



# Poruchy autistického spektra

---

Katarína Kemková





---

Semináre každý týždeň

80% účasť na seminároch + 2 veľké domáce úlohy + malé domáce úlohy

Pri online výučbe je účasť hodnotená na základe odovzdávania odpovedníkov do stanovených termínov (8 odpovedníkov aby ste boli pripustení ku kolokviu), ktoré sa budú venovať témam z prednášky a úlohám.

Záverečné kolokvium

# Veľká úloha I

---

Teacher: what inspired you to write this essay?



Me: due day

Esej na ľubovoľnú tému súvisiacu s PAS

1000 slov +/- 100

Termín odovzdania 13.12. 2020

# Veľká úloha II

---

skupinová práca

téma "Zlepšenie života ľudí s PAS"

tabuľka skupín

poster + prezentácia (20 min.)

16.12.

**WHEN YOU HAVE TO COMPLETE A GROUP PROJECT BUT YOU'RE THE ONLY ONE WORKING ON IT**



# Sylabus

---

1. základné poznatky o autizme
2. autistická triáda
3. senzorické abnormality a jazyk
4. vznik, komorbidity a poznatky z neurovied
5. diagnostika
6. teórie autizmu
7. intervencia
8. práca s kazuistikami
9. skupinové projekty

# Čo je autizmus?...

Google

autism is a |



- autism is a **superpower**
- autism is a **spectrum**
- autism is a **gift**
- autism is a **choice**
- autism is a **journey**
- autism is a **sundae bar**
- autism is a **world**
- autism is a **journey i never planned**
- autism is a **disability**
- autism is **not a disability**

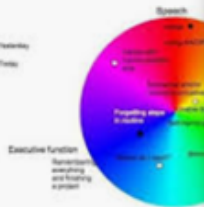
asd    auti

What people think of when you say "the autism

"Mild  
autism"

What the spectrum actually looks like:

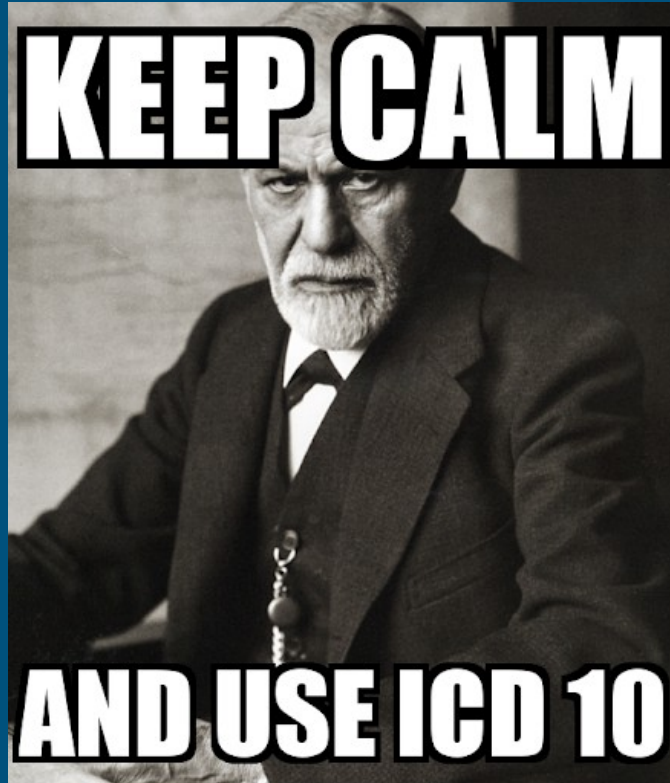
● Typically  
○ Toddler



https://www.autism.com/autism/what-is-autism/

DSM-5 vs MKN-10 vs ICD-11

---



# Neurodevelopmental Disorders

The neurodevelopmental disorders are a group of conditions with onset in the developmental period. The disorders typically manifest early in development, often before the child enters grade school, and are characterized by developmental deficits that produce impairments of personal, social, academic, or occupational functioning. The range of developmental deficits varies from very specific limitations of learning or control of executive functions to global impairments of social skills or intelligence. The neurodevelopmental disorders frequently co-occur; for example, individuals with autism spectrum disorder often have intellectual disability (intellectual developmental disorder), and many children with attention-deficit/hyperactivity disorder (ADHD) also have a specific learning disorder. For some disorders, the clinical presentation includes symptoms of excess as well as deficits and delays in achieving expected milestones. For example, autism spectrum disorder is diagnosed only when the characteristic deficits of social communication are accompanied by excessively repetitive behaviors, restricted interests, and insistence on sameness.



