

FASD in San Diego

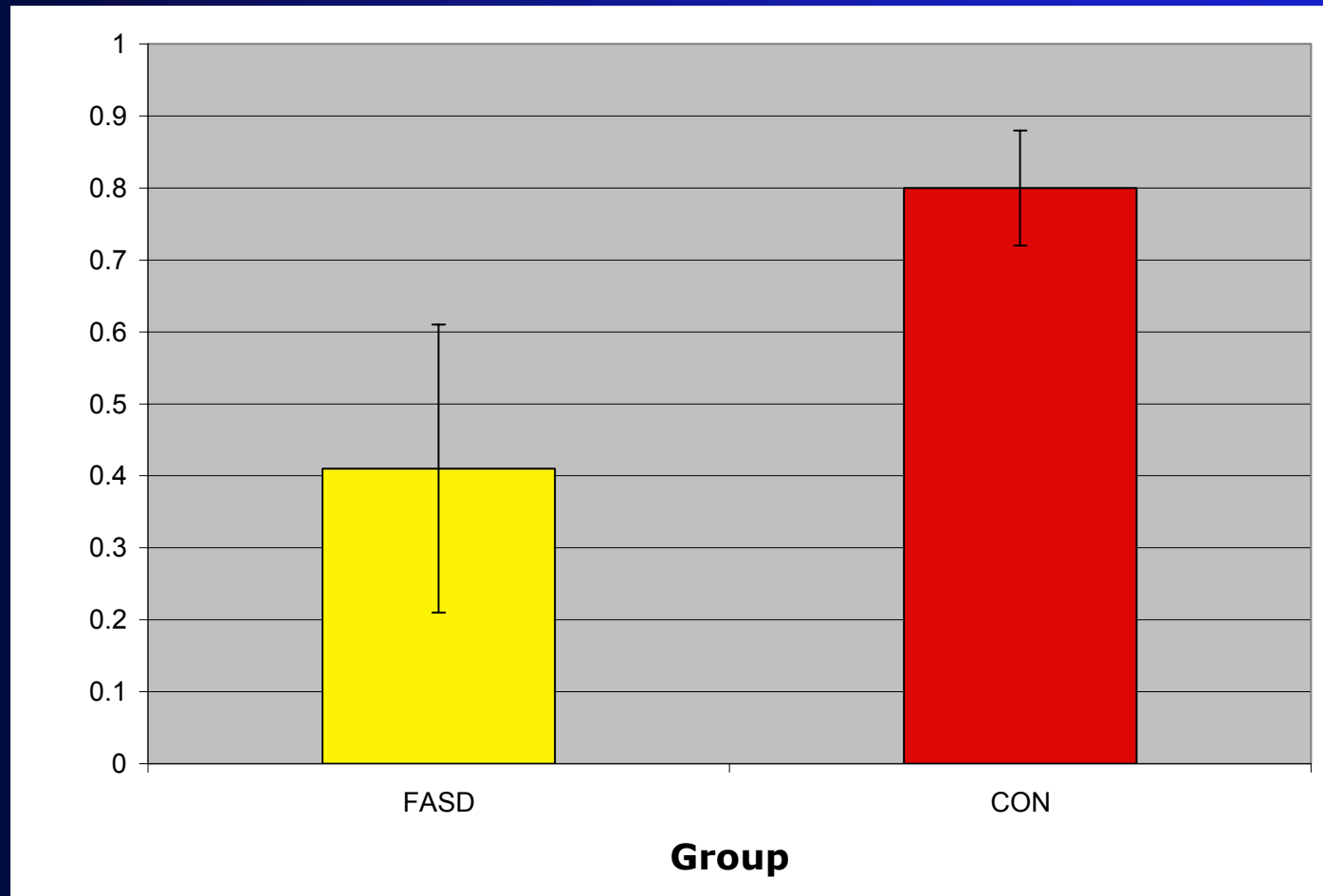
S. Mattson, PI

**Collaborative Initiative on Fetal
Alcohol Spectrum Disorders
Steering Committee Meeting
January 13-14, 2005**

Demographic Information

	FASD	CON
N	12	13
Sex (% Female)	50.0	46.2
Ethnicity (% White)	66.6	53.8
Race (% Hispanic)	25.0	23.1
SES (M +/- SD)	52.5 +/- 10.77	51.8 +/- 11.32
Age (M +/- SD)	12.9 +/- 2.40	12.7 +/- 2.72
FSIQ (M +/- SD)	87.5 +/- 7.31	104.7 +/- 8.19

