

**Developmental
Disorders**

INVITED ADDRESS

IA048

Process of Creating Body Image and Birth of Individualization with a Case Study of a 4-year-old Girl with Autistic Spectrum Disorder
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Some behaviours among children with Autistic Spectrum Disorder (ASD) appear to be quite abstract and illogical. However, it would not be appropriate to see their behaviours in such a way, rather, their behaviours should be perceived as the representation of their structure of existence. Usually, people integrate each element of themselves to establish themselves as a whole in order to interact with the external world. This phenomena is self orientation and the opposite is called external orientation which enables people to act on outside world and to be acted on from the world by being "a whole me" (Sakaki, 2001). Osanai & Sakaki (1985) assumed that people with ASD are prevented with making such processes in some way. By presenting a case of a child with ASD, we examined our assumption that the process of awareness to creation of body image significantly relates to our autonomous self.

INVITED SYMPOSIUM

IS048

Cultural Impact on the assessment of Individuals with ADHD, LD, and ASD

Organizers: Tomone Takahashi (1), Mark Davis (2) 1. Shinshu University, Japan; 2. Charles Darwin University, Australia.

Session Abstract:

The main focus of the symposium is how symptoms of attention deficit hyperactivity disorders (ADHD), learning disabilities (LD), and autism spectrum disorders (ASD) manifest in different cultures and assessment issues related with these disabilities in different cultural contexts. Although diagnostic criteria in the International Statistical Classification of Diseases and Related Health Problems (ICD) and the Diagnostic and Statistical Manual of Mental Disorders (DSM) are used worldwide, the same types and levels of functional impairment can manifest as different symptoms in different cultural contexts. For example, an

appropriate behavior in a culture could be considered abnormal in another culture. Thus, clinicians and educators need to know the cultural impacts on interpreting the results of psychological assessments, especially when they are working with individuals from different cultural background. Presenters in this symposium will bring their ideas for discussion based on their empirical data and clinical experiences in cross-cultural settings.

Why the numbers of students with ADHD and/or LD are so small in Japanese higher education?
Tomone Takahashi Shinshu University, Japan

Nation-wide surveys showed that the number of students with developmental disorders (ADHD, LD, and ASD) is growing in Japanese higher education institutes. ASD is the largest among these three diagnostic categories and the number of students with LD and ADHD are small