

PDD DISORDERS—FALLON

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One fact however is true, and that is, with the advances in neo and perinatology, many children who would previously not have lived, are now being born and kept alive even when there are serious complications or prematurity. This can add to the presence of children who may have life long deficits. Add to this the advances in fertility research and the *in vitro* and drug induced pregnancies, and you have a medically altered genome in which these children are born.

Whatever the case and for whatever the reason, there are children in our midst who need help, and who need help in the diagnosis and identification of their problems. Early identification and intervention is essential if the child is to maintain his or her self esteem and overcome some of their developmental delays.

While developmental milestones are still considered the benchmark in developmental assessment, other criteria needs to be added to the basic assess-

FIGURE 1. Range of Conditions

AUTISM	ADD/ADHD
PDD Spectrum	
Mother's Description	PDD Manifestation
He is not good at sports, and has left his baseball team. His Dad does not like sports either. He is sometimes clumsy.	Gross Motor Deficits
He does not say much except to express his needs.	Expressive Language
He has problems sitting still in school.	Attention Deficit
He does not liked to be touched at all.	Sensory Integration
He often times does not seem to understand what is said.	Receptive Language

ment so that more children are not missed with respect to their various developmental delays and problems.

Checklist

Specific characteristics can be attributed to children with pervasive develop-

mental disorder. The checklist in the next column addresses the many facets of this condition. Parents who have concerns about their child could use this checklist to find out if their child needs special attention.

If the child has five or more Yes's on

this test, then it is worth bringing them to the attention of their pediatrician. Often one or two of these behaviors do not indicate a problem with sensory integration, but when there are a series of problems, then it may be important.

Sensory integration


"...it has only been recently that I realized the magnitude of the difference between me and most other people."

—Temple Grandon
Talking in Pictures

Temple Grandon is a remarkable woman who has "emerged" from her autism. Her many wonderful books about being autistic and her complete and total understanding of the differences in the world around her, versus the world inside her, gives us some great insight into the world of sensory integration.

Parents of autistic children and parents of children who have sensory integration problems (SIP), find it difficult to understand what the child feels and experiences. For example, the ADD child who just cannot listen, but who appears by all accounts to be just a "normal" kid, is haunted by his inability to do his homework in a timely fashion. Why, his mom asks, can he not concentrate?

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For Wellness Council and Certification Program details visit www.chiropractic.org

CALL ICA TO REGISTER 800-423-4690

Presented by International Chiropractors Association in cooperation with Life Chiropractic College West

PARENTS' CHECKLIST		
CHILD	Yes	No
■ Does not liked to be hugged	<input type="checkbox"/>	<input type="checkbox"/>
■ Bites his/her finger	<input type="checkbox"/>	<input type="checkbox"/>
■ Has trouble listening	<input type="checkbox"/>	<input type="checkbox"/>
■ Has difficulty following directions	<input type="checkbox"/>	<input type="checkbox"/>
■ Is hyperactive	<input type="checkbox"/>	<input type="checkbox"/>
■ Lines up his/her toys in a row	<input type="checkbox"/>	<input type="checkbox"/>
■ Repeats things over and over	<input type="checkbox"/>	<input type="checkbox"/>
■ Still has imaginary friends	<input type="checkbox"/>	<input type="checkbox"/>
■ Is oppositional to you and others	<input type="checkbox"/>	<input type="checkbox"/>
■ Has difficulty playing with others	<input type="checkbox"/>	<input type="checkbox"/>
■ Listens but does not always understand	<input type="checkbox"/>	<input type="checkbox"/>
■ Has a fascination with letters or numbers	<input type="checkbox"/>	<input type="checkbox"/>
■ Can not follow directions	<input type="checkbox"/>	<input type="checkbox"/>
■ Is clumsy	<input type="checkbox"/>	<input type="checkbox"/>
■ Appears frustrated much of the time	<input type="checkbox"/>	<input type="checkbox"/>
■ Has trouble looking others in the eye	<input type="checkbox"/>	<input type="checkbox"/>
■ Does not speak much	<input type="checkbox"/>	<input type="checkbox"/>
■ Has frequent tantrums	<input type="checkbox"/>	<input type="checkbox"/>
■ Refuses to wear shoes and/or socks most of the time	<input type="checkbox"/>	<input type="checkbox"/>
■ Cries incessantly	<input type="checkbox"/>	<input type="checkbox"/>
■ Has difficulty brushing teeth	<input type="checkbox"/>	<input type="checkbox"/>
■ Appears to enjoy staring at the computer	<input type="checkbox"/>	<input type="checkbox"/>
■ Likes to look at fans	<input type="checkbox"/>	<input type="checkbox"/>
■ Has constant difficulty with peers	<input type="checkbox"/>	<input type="checkbox"/>
■ Exhibits what others consider "odd" behavior	<input type="checkbox"/>	<input type="checkbox"/>
■ Speaks unintelligibly at times	<input type="checkbox"/>	<input type="checkbox"/>
■ Has difficulty with tags and seams on clothing	<input type="checkbox"/>	<input type="checkbox"/>
■ Has difficulty changing his/her routine	<input type="checkbox"/>	<input type="checkbox"/>
■ Is fascinated with his/her moving body parts	<input type="checkbox"/>	<input type="checkbox"/>
■ Stares at objects	<input type="checkbox"/>	<input type="checkbox"/>
■ Recites whole sections of books which are read to him/her	<input type="checkbox"/>	<input type="checkbox"/>
■ Has difficulty being touched	<input type="checkbox"/>	<input type="checkbox"/>
■ Can not swing on a swing	<input type="checkbox"/>	<input type="checkbox"/>
■ Can not skip	<input type="checkbox"/>	<input type="checkbox"/>
■ Has difficulty holding a pen or crayon	<input type="checkbox"/>	<input type="checkbox"/>
■ Colors outside the line consistently	<input type="checkbox"/>	<input type="checkbox"/>