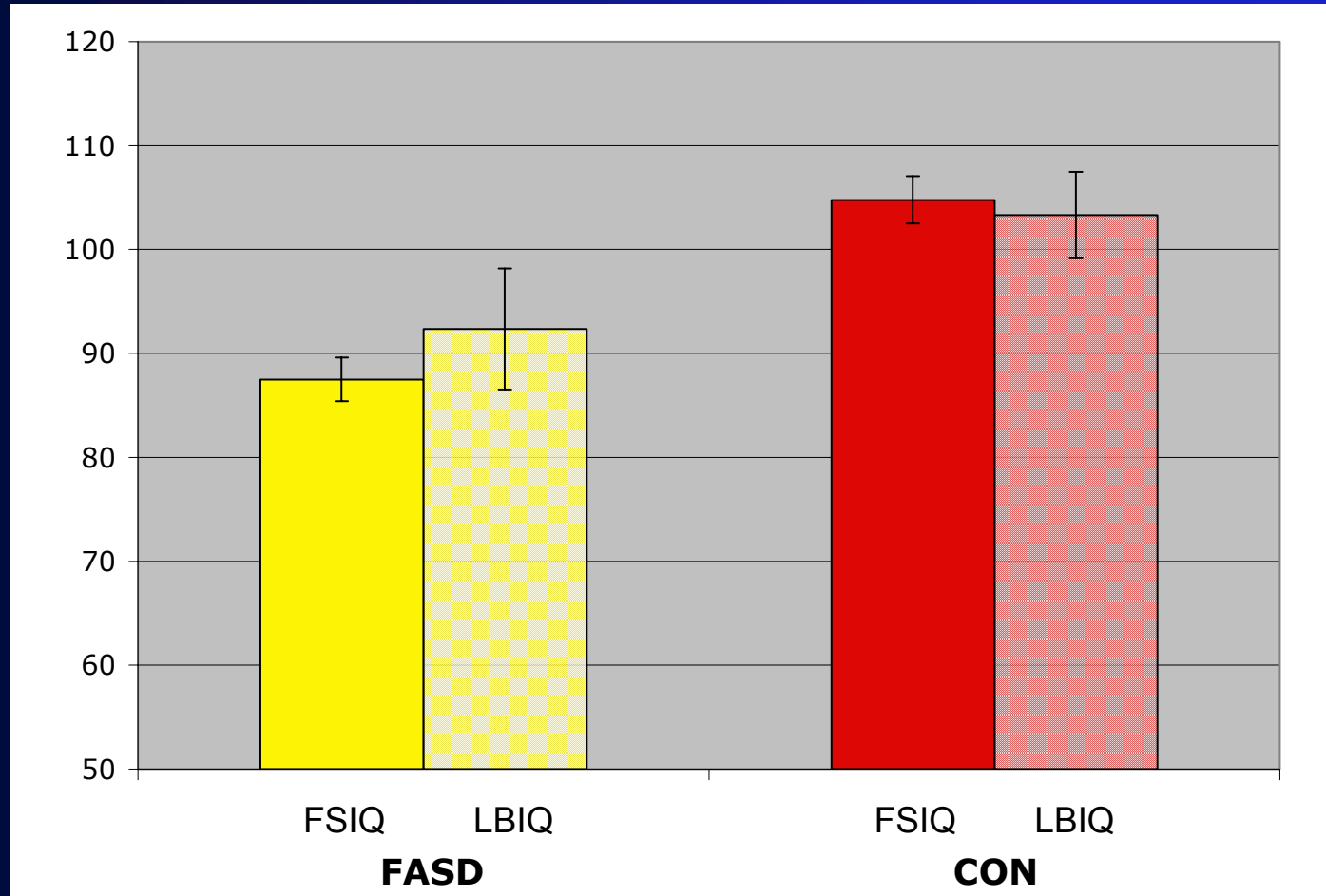
Edinburgh



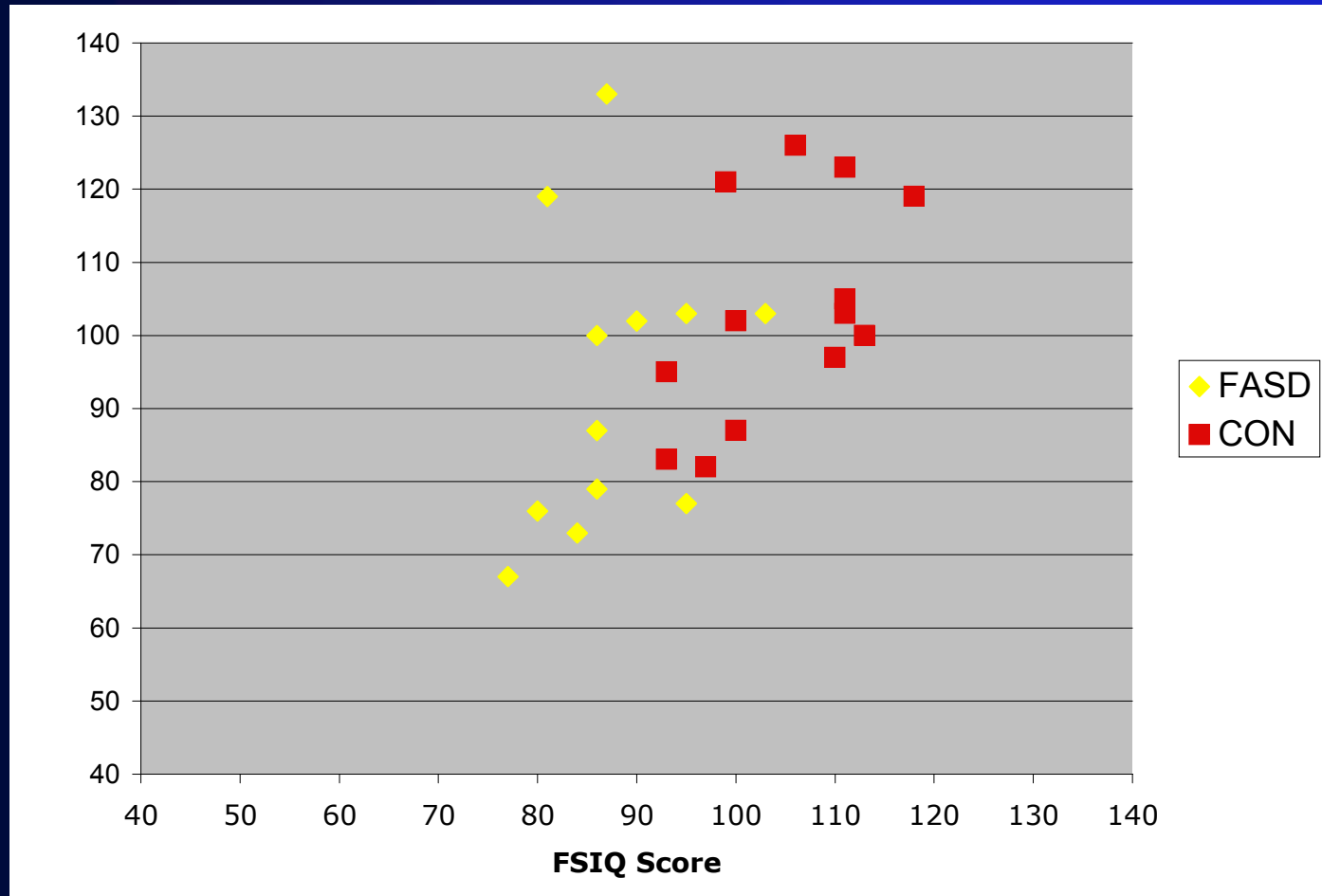
General Intellectual Functioning

- Leiter Brief IQ
- Raven's SPM
- WISC-III

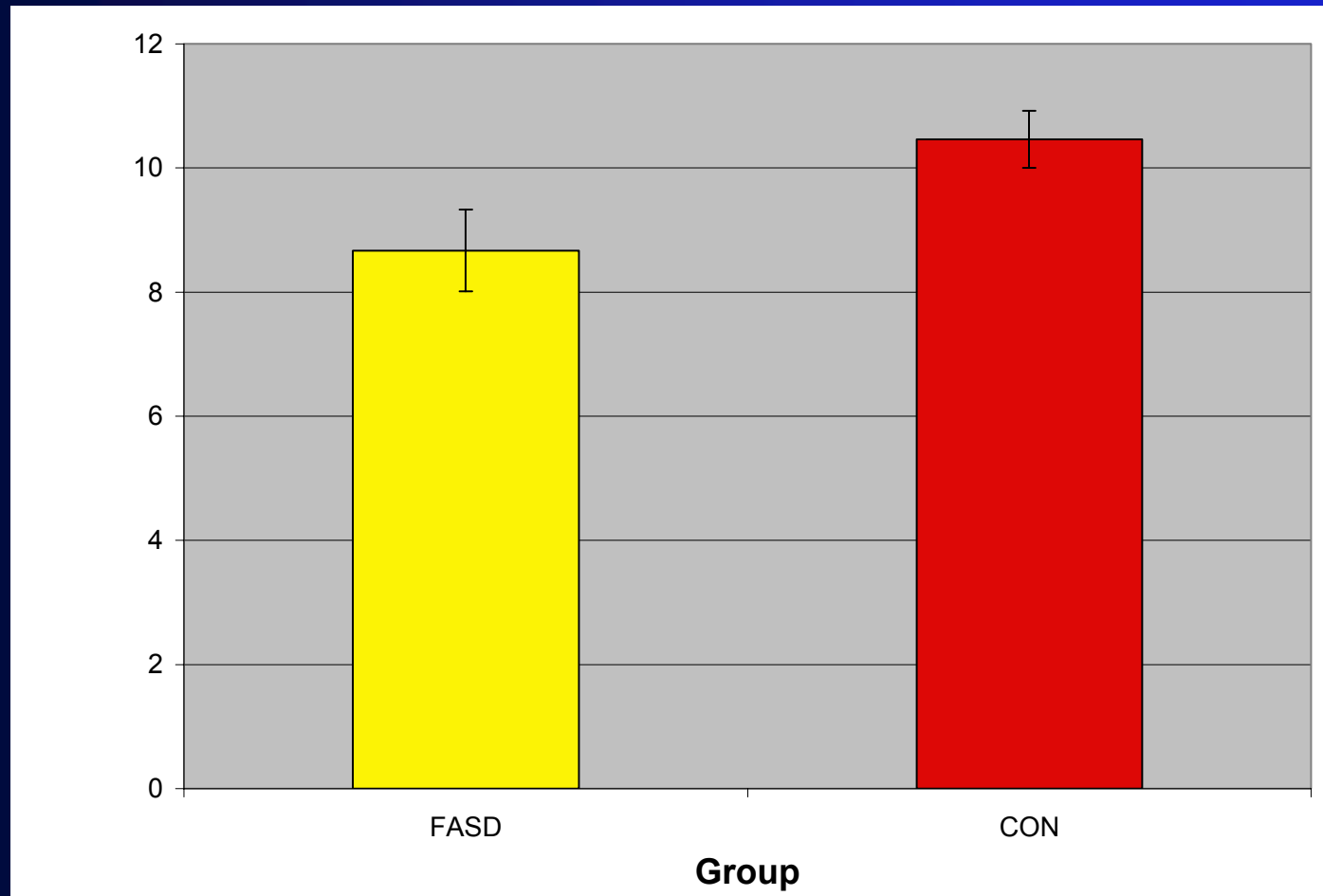
Overall Mean IQ Score Comparison



Individual IQ Score Comparison



Leiter Attention Sustained



Questionnaires & Rating Scales

- Disruptive Behavior Disorder Rating Scale (Pelham)
- Sluggish Cognitive Tempo (McBurnett & Pfiffner)
- Child Behavior Checklist, Teacher Rating Form, Youth Self Report (Achenbach)

Parent / Teacher DBD Rating Scale

Child's Name: _____ Form Completed by: _____

Grade: _____ Date of Birth: _____ Sex: _____ Date Completed: _____

Check the column that best describes your/this child. **Please write DK next to any items for which you don't know the answer.**