# MKN-10

## - F80-F89 Poruchy psychického vývoje

- + F80 Specifické vývojové poruchy řeči a jazyka
- + F81 Specifické vývojové poruchy školních dovedností
- F82 Specifická vývojová porucha motorických funkcí
- F83 Smíšené specifické vývojové poruchy
- + F84 Pervazivní vývojové poruchy
- F88 Jiné poruchy psychického vývoje
- F89 Neurčená porucha psychického vývoje

## - F84 Pervazivní vývojové poruchy

- F84.0 Dětský autismus
- F84.1 Atypický autismus
- F84.2 Rettův syndrom
- F84.3 Jiná dětská dezintegrační porucha
- F84.4 Hyperaktivní porucha sdružená s mentální retardací a stereotypními pohyby
- F84.5 Aspergerův syndrom
- F84.8 Jiné pervazivní vývojové poruchy
- F84.9 Pervazivní vývojová porucha NS
- F88 Jiné poruchy psychického vývoje

# Definición - DSM-5

---

Autism spectrum disorder is characterized by persistent deficits in social communication and social interaction across multiple contexts, including deficits in social reciprocity, nonverbal communicative behaviors used for social interaction, and skills in developing, maintaining, and understanding relationships. In addition to the social communication deficits, the diagnosis of autism spectrum disorder requires the presence of restricted, repetitive patterns of behavior, interests, or activities. Because symptoms change with development and may be masked by compensatory mechanisms, the diagnostic criteria may

# MKN-10

---

## F84.0 Dětský autismus

Typ pervazivní vývojové poruchy, která je definována: (a) přítomností abnormálního nebo porušeného vývoje, manifestujícího se před věkem tří let, a (b) charakteristickým typem abnormální funkce všech tří oblastí psychopatologie, kterými jsou reciproční sociální interakce, komunikace a opakující se omezené stereotypní chování. K těmto specifickým diagnostickým rysům dále přistupuje běžně škála dalších nespecifických problémů, jako fobie, poruchy spánku a jídla, návaly zlosti (temper tantrum) a agrese namířená proti sobě.

Autistická porucha

Infantilní:

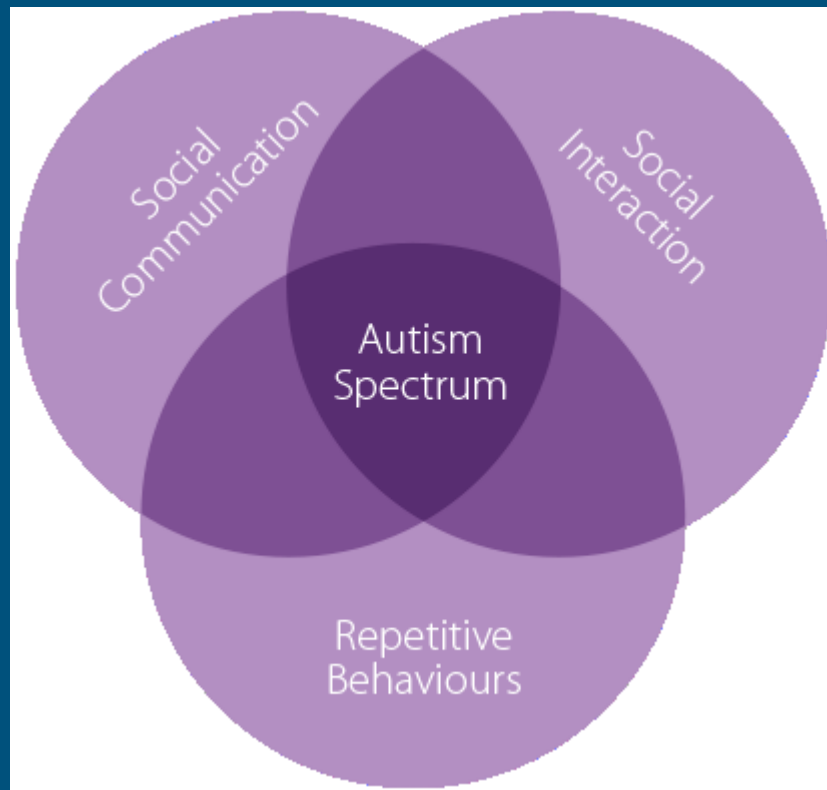
- . autismus
- . psychóza

Kannerův syndrom

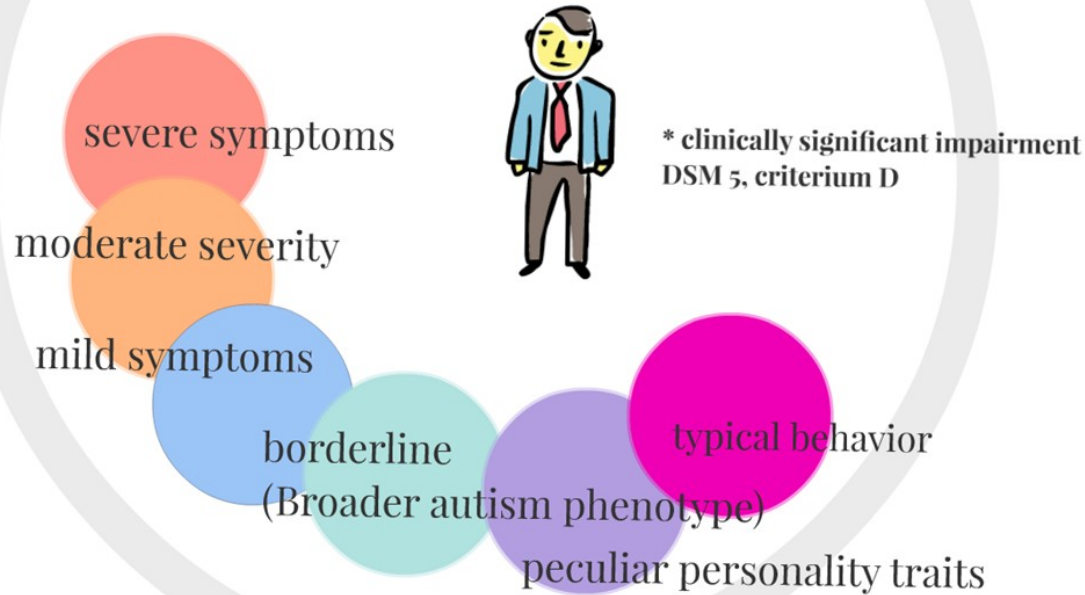
# ICD-11 - 6A02

---

Autism spectrum disorder is characterized by persistent deficits in the ability to initiate and to sustain reciprocal social interaction and social communication, and by a range of restricted, repetitive, and inflexible patterns of behaviour and interests. The onset of the disorder occurs during the developmental period, typically in early childhood, but symptoms may not become fully manifest until later, when social demands exceed limited capacities. Deficits are sufficiently severe to cause impairment in personal, family, social, educational, occupational or other important areas of functioning and are usually a pervasive feature of the individual's functioning observable in all settings, although they may vary according to social, educational, or other context. Individuals along the spectrum exhibit a full range of intellectual functioning and language abilities.



