. The ARC fosters collaboration between scientists in Cambridge University and outside. Dr. Simon Baron-Cohen, Co-Director, is developer of CHAT screening tool and author of numerous books and research papers.

Autism Research Institute
www.autism.com
Non-profit founded in 1967 by Dr. Bernard Rimland, Ph.D. to conduct and foster scientific research designed to improve the methods of diagnosing, treating, and preventing autism and disseminates findings to parents and others seeking help. The ARI data bank, the world’s largest, contains over 40,000 detailed case histories of children with autism from more than 60 countries. Dr. Stephen M. Edelson, Ph.D. is the current director of ARI.

Online resource includes a database covering more than two decades of responses from over 25,000 parents on the behavioral effects of biological interventions. Articles available in Spanish, French, Italian, Russian, and Portuguese.

Autism Research Center, Cambridge University, England
http://osiris.sunderland.ac.uk/autism/aru.htm
Provides a basis for research into the cause of autism and an accessible store of traditional and current research on autism. Produces a booklet guide for parents/clinicians with current research and treatment suggestions.

Autism Resources
www.autism-resources.com
Extensive book list and international resource links. Translates into 16 languages: Arabic, Chinese, Danish, Dutch, Finnish, French, German, Greek, Hebrew, Hungarian, Italian, Japanese, Korean, Portuguese, Spanish, and Swedish.

Autism Society of America
www.autism-society.org
“Improving the lives of all affected by autism. ASA is the leading voice and resource of the entire autism community in education, advocacy, services, research and support. ASA, a chapter-and member-based organization, is committed to meaningful participation and self-determination in all aspects of life... with a successful network of chapters, members, supporters and organizations.”

Autism Society Canada
www.autismsocietycanada.ca
Information, resources, research, treatment, education, events, conferences, links. Available in French.

Autism Speaks
www.autismspeaks.org
Autism Speaks is committed to raising public awareness about autism and its effects on individuals, families, and society, and to giving hope to all who deal with the hardships of this disorder. Autism Speaks raises funds to facilitate effective treatment and research, and is dedicated to uncovering the biology of autism and developing effective biomedical treatments through research funding.

Autism Today
www.autismtoday.com
Creative, interactive, one-stop shop to navigate the maze of autism-related information. Over 2,500 pages, is the largest autism resource online and resource distributors in the world. Bookstore, conferences, online access to experts, etc. Translates into Chinese, French, German, Italian, Japanese, Korean, and Spanish.

Autismweb.com
www.autismweb.com/
General information including: Early Warning signs, What’s Autism?, Interventions, books, conferences, teaching methods, message board, etc.

CDC Autism Information Center
www.cdc.gov/ncbddd/autism/index.htm
Screening/diagnosis, treatment/therapy, resources, news, research, state and congressional activities, educational materials.
WEBSITES PARENTS MAY FIND HELPFUL:

(Copy this page as needed. Available electronically as a PDF at www.helpautismnow.com)

Inclusion of websites is for informational purposes only and does not indicate an endorsement of their contents.

Children's Disabilities Information
www.childrensdisabilities.info/
General disability information with autism-specific resources including: books, articles, links, etc.

Dan Marino Childnett:
www.childnett.tv
A first-of-its-kind internet web channel dedicated to autism and other neurological disorders.

Dan Marino Foundation
www.danmarinofoundation.com
Non-profit organization founded in 1992 by Claire and Dan Marino, to support programs which provide integrated intervention services for children with special needs: medical, emotional and/or behavioral.

Doug Flutie, Jr. Foundation
www.dougflutiejrfoundation.org/
Grants for families, events, resources; education, and advocacy.

First Signs
www.firstsigns.org
Resource for parents and professionals regarding normal/typical developmental milestones. Useful baseline information for parent to discuss with physician if they have developmental concerns about your child.

Help Autism Now Society
www.helpautismnow.com
Physician resources include user-friendly, objective materials to enable physicians to more quickly recognize and screen for autism, handbook with over 100 illustrations depicting the “behavioral symptoms” of autism, 4-minute tutorial video of CHAT screening tool. Online social stories: “Going to See the Doctor” and “Going to Have Blood drawn” can help prepare children with autism for these events. Online readable book for siblings written through an 8-year-old sibling’s eyes, Autism: Living with My Brother Tiger.