	Not at All	Just a Little	Pretty Much	Very Much
1. often interrupts or intrudes on others (e.g., butts into conversations or games)				
2. has run away from home overnight at least twice while living in parental or parental surrogate home (or once without returning for a lengthy period)				
3. often argues with adults				
4. often lies to obtain goods or favors or to avoid obligations (i.e., "cons" others)				
5. often initiates physical fights with other members of his or her household				
6. has been physically cruel to people				
7. often talks excessively				
8. has stolen items of nontrivial value without confronting a victim (e.g., shoplifting, but without breaking and entering; forgery)				
9. is often easily distracted by extraneous stimuli				
10. often engages in physically dangerous activities without considering possible consequences (not for the purpose of thrill-seeking), e.g., runs into street without looking				
11. often truant from school, beginning before age 13 years				
12. often fidgets with hands or feet or squirms in seat				
13. is often spiteful or vindictive				
14. often swears or uses obscene language				
15. often blames others for his or her mistakes or misbehavior				
16. has deliberately destroyed others' property (other than by fire setting)				
17. often actively defies or refuses to comply with adults' requests or rules				
18. often does not seem to listen when spoken to directly				
19. often blurts out answers before questions have been completed				
20. often initiates physical fights with others who do not live in his or her household (e.g., peers at school or in the neighborhood)				
21. often shifts from one uncompleted activity to another				
22. often has difficulty playing or engaging in leisure activities quietly				
23. often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities				
24. is often angry and resentful				
25. often leaves seat in classroom or in other situations in which remaining seated is expected				
26. is often touchy or easily annoyed by others				
27. often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)				
28. often loses temper				
29. often has difficulty sustaining attention in tasks or play activities				
30. often has difficulty awaiting turn				
31. has forced someone into sexual activity				
32. often bullies, threatens, or intimidates others				
33. is often "on the go" or often acts as if "driven by a motor"				
34. often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)				
35. often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)				
36. has been physically cruel to animals				
37. often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)				
38. often stays out at night despite parental prohibitions, beginning before age 13 years				
39. often deliberately annoys people				
40. has stolen while confronting a victim (e.g., mugging, purse snatching, extortion, armed robbery)				
41. has deliberately engaged in fire setting with the intention of causing serious damage				
42. often has difficulty organizing tasks and activities				
43. has broken into someone else's house, building, or car				
44. is often forgetful in daily activities				
45. has used a weapon that can cause serious physical harm to others (e.g., a bat, brick, broken bottle, knife, gun)				

parentteacher (8/01.01)

8/01/02

DBD Parent-Teacher Rating Scale

	FASD	CON
% ADHD-Inattentive Subtype	50.0	7.7
% ADHD-H/I Subtype	33.3	0.0
% ODD	33.3	7.7
% CD	16.7	0.0

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Entered by:	Consortium ID:
	Verified by:

SCT SCALE

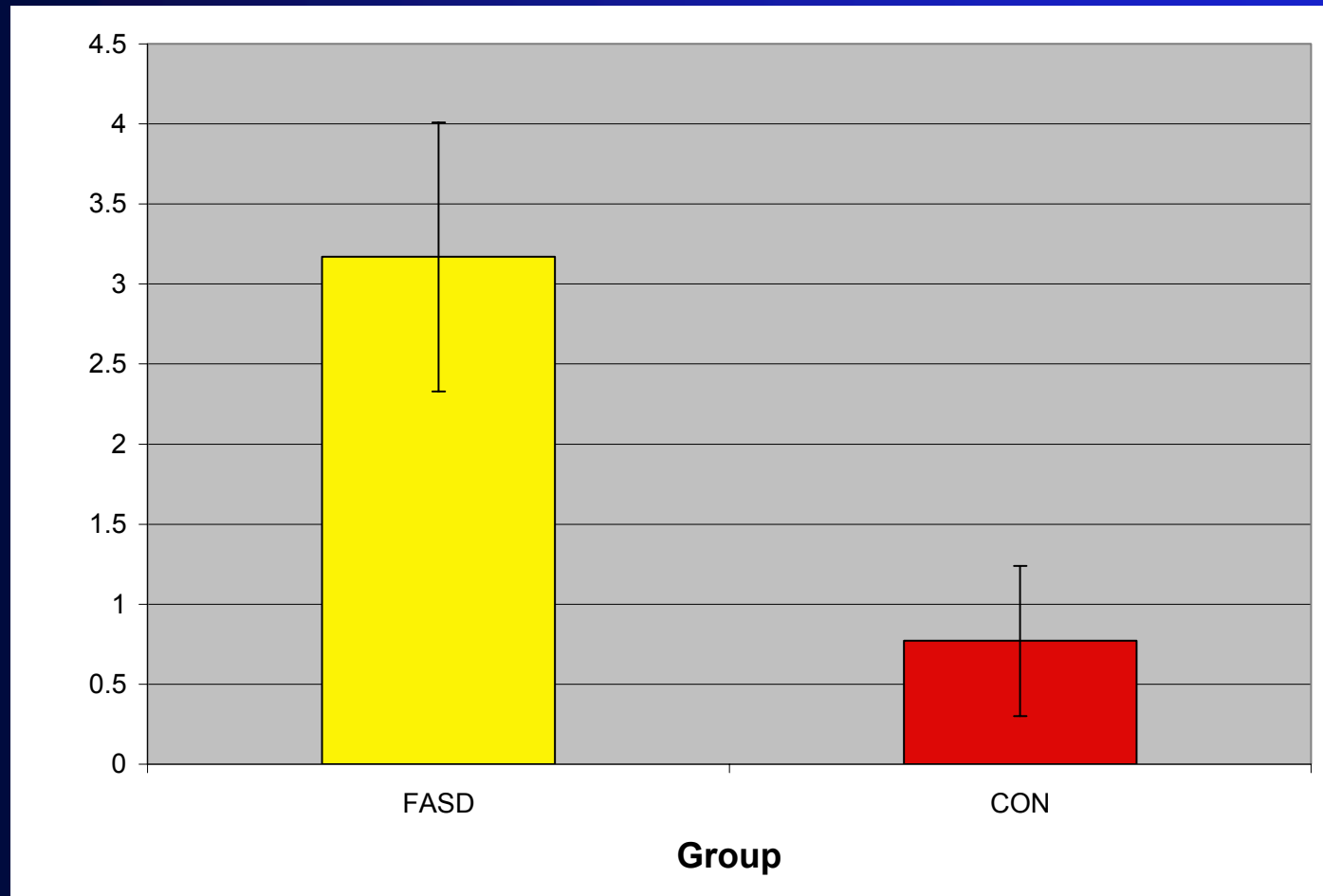
McBurnett and Piffner, 2003, UCSF

CHILD'S NAME	DATE
NAME OF PERSON COMPLETING FORM	RELATION TO CHILD

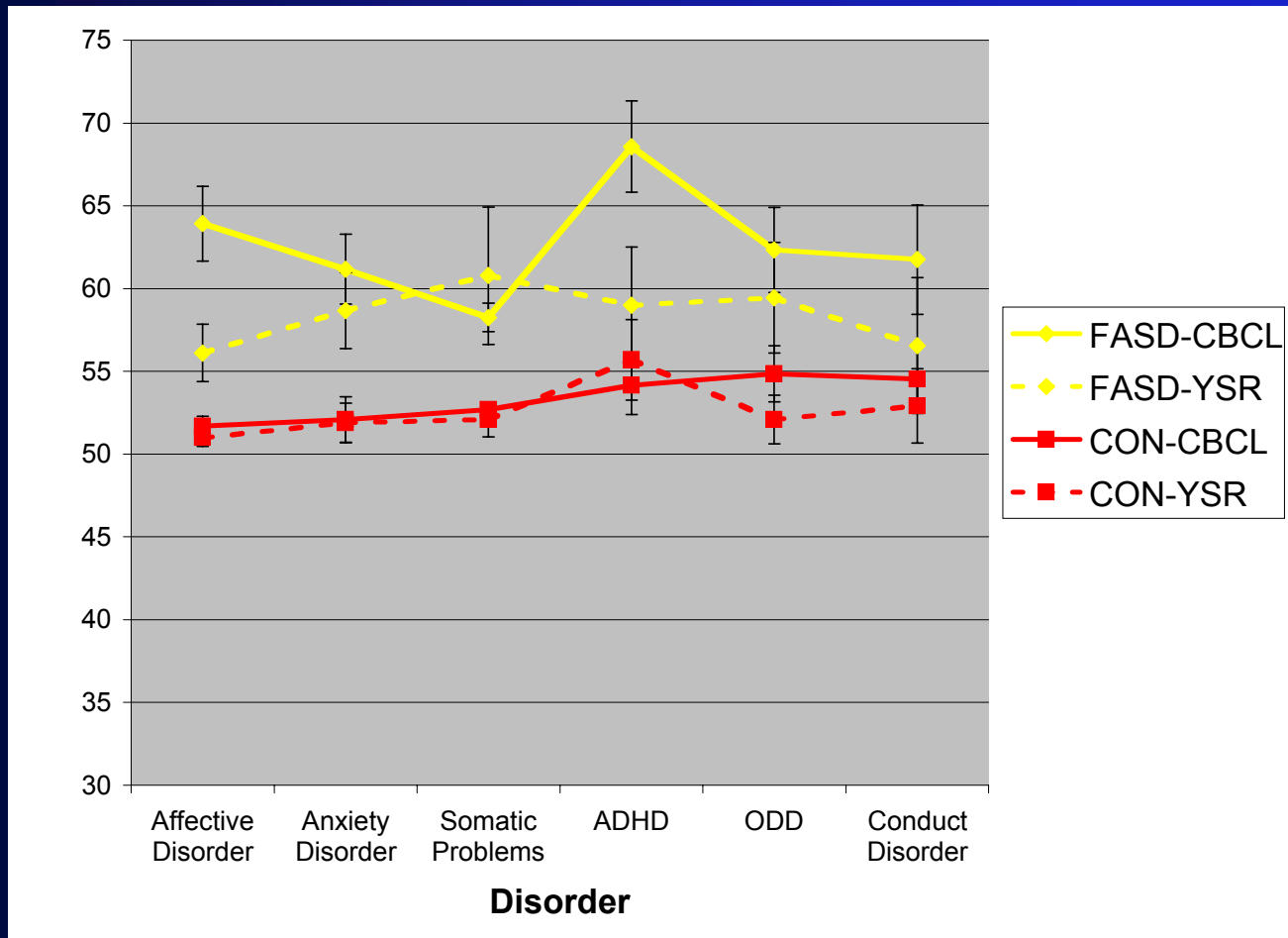
DIRECTIONS: CHECK (✓ OR X) WHICH RATING BEST DESCRIBES YOUR CHILD'S OVERALL BEHAVIOR. ANSWER EACH QUESTION TO THE BEST OF YOUR ABILITY.

