



	Day	Residential
Age Range	9-21	12-21
IQ Range	70-120 (- / + 10)	70-120 (- / + 10)

Exclusionary Diagnoses / Behaviors:

- Substance abuse (minimal experimentation in history)
- Eating disorders
- Anti-social behavior (fire setting, cruelty to animals, sexually deviant behavior)
- Schizophrenia
- Attachment disorder (diagnosed)
- Conduct disorder
- Personality disorder

High Scrutiny Diagnoses / Behaviors:

- Suicide attempts/ideation: determination by number of attempts, acuity and recent proximity to evaluation
- Psychotic Disorder / Thought Disorder: determination regarding safe vs. unsafe behavior as a result of hallucinations
- Intermittent Explosive Disorder
- Oppositional Defiant Disorder

Learning Impairment	Academic – reading, math written language
	Processing – speed, fluency (rate & accuracy), modality (auditory, visual)
	Cognitive – attention, memory, visual/perceptual, language, reasoning, motor planning
	Possible diagnoses: Reading Disorder, Mathematics Disorder, Disorder of Written Expression, Learning Disorder NOS, Expressive Language Disorder, Receptive Language Disorder, Mixed Receptive-Expressive Language Disorder, Phonological Disorder, Stuttering, Communication Disorder, NOS, Auditory Processing Disorder, Nonverbal Learning Disorder

Executive Functioning Deficit	Behavioral Regulation	Inhibition: impulse control, ability to resist or control impulses
		Shift: mental flexibility, shifting attention from one topic/subject/target to another, (opposite = perseveration), ability to make transitions, tolerate change, ability to adjust one’s behavior according to the environment, seeing and acting on more than one possible solution to a problem
		Emotional Control: ability to modulate emotional responses
	Meta Cognition	Initiation: problem solving, generating ideas and solutions
		Working Memory: concentration, keeping track of what you are doing while you are doing it, multi-step tasks, capacity to hold information in mind for the purpose of completing a task
		Planning / Organization: ability to place thing into a system or schedule, ability to break down a job into smaller tasks, come up with a schedule, ability to create and reach a goal
		Organization of Materials: keeping track of what you need and when you need it, not losing things
		Self-Monitoring: evaluation of self and performance, ability to adjust self/performance based on feedback,
		Theory of Mind: emotional recognition, perspective taking (ability to walk in the shoes of others), insight, processing and encoding others’ emotions

High Functioning Autism	<p>Asperger’s Disorder:</p> <ul style="list-style-type: none"> - Severe impairment in social interaction, especially reciprocal interaction typically manifested by an eccentric and one-sided social approach to others - Restricted, repetitive patterns of behavior, interests and activities - Significant impairment in social, occupational or other important areas of functioning - Impairment in the use of multiple non-verbal behaviors (eye contact, facial expressions, gestures) to regulate social interaction and communication - Difficulty developing and maintaining peer relationships - Sensory integration impairment
	<p>Autistic Disorder:</p> <ul style="list-style-type: none"> - Same diagnostic definitions as Asperger’s, as well as: - Inflexible adherence to specific, non-functional routines or rituals - Possibility of stereotyped and repetitive motor mannerisms - Restricted range of interests - Impairment in communication skills, both verbal and non-verbal - Sensory integration impairment
	<p>Pervasive Developmental Disorder, NOS:</p> <ul style="list-style-type: none"> - Similar diagnostic definitions as Asperger’s d/o and Autistic d/o
Axis I Disorders	<p>Mood disorders: likely to involve disruptive symptoms that require intermittent intensive support</p> <ul style="list-style-type: none"> - Bipolar disorder; Depressive disorders
	<p>Anxiety disorders: characterized by symptoms that require significant related service and staff support</p> <ul style="list-style-type: none"> - Generalized Anxiety Disorder; PTSD; OCD; Panic Disorder
	<p>ADHD (Inattentive, Hyperactive/impulsive, or Combined)</p>
	<p>Tourette’s Disorder</p>

<p>Social Skill Deficit</p>	<p>Issues with KNOWLEDGE and/or APPLICATION</p>
	<p>Social etiquette skills:</p> <ul style="list-style-type: none"> - makes introductions - demonstrates use of greetings/closings and basic manners <p>Conversation skills:</p> <ul style="list-style-type: none"> - uses active listening and engaged nonverbal language - ability to read nonverbal cues - interacts appropriately using conversation initiation, maintenance, and termination - expresses variety of topics - uses relevant comments and questions - code switching – language appropriate to context and audience - ability to gain attention appropriately <p>Pragmatic skills:</p> <ul style="list-style-type: none"> - able to request help, information, and objects - able to provide information and explanations - able to express self advocacy, negotiation, compromise, apologies, disagreement, and persuasion - able to express or respond to humor <p>Social Problem Solving:</p> <ul style="list-style-type: none"> - ability to identify problems, their causes, solutions, and ways to avoid them <p>Emotional Intelligence:</p> <ul style="list-style-type: none"> - understanding and use of emotional vocabulary - ability to express and respond to emotions of self and others - expresses empathy - understands perspective taking
<p>Independence Skill Deficit</p>	<p>Issues with KNOWLEDGE and/or APPLICATION</p>
	<ul style="list-style-type: none"> - Community safety and integration skills - Transportation skills - Hygiene skills - Employability skills - Money handling skills; budgeting skills - Domestic skills - Cooking