## *Autism differently*



# Štatistiky...

---

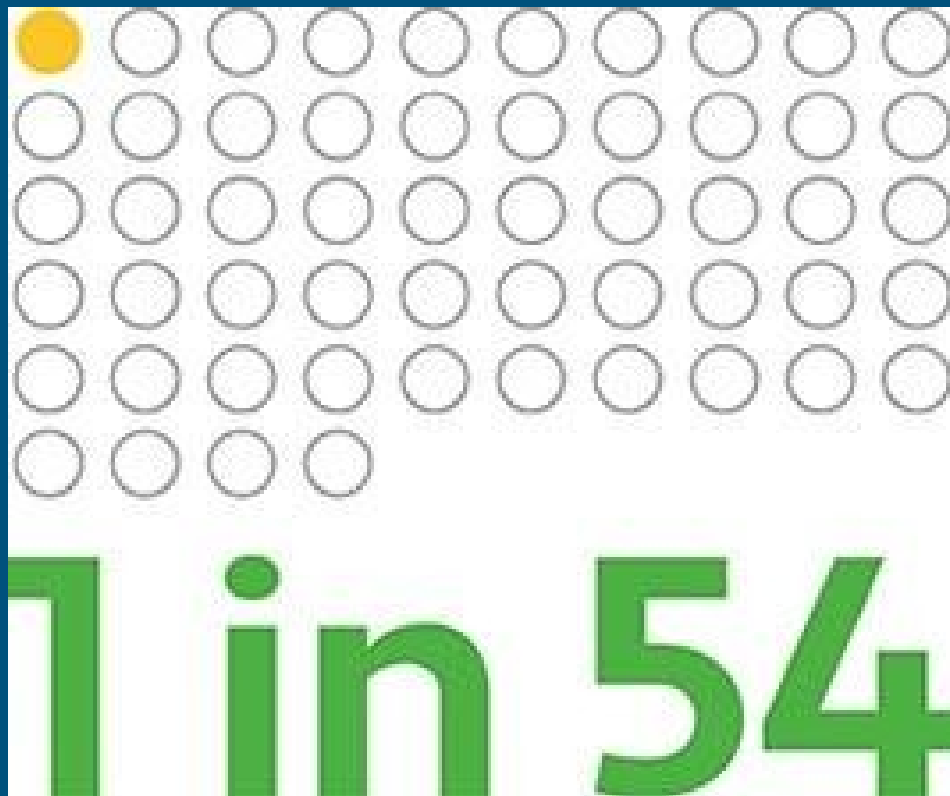
USA Rok 2000 - 1 zo 150

USA teraz - 1 z 54

Celosvetovo - 1 zo 160

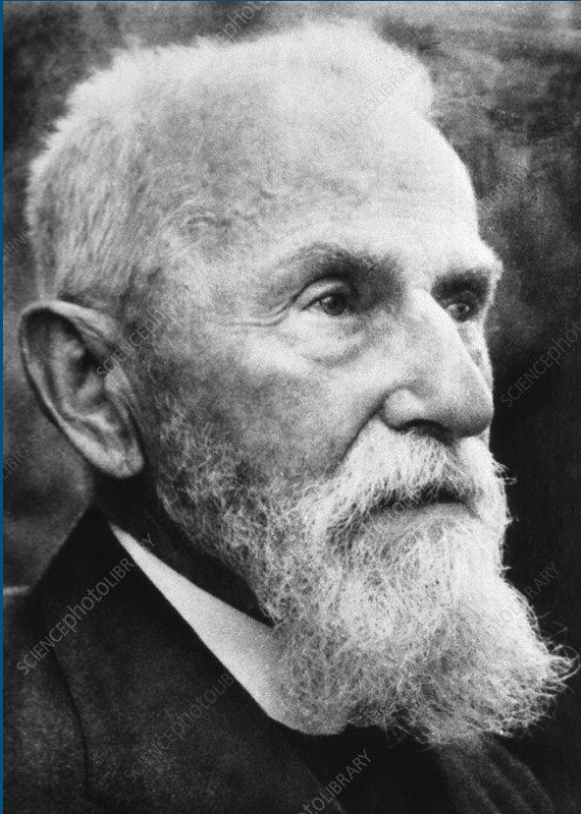
ČR +1500 až 2000 detí ročne

chlapci 4x častejšie ako dievčatá





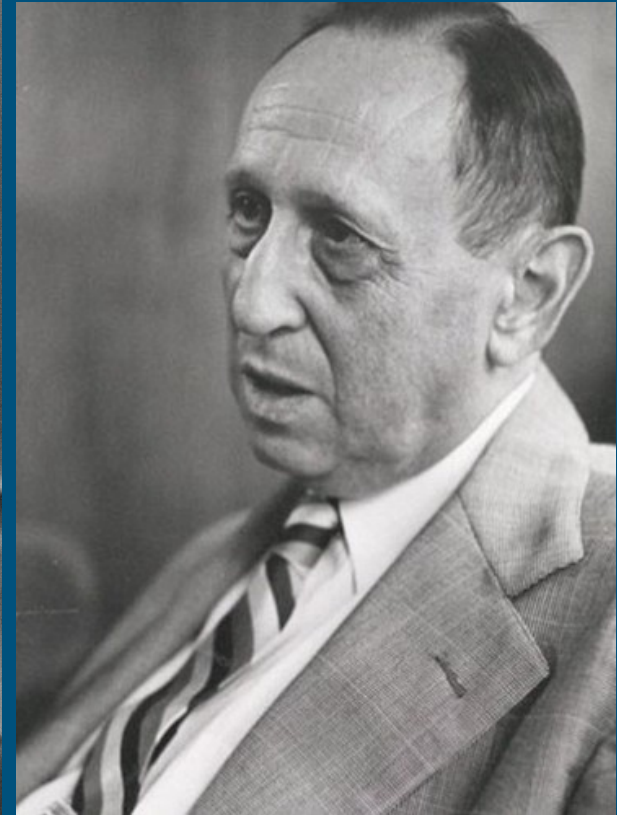
Eugene Bleuler



Hans Asperger



Leo Kanner





# Leo Kanner

---

“Every child, every adult, everybody wants what I call the three As: affection, acceptance and approval. If the child has that, regardless of his IQ or anything else, he will be all right.”

“disorder of the mother–child relationship”

“extreme autistic aloneness”