	NEVER	SOMETIMES	OFTEN	VERY OFTEN
1. Is absent minded				
2. Is 'vague' or internally preoccupied				
3. Shows lack of persistence				
4. Forgets the details of his/her daily routine				
5. Forgets where things are normally kept or looks for things in the wrong places				
6. Leaves things behind				
7. Forgets what he/she has been told				
8. Confused or seems to be in a fog				
9. Daydreams or gets lost in his/her thoughts				
10. Overtired				
11. Apathetic or unmotivated				
12. Stares blankly				
13. Underactive, slow moving, or lacks energy				
14. Forgetful				
15. Sluggish/drowsy				

Sluggish Cognitive Tempo

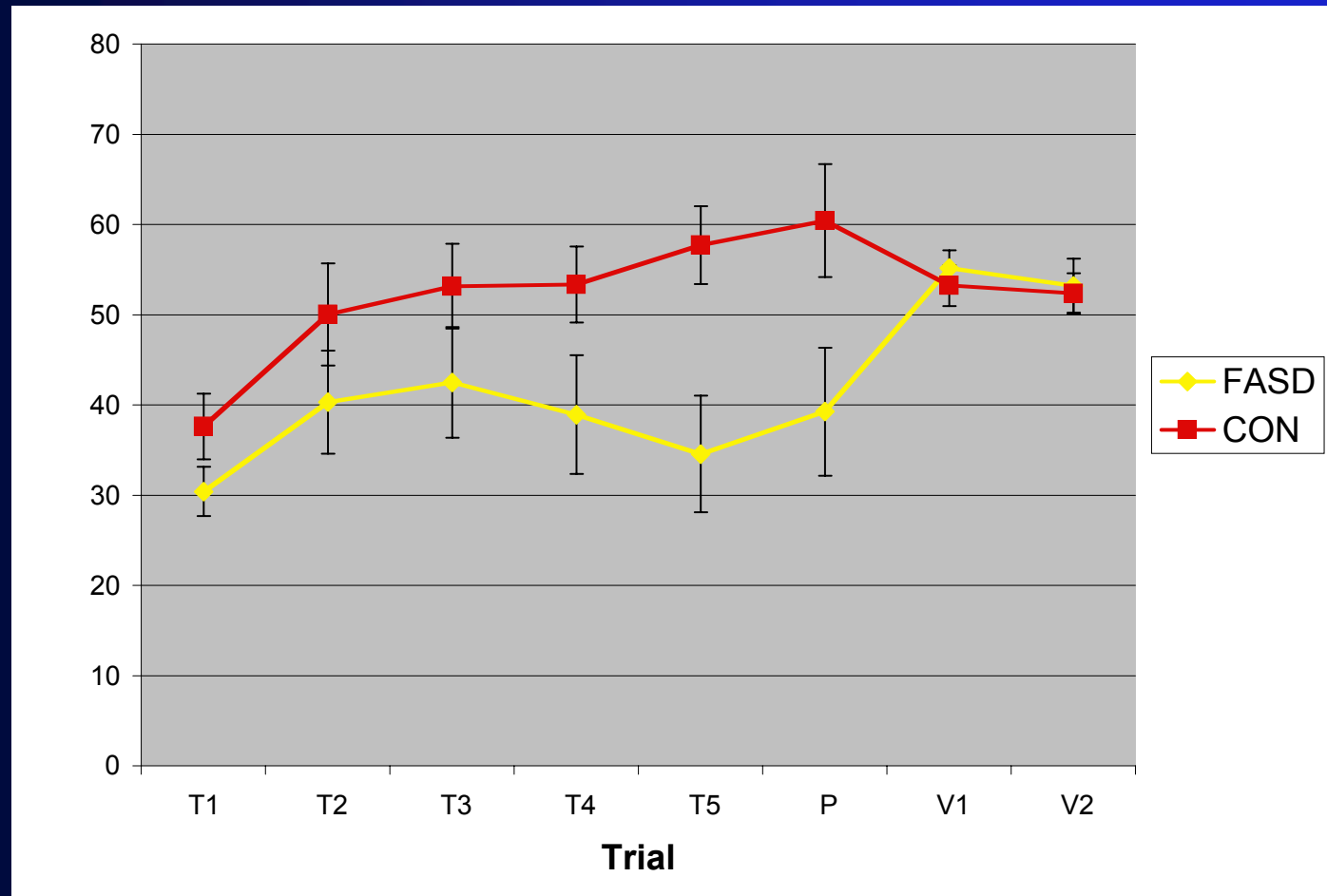


CBCL - YSR Comparison (Disorder Scales)