LADDERS
www.ladders.org/
Learning and Developmental Disabilities Evaluation and Rehabilitation Services. Mass. General Hospital for Children, Boston MA. Interdisciplinary program designed to provide services in the evaluation and treatment of children and adults with autism, pervasive developmental disorder and related disorders.

MedLinePlus
Links to news, NIH; diagnosis/symptoms, treatment, research, organizations. Available in Spanish.

National Autistic Society, UK
www.nas.org.uk/
Based in UK but provides useful info for US residents. Telephone hotline, free parent-to-parent telephone service, support, schools, news, and events.

NCHCY, National Dissemination Center for Children with Disabilities
www.nichcy.org/pubs/factsheets/fs1txt.htm
Autism facts, resources, organizations. Spanish translation.
www.nichcy.org/states.htm
State agencies and organizations, parent groups in each state.

NIH Autism Website
www.nichd.nih.gov/autism/
Most current information about NICHD research projects, publications, news releases, and other activities related to autism. Publications available in Spanish.

NIMH, National Institute of Mental Health
www.nimh.nih.gov/healthinformation/autismmenu.cfm
Signs/symptoms, treatment, fact sheets, news, links to research.

Northwest Autism Foundation
www.autismnwaf.org
Non-profit organization provides education and information for parents and professionals in the northwestern US. Publishes a useful NW Resource Directory available at no charge.

Pubmed
www.ncbi.nlm.nih.gov/pubmed
Free, immediate, internet access to the most up-to-date and previously published medical studies from numerous US and international medical journals. Can access by subject, author, or title of study. Abstracts often available electronically at no charge.

Schafer Autism Report
www.sarnet.org/
Online newsletter of all major news sources, websites, and latest research for important and practical new developments regarding autism. Studies often available for viewing in advance of publication. Subscription fee.

Syracuse University Autism Web-links:
http://web.syr.edu/~rjkopp/data/autlinkinfo.html
Site provides over 100 links to diverse website resources.

Websites in other languages/International Resources
Inclusion of websites is for informational purposes only and does not indicate an endorsement of their contents.

Action for Autism
www.autism-india.org/worldorgs.html
Worldwide links to autism organizations, resources in almost 100 different countries.

Autism Canada
www.autismcanada.org
"Autism Canada Foundation is a registered Canadian charity focused on engaging, educating, empowering and uniting people to find the cause and the cure for Autism. Autism Canada supports a ‘multi-disciplinary’ approach to treating individuals on the autism spectrum combining biomedical and educational treatments.” Online resources include: signs/symptoms, treatment options, research, news, library, conferences, events, links to organizations and service providers.
WEBSITES PARENTS MAY FIND HELPFUL: WEBSITES IN OTHER LANGUAGES/INTERNATIONAL CONTD.

(Copy this page as needed. Available electronically as a PDF at www.helpautismnow.com)

Inclusion of websites is for informational purposes only and does not indicate an endorsement of their contents.

**Autism Resources**
- [www.autism-resources.com/links/nonenglish.html](http://www.autism-resources.com/links/nonenglish.html)
  Extensive book list and international resource links.
  Available in Arabic, Chinese, Danish, Dutch, Finnish, French, German, Greek, Hebrew, Hungarian, Italian, Japanese, Korean, Portuguese, Spanish, and Swedish.

**Autism Research Institute**
- [www.autism.com](http://www.autism.com)
  Comprehensive online resource includes a database covering more than two decades of responses from over 25,000 parents on the behavioral effects of biological interventions. Articles available in Spanish, French, Italian, Russian, and Portuguese.

**Autism Society Canada**
- [www.autismsocietycanada.ca](http://www.autismsocietycanada.ca)
  Information, resources, research, treatment, education, events, conferences, links. Available in French.

**Autism Today**
- [www.autismtoday.com](http://www.autismtoday.com)
  Creative, interactive, one-stop shop to navigate the maze of autism-related information. Over 2,500 pages, is the largest autism resource online and resource distributors in the world. Bookstore, conferences, online access to experts, etc. Translates into Chinese, French, German, Italian, Japanese, Korean, and Spanish.

**Future Horizons**
- [www.autismoespanol.com](http://www.autismoespanol.com)
  Extensive resource for publishing and books relating to the autism spectrum; books and tapes available online. Website in Spanish.