---

“In his key 1943 paper, Kanner considered five features to be diagnostic: a profound lack of affective contact with other people; an anxiously obsessive desire for the preservation of sameness in the child’s routines and environment; a fascination with objects, which are handled with skill in fine motor movements; mutism or a kind of language that does not seem intended for interpersonal communication; good cognitive potential shown in feats of memory or skills on performance tests”

# Hans Asperger

“Autistic psychopathy”

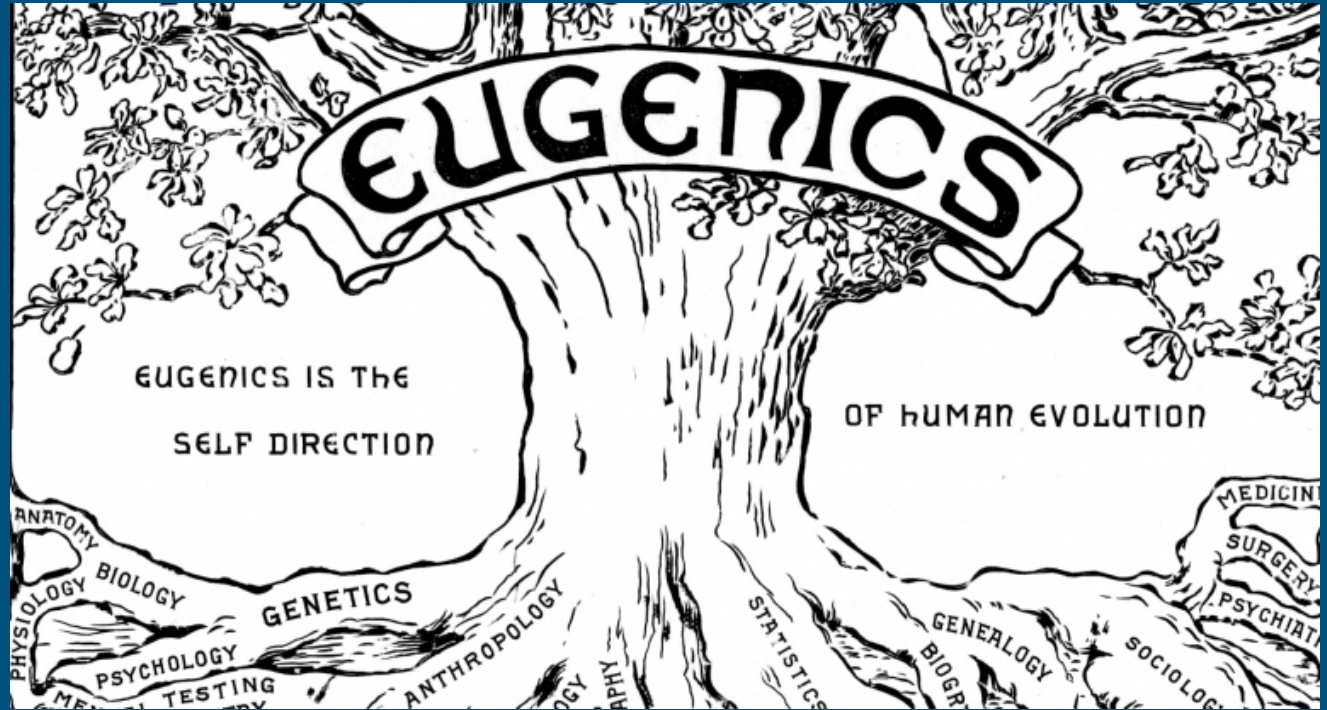
“It helped to be a little autistic if you wanted to do things well.”