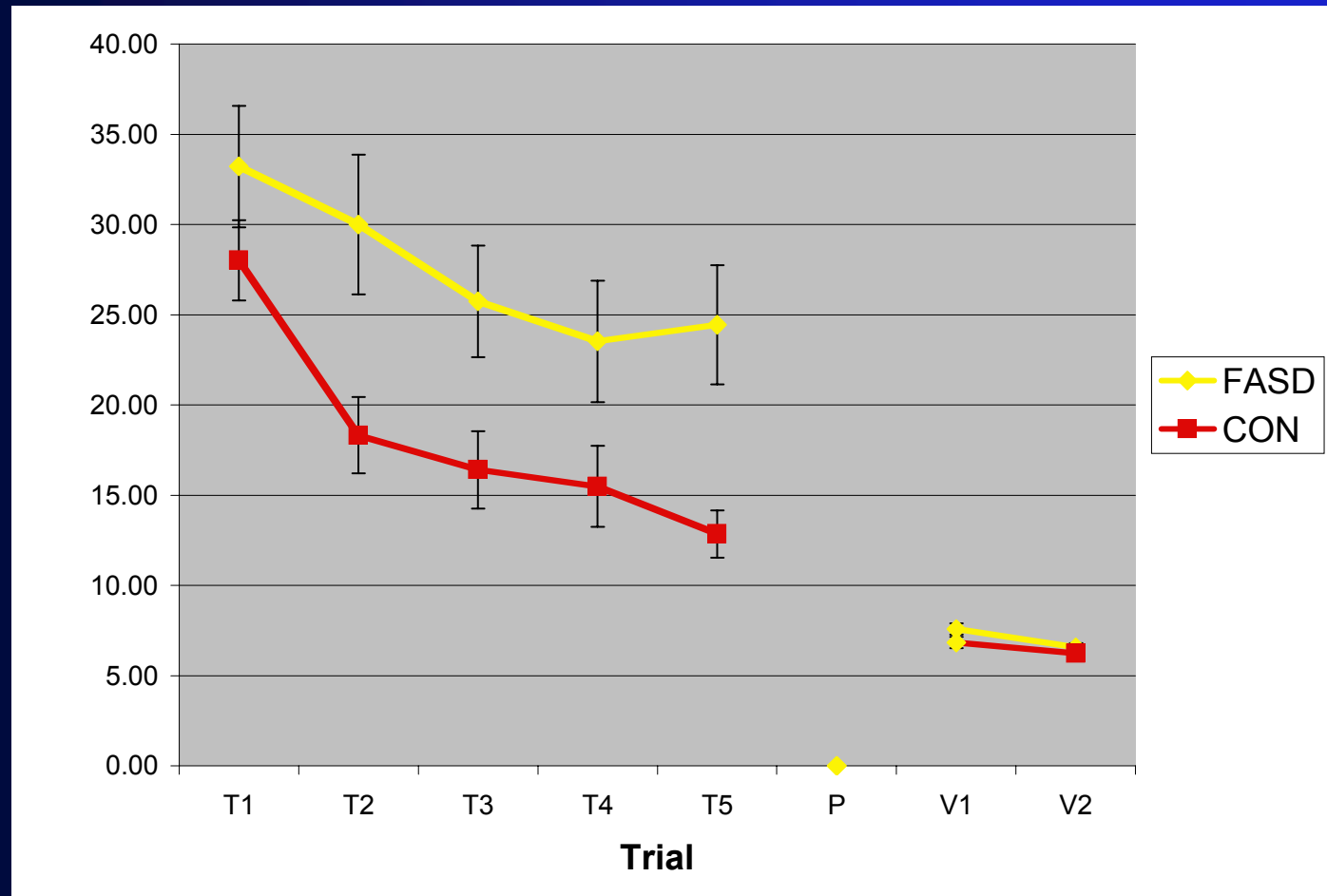


Virtual Water Maze

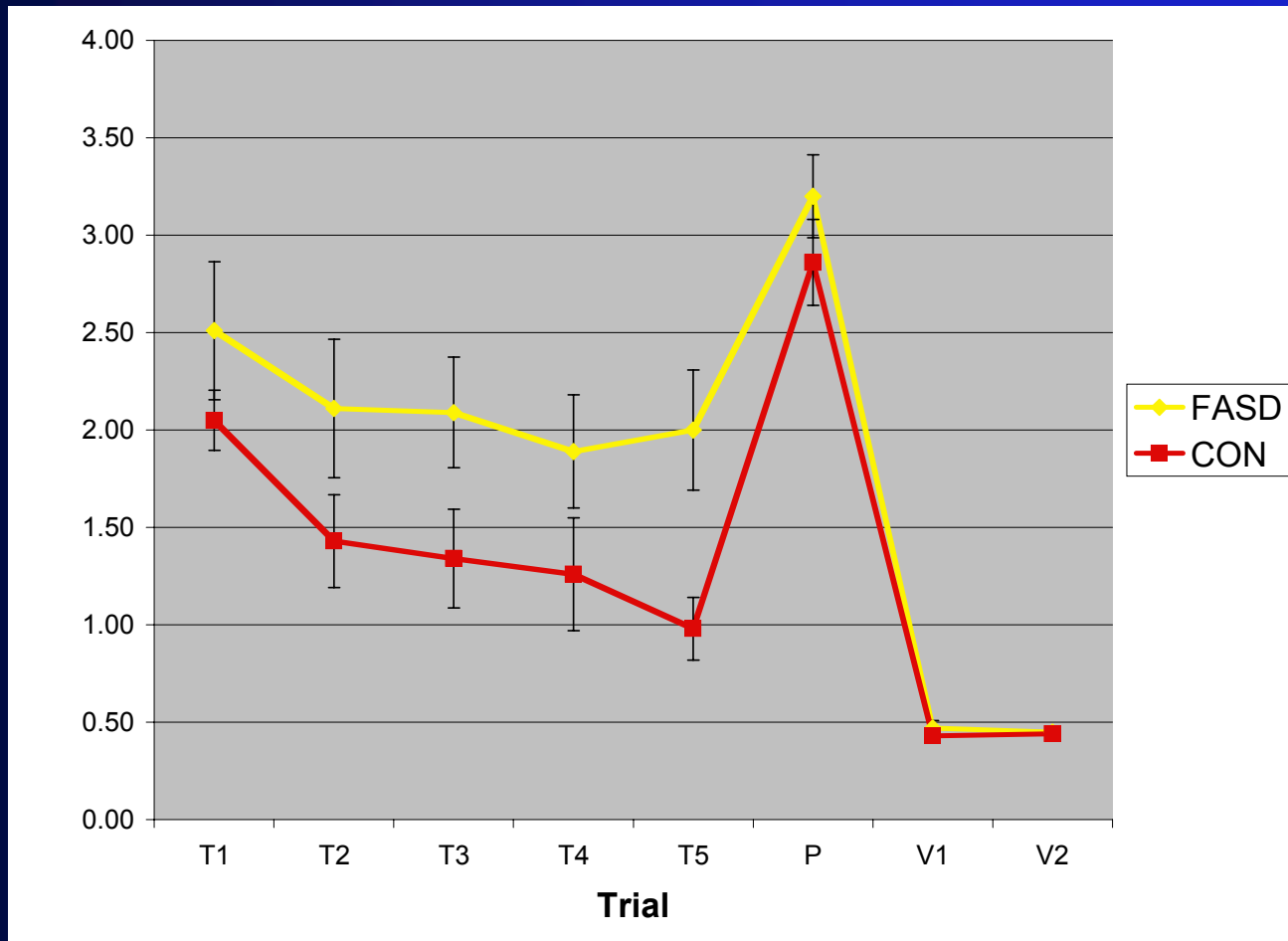
VWM Time Spent in NE Quadrant



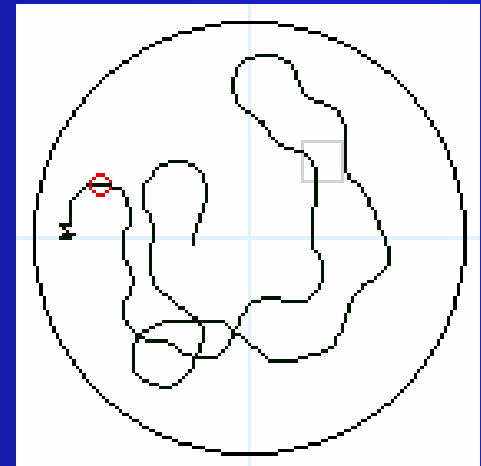
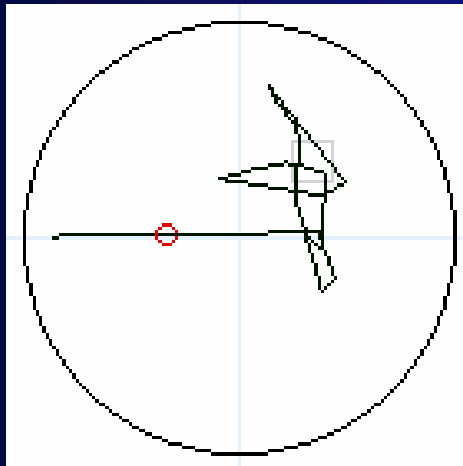
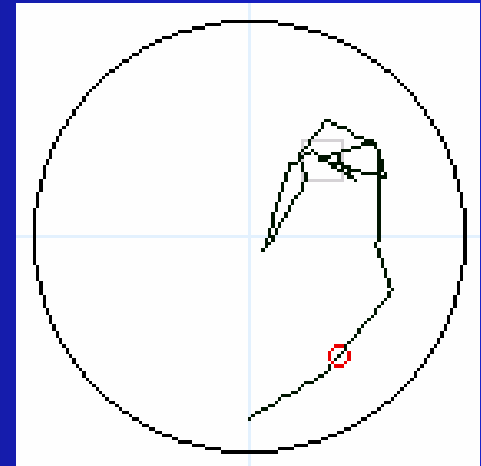
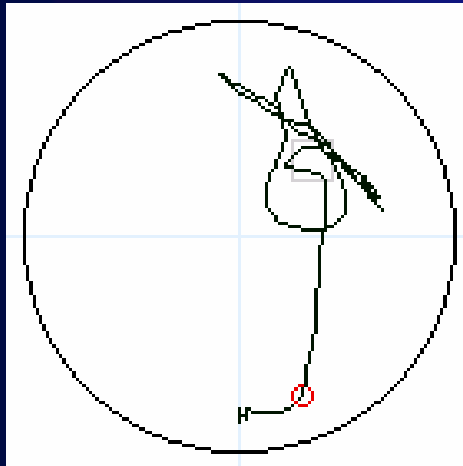
VWM Total Latency to Find Platform