**National Autistic Society, UK**
- [www.nas.org.uk/](http://www.nas.org.uk/)
  Based in UK, but provides useful information for US residents. Telephone hotline, and free parent-to-parent telephone service, support, schools, news, and events.

**NICHCY, National Dissemination Center for Children with Disabilities**
- [www.nichcy.org/pubs/factshefs1txt.htm](http://www.nichcy.org/pubs/factshefs1txt.htm)
  Autism facts, resources, organizations. Available in Spanish.

**NIH Autism Website**
- [www.nichd.nih.gov/autism](http://www.nichd.nih.gov/autism)
  Most current information about NICHD research projects, publications, news releases, and other activities related to autism. Available in Spanish.

**Autism Online Stores**

- **Autismshop.com**
  [www.autismshop.com/](http://www.autismshop.com/)
  Store with wide selection of products that focus specifically on autism products including books, videos, games, visuals, timers, picture exchange schedules, etc.

- **Baby Bumble Bee**
  [www.babybumblebee.com/l_landings/Austim_PDD.cfm](http://www.babybumblebee.com/l_landings/Austim_PDD.cfm)
  Originally developed for typical children however parents of children with autism have found the real-life video format helpful for language development, etc. Video Series includes: Verbs and Nouns, Numbers, Alphabet, Phonics, Colors and Opposites.

- **Bright Start Therapeutics/The Adaptive Child**
  [www.bright-start.com](http://www.bright-start.com)
  Wide selection adaptive therapy products focus on movement, positioning, sensorimotor, exercise, aquatics and play, including special needs strollers, toys, clothing, learning tools and other adaptive equipment.

- **Do To Learn**
  [www.dotolearn.com/](http://www.dotolearn.com/)
  Early educational materials, many specifically geared toward “visual learners”, including flash cards and schedules. Many free educational products available. Suitable for parents and educators.

- **Future Horizons**
  [www.futurehorizons-autism.com](http://www.futurehorizons-autism.com/)
  Extensive selection of books, conferences, and other valuable information on Autism (ASD), Asperger’s Syndrome, Pervasive Developmental Disorders (PDD).

- **Model Me Kids:**
  [www.modelmekids.com/](http://www.modelmekids.com/)
  Educational video series demonstrates social skills by modeling peer behavior in different scenarios, e.g. school, playdates, birthday parties, playgrounds, library.

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Parents can “search” to find online autism support groups, which are “listservs”, electronic mailing lists. Follow directions to join groups of interest, then interact online with other parents dealing with similar issues.
Note for Physicians
If you suspect any developmental delay in any area, refer the child to Early Intervention for Evaluation/Intervention. It is NOT necessary for the child to have a specific diagnosis prior to referral.

Alabama (334) 281-8780; (800) 543-3098
Alaska (907) 465-2824
Arizona (602) 542-2727
Arkansas (501) 682-4225
California (916) 327-3547
Colorado (303) 866-6709 / 6712; (888) 777-4041
Connecticut (860) 807-2054
Delaware (302) 739-4210
District of Columbia (202) 727-5371
Florida (850) 245-0478
Georgia (404) 657-9965
Hawaii (808) 733-4838
Idaho (208) 332-6917
Illinois (217) 524-4835
Indiana (317) 232-0567
Iowa (515) 281-5433
Kansas (785) 296-1944
Kentucky (502) 564-8341; (866) 294-0135
Louisiana (225) 342-3366
Maine (207) 624-6660; (800) 355-8611
Maryland (410) 767-0249
Massachusetts (617) 988-6600
Michigan (517) 373-0923
Minnesota (651) 582-8343
Mississippi (601) 359-3491
Missouri (573) 751-0187
Montana (406) 444-4425; (888) 231-9393
Nebraska (402) 471-4319
Nevada (775) 687-9170
New Hampshire (603) 271-2178
New Jersey (609) 984-4950
New Mexico (505) 827-6462
New York (518) 473-2878
North Carolina (919) 855-3500
North Dakota (701) 328-2277
Ohio (614) 466-0224; (877) 644-6338
Oklahoma (405) 522-4513
Oregon (503) 947-5600
Pennsylvania (717) 787-9266
Rhode Island (401) 222-8941
South Carolina (803) 734-4824
South Dakota (605) 773-3678
Tennessee (615) 594-5691
Texas (512) 463-9414; (800) 252-9668
Utah (801) 538-7948
Vermont (802) 828-5114
Virginia (804) 225-2675; (800) 292-3820
Washington (360) 725-6078
West Virginia (304) 558-2696
Wisconsin (608) 267-9172; (800) 441-4563
Wyoming (307) 777-8762

U.S.: State-by-State Department of Education, Early Intervention Programs, Birth-5 years.
www.nichcy.org/states.htm

American Academy of Pediatrics
http://aappolicy.aappublications.org/cgi/content/full/pediatrics;107/5/1221
Pediatrician’s Role in the Diagnosis and Management of Autistic Spectrum Disorder in Children.

American Academy of Pediatrics
www.aap.org/healthtopics/autism.cfm
Autism-specific news, resources.

Autism and PDD Support Network
www.autism-pdd.net/resources-by-state.html
Comprehensive state-by-state guide to local Early Intervention (birth-5 yrs), state agencies, and resources.

Autism Society of America
www.autism-society.org/site/PageServer?pagename=about_resources
State-by-state resources, including parent and sibling support groups, education, treatment options, conferences, books.

Autism Treatment Network
www.autismtreatmentnetwork.org/
Dr. Margaret Bauman, Director. Regional treatment centers developing National Medical Database to record results of treatments and studies:

PHYSICIAN ONLINE RESOURCES

Massachusetts General Hospital – Boston, MA
Oregon Health and Sciences University–Portland, OR
Baylor College of Medicine – Houston, TX
University of Washington Medical Center–Seattle, WA
Columbia University Medical Center–New York, NY
Cleveland Clinic, Cleveland, OH

CDC Autism Information Center
www.cdc.gov/ncbddd/autism/index.htm
Screening, diagnosis, treatment/therapy, news, research, state and congressional activities, educational materials.

MedlinePlus
NIH links to news, diagnosis/symptoms, treatment, research, organizations. Available in Spanish.

Help Autism Now Society
www.helpautisminow.com
Physician resources include user-friendly, objective materials to enable physicians to more quickly recognize and screen for autism, handbook with over 100 illustrations depicting the “behavioral symptoms” of autism. 4-minute tutorial video of CHAT screening tool. Online social stories: “Going to See the Doctor” and “Going to Have Blood Drawn” can help prepare children with autism for these events. Online read-able book for siblings written through an 8-year-old sibling’s eyes, Autism: Living with My Brother Tiger.

NICHCY, National Dissemination Center for Children with Disabilities
www.nichcy.org/states.htm (Spanish and English)
NICHCY: central source of information on disabilities in infants, toddlers, children, and youth, IDEA, (law authorizing special education), No Child Left Behind (how it relates to children with disabilities), and research-based information on effective educational practices. NICHCY creates disability-related State Resource Sheets including agencies serving children and youth with disabilities, state chapters of disability organizations and parent groups, Parent Training and Information projects.

NIH Autism Website
www.nichd.nih.gov/autism/
Most current information about NICHD research projects, publications, news releases, and other activities related to autism. Publications available in Spanish.

NIMH, National Institute of Mental Health
www.nimh.nih.gov/healthinformation/autismmenu.cfm
Signs/symptoms, treatment, fact sheets, news, links to research.

Other languages & International sites listed at end of Parent Resource page
An illustrated handbook to enable Physicians to more quickly and easily recognize and screen for autism.

“This booklet provides an easy-to-understand pictorial display of the early signs and symptoms of autism. The pictures are especially helpful for aiding recognition of the important delayed development in autism of:

- Finger pointing
- Eye pointing for communicating
- Showing for sharing just to be social
- Imaginative play"

Nancy J. Minshew, MD
Professor of Psychiatry and Neurology
University of Pittsburgh
Director, NIH Autism Center of Excellence

“Although designed for the medical profession, this book could be equally useful for:

- Day care and preschool providers
- Speech pathologists
- Occupational therapists
- Physical therapists
- Psychologists
- Social workers working with young children and their families”.

Margaret Bauman M.D.
Director of LADDERS: Learning and Developmental Disabilities Evaluation and Rehabilitation Services
Massachusetts General Hospital for Children
Associate Professor of Neurology,
Harvard Medical School
Director of Autism Treatment Network

“'A must see' for all primary care physicians!”

David W. Willis, M.D.
Vice-President, Oregon Pediatric Society
Director, Northwest Early Childhood Institute
Portland, OR

www.helpautismnow.com