“While the schizophrenic patient seems to show progressive loss of contact, the children we are discussing lack contact from the start.”

“We claim—not on theoretical grounds but from the experience of dealing with many children—that this boy’s positive and negative features are two naturally necessary, connected aspects of what is really a homogeneously laid-out personality. We can also express this as follows: the difficulties which this boy experiences with himself, as well as with his relationship to the world, are the price he has to pay for his special gifts.”

60. te roky

---



Bruno Bettelheim 1967 - The empty fortress: Infantile autism and the birth of self

60.te roky

---



In defense of mothers

National Autistic Society (UK)

## Zdroje obrázkov:

[https://cdn.clipart.email/e63024c7af7ff074dfa1f5a2a57d19ef\\_things-you-should-know-vol-5-how-to-change-a-tire\\_299-256.png](https://cdn.clipart.email/e63024c7af7ff074dfa1f5a2a57d19ef_things-you-should-know-vol-5-how-to-change-a-tire_299-256.png)

<https://i1.sndcdn.com/artworks-000255451784-fsm3zi-t500x500.jpg>

<https://static01.nyt.com/images/2018/04/20/world/europe/20asperger/20asperger-superJumbo.jpg>

<https://i.pinimg.com/originals/49/54/d4/4954d41f6100ca6264e8a8fb20c5e3f7.jpg>

<https://img.universitystudent.org/1/4/3149/when-youre-the-only-one-contributing-to-a-group-project-meme.jpg>

<https://lh3.googleusercontent.com/proxy/dXVA090cNZLi0qnwvg->

[6AomPuqs7XNsRx4XqNupyauqMGx2XwF1OkocQtlgAoaxZrDN8itoRnPbPMpWRBYZIM66gmFHEzY4vjqWP-sGY2qsvs-9wWYuimveb9RT2](https://lh3.googleusercontent.com/proxy/dXVA090cNZLi0qnwvg-6AomPuqs7XNsRx4XqNupyauqMGx2XwF1OkocQtlgAoaxZrDN8itoRnPbPMpWRBYZIM66gmFHEzY4vjqWP-sGY2qsvs-9wWYuimveb9RT2)

<https://www.clinical-partners.co.uk/images/autism/triad-of-impairment.png>

<https://media.sciencephoto.com/image/h4020600/800wm>

<https://indianfolk.com/wp-content/uploads/2019/02/p2eugenics-copy.sized-770x415x225x239x1831x987.png>

<https://node2.sdccdn.com/images/savings/logo/4639159.png?width=225&height=150>

[https://lh3.googleusercontent.com/proxy/n-pS5E--3T5-Wfj1av3vjymA0V6bp0Avjt-vTny9T6s92PdZbjku1gfx1\\_th37jzNcLywjO\\_7UKJU6Bl4eY\\_qA](https://lh3.googleusercontent.com/proxy/n-pS5E--3T5-Wfj1av3vjymA0V6bp0Avjt-vTny9T6s92PdZbjku1gfx1_th37jzNcLywjO_7UKJU6Bl4eY_qA)

<https://www.autismsociety-nc.org/wp-content/uploads/1in54-3.jpg>