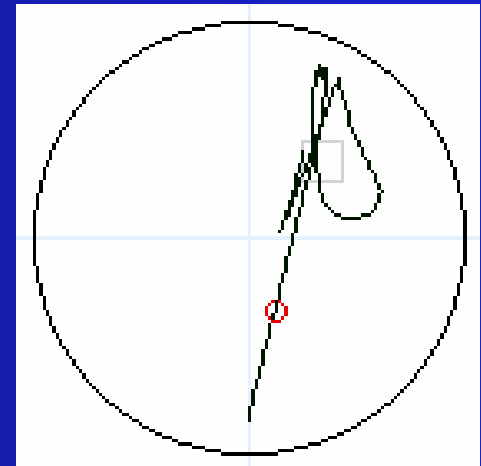
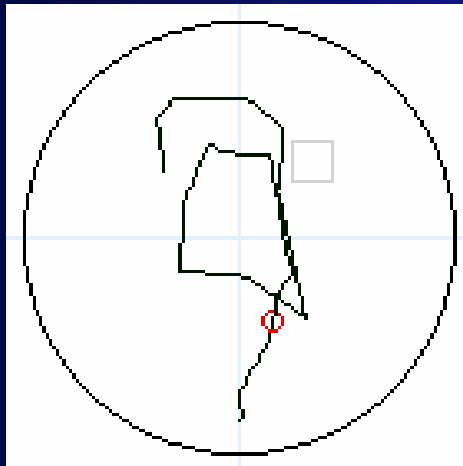
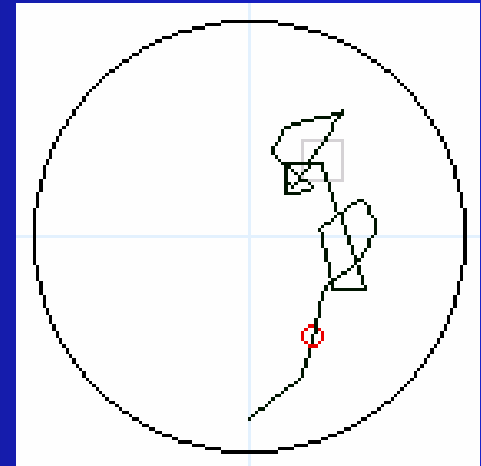
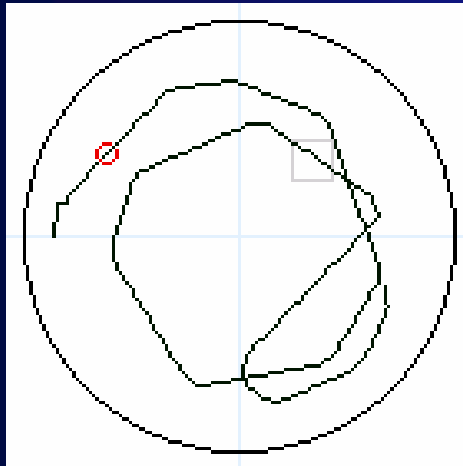
VWM Path Length (Relative to Pool Diameter)



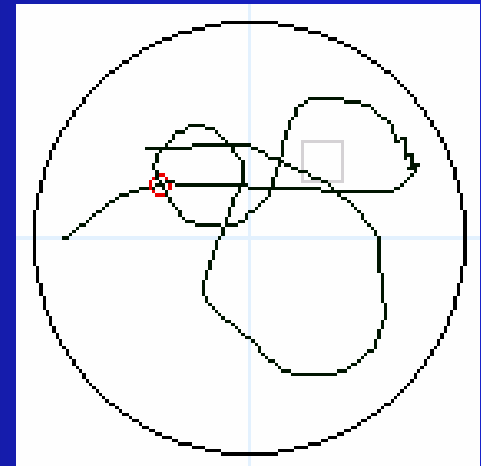
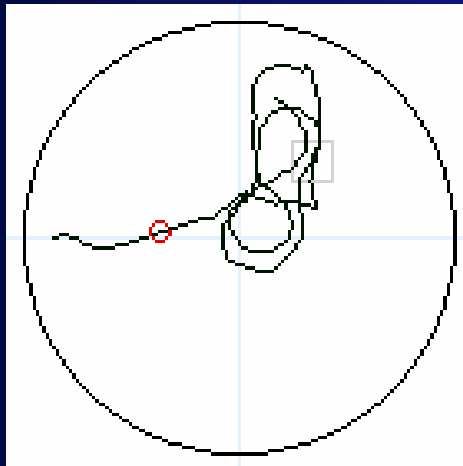
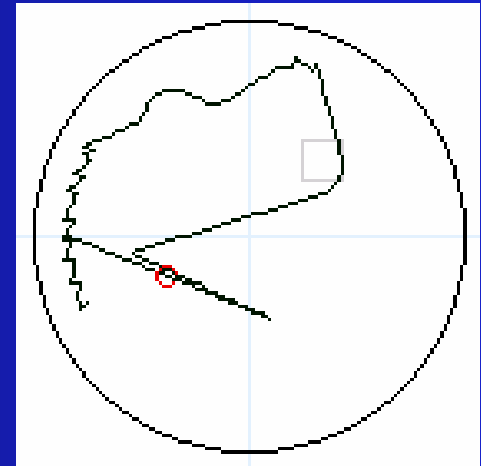
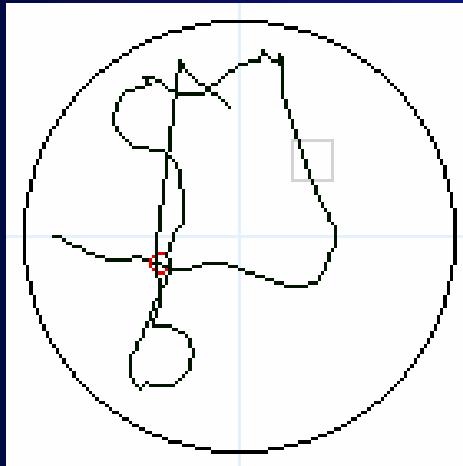
Probe Trial Paths - Controls

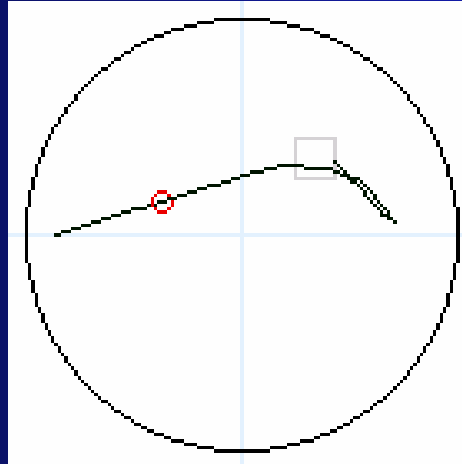


Probe Trial Paths - FAS



Probe Trial Paths - PEA

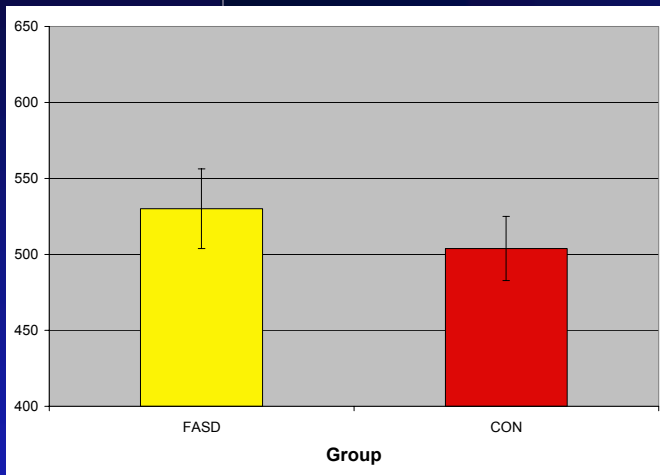




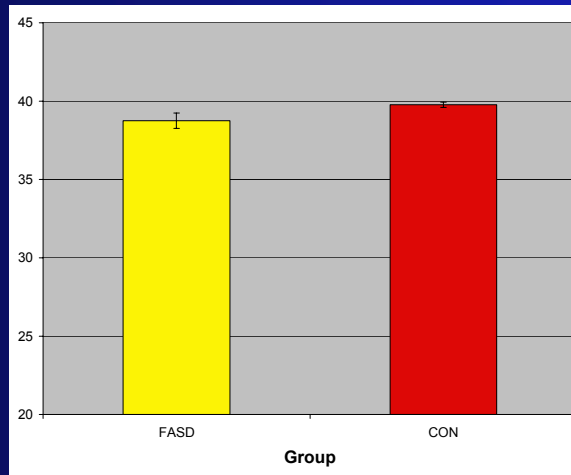
NES-3 CPT

- Single
 - Cat
- Following
 - Wolf followed by a Cat
- Repeating
 - e.g., cat-cat, pig-pig

