

# GAIN

Global Autism Interactive Network

The purpose of this workshop is to help clinicians understand how social communication abnormalities, restricted and repetitive behaviors, and developmental histories of children with ASD may be similar or different compared to children with other diagnoses (e.g., intellectual disability, language disorder, genetic syndromes) who commonly present for ASD evaluation in early childhood. The workshop will also discuss the uses and limitations of currently available ASD assessment tools, including sensitivity and specificity when used in different subgroups of young children.

## Differential Diagnosis of ASD: School Age



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### REGISTER NOW



**4.0 CE credits** available to psychologists and social workers who sign in with their full name, attend the entire workshop, and complete a survey which will be emailed following completion of the workshop

### OVERVIEW



#### Date

- Friday, March 14th, 2025



#### Time

- 11:00am-3:00pm EST
- 10:00am-2:00pm CST
- 9:00am-1:00pm MST
- 8:00am-12:00pm PST



#### Type of Workshop

- Live online Workshop via Zoom



#### Prerequisite Training

- These workshops are intended for clinicians and researchers involved in the diagnostic assessment of ASD

### LEARNING OBJECTIVES

- 1 Identify issues to consider when attempting to differentiate between ASD and other disorders associated with social-communication deficits and/or restricted and repetitive behaviors.
- 2 Utilize recent research, including studies detailing the use of specific diagnostic instruments in early childhood.
- 3 Describe how social communication abnormalities, restricted and repetitive behaviors, and developmental histories of children with ASD may be similar or different compared to children with other diagnoses.

### SPEAKER DISCLOSURES

Western Psychological Services (WPS), publisher of the ADOS-2, does not fund the GAIN program. GAIN focuses on the ADOS-2 only and will not include explicit training on other instruments. Dr. Somer Bishop receives honoraria from WPS as an author of the ADOS-2. This will not influence her discussion and she will not make recommendations for commercial products. She has no non-financial disclosures related to ADOS-2.

### REFERENCES

- <sup>1</sup> Richard, A. E., Hodges, E. K., & Carlson, M. D. (2019). Differential diagnosis of autism spectrum disorder versus language disorder in children ages 2 to 5 years: Contributions of parent-reported development and behavior. *Clinical Pediatrics*, 58(11-12), 1232-1238
- <sup>2</sup> Lord, C., Brugha, T. S., Charman, T., Cusack, J., Dumas, G., Frazier, T., ... & Veenstra-VanderWeele, J. (2020). Autism spectrum disorder. *Nature reviews Disease primers*, 6(1), 1-23
- <sup>3</sup> Rosen, N. E., Lord, C., & Volkmar, F. R. (2021). The diagnosis of autism: From Kanner to DSM-III to DSM-5 and beyond. *Journal of autism and developmental disorders*, 51, 4253-4270.
- <sup>4</sup> Thurm, A., Farmer, C., Salzman, E., Lord, C., & Bishop, S. (2019). State of the field: Differentiating intellectual disability from autism spectrum disorder. *Frontiers in psychiatry*, 10, 526.
- <sup>5</sup> Thurm, A., Bishop, S., & Giserman-Kiss, I. (2022). Effects of Cognition and Age on Assessment of Autism and Pervasive Developmental Disabilities. In *Handbook of Autism and Pervasive Developmental Disorder: Assessment, Diagnosis, and Treatment* (pp. 303-323). Cham: Springer International Publishing.

### CONTACT US



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