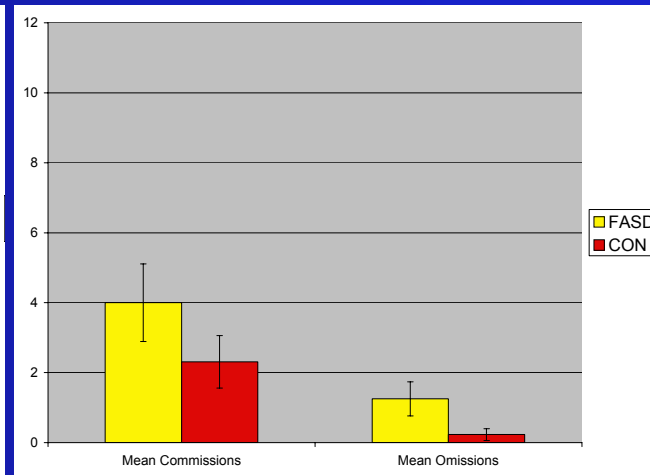
CPT - Single



Reaction Time

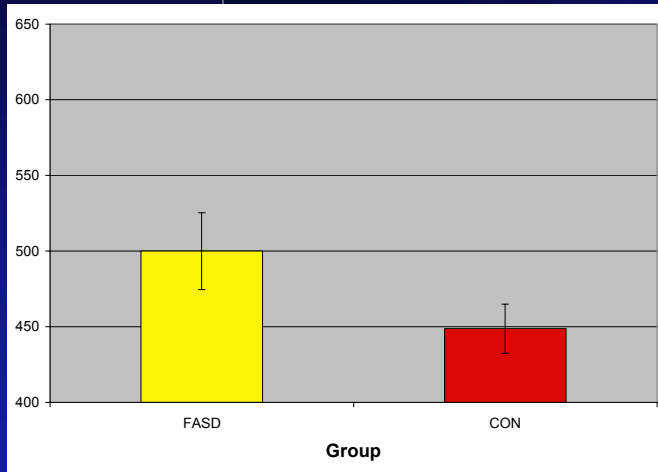


Accuracy

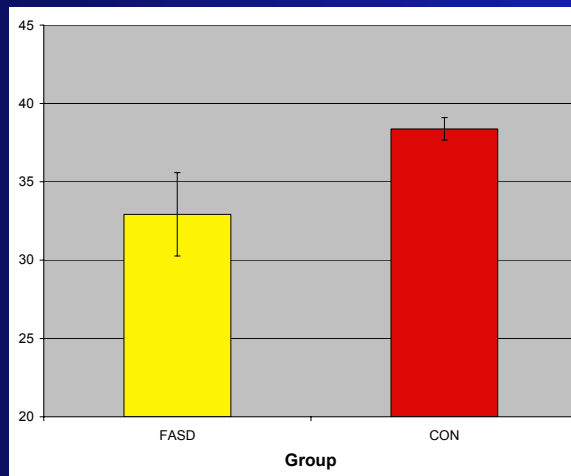


Errors

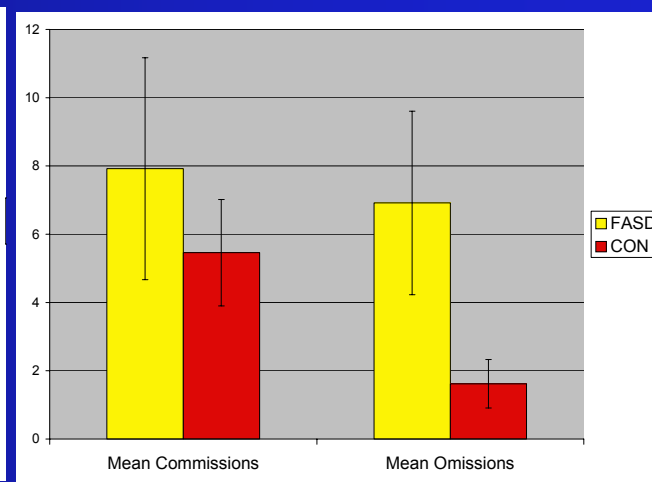
CPT - Following



Reaction Time



Accuracy



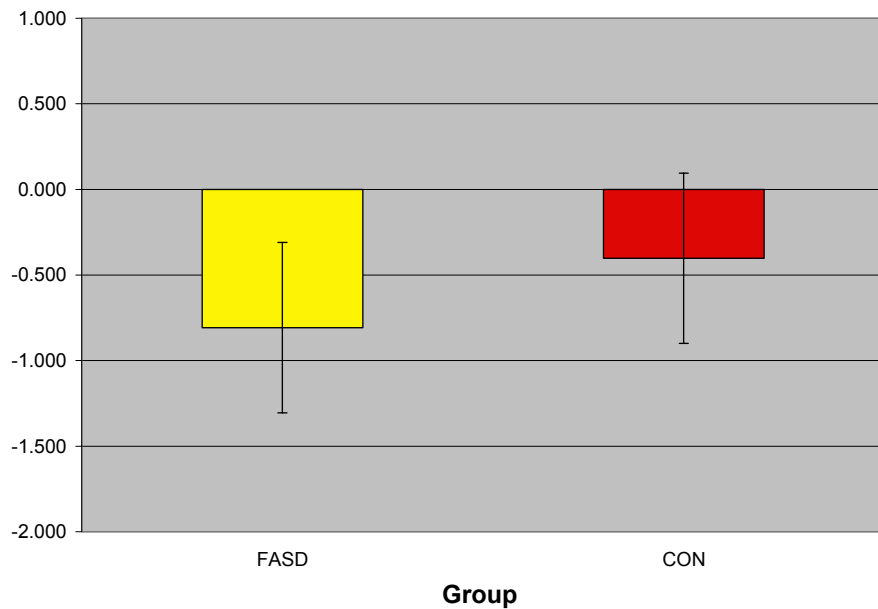
Errors

CANTAB

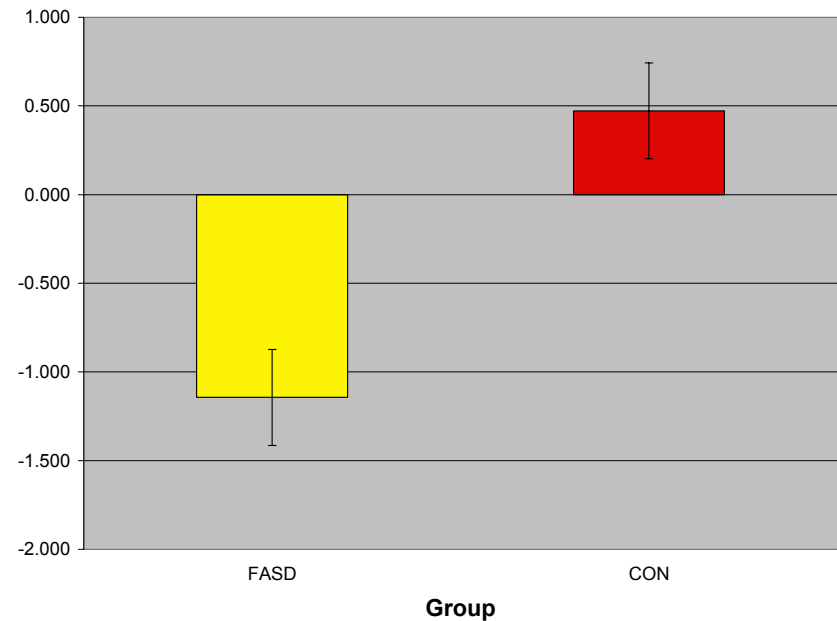
- Big-Little Circle
- Pattern Recognition Memory
- Spatial Recognition Memory
- Spatial Span
- Spatial Working Memory

CANTAB

Recognition Memory

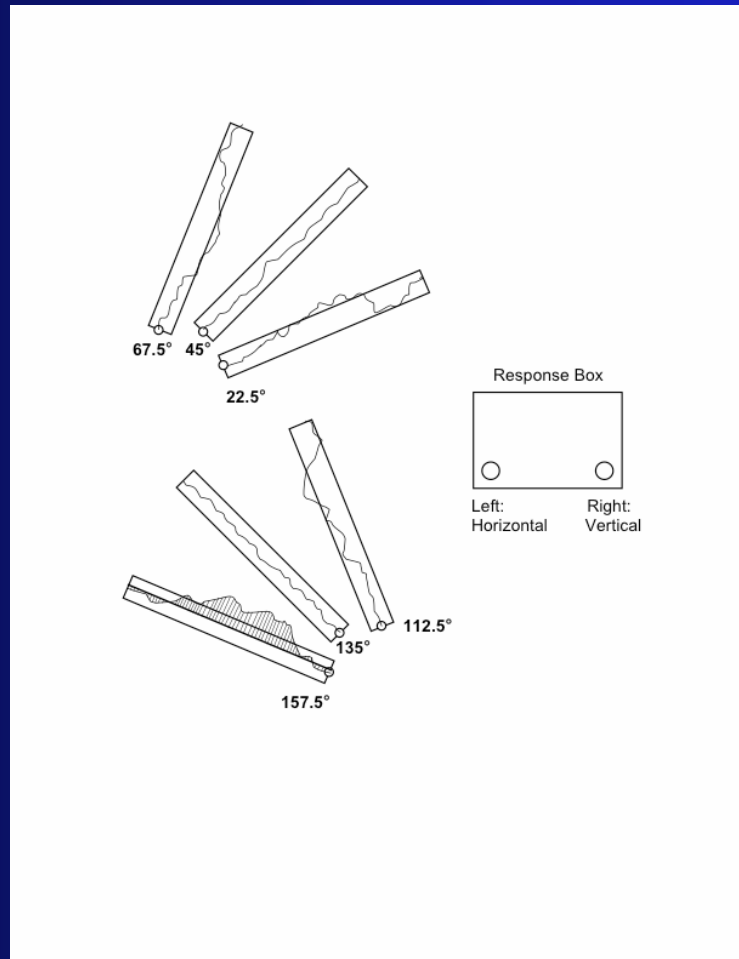


Pattern

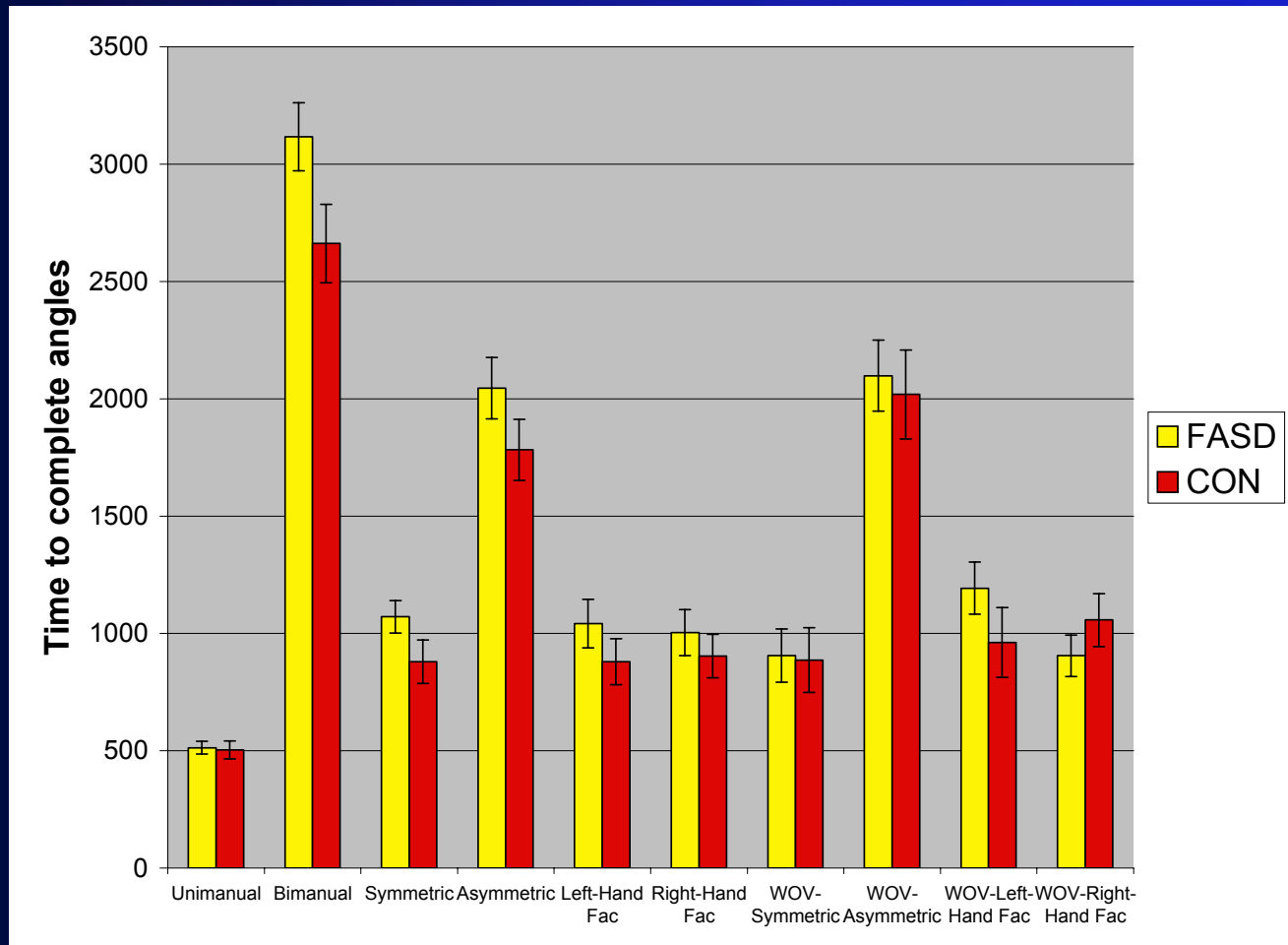


Spatial

Bimanual Coordination Test



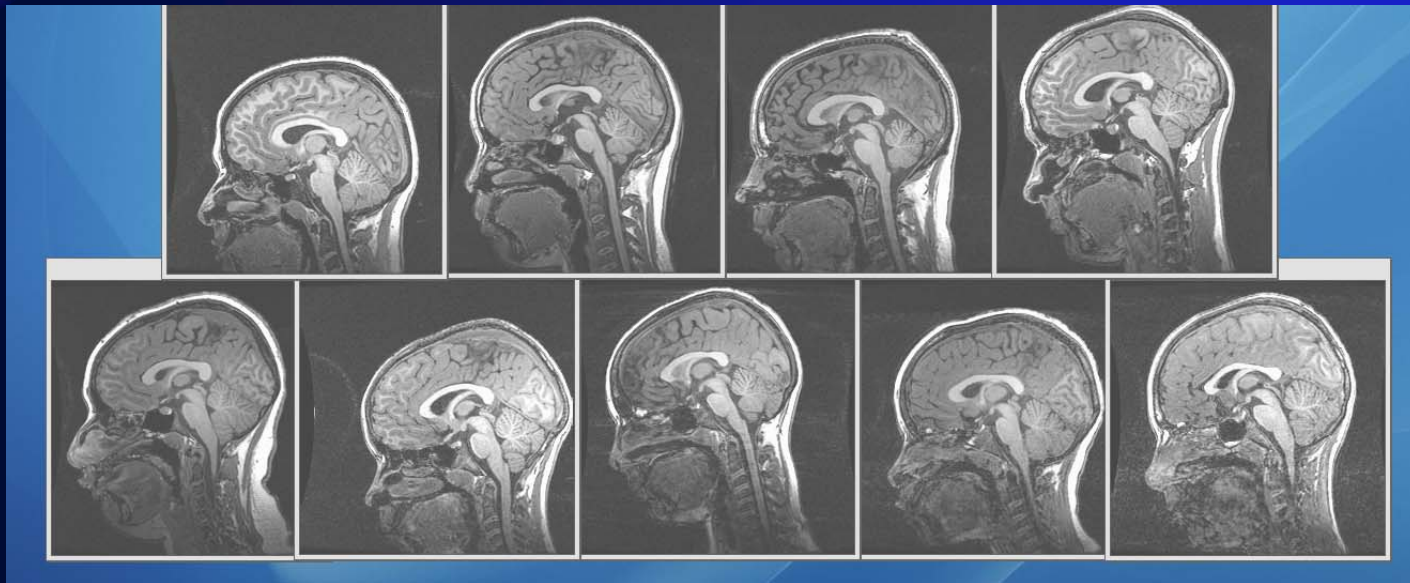
Bimanual Coordination



Imaging Progress



Image Examples



- Midsagittal area T1 weighted SPGR brain images of pilot scan subjects acquired with a 3T GE magnet. ALC subjects (n=4) are displayed in the first row, CON subjects(n=5) are displayed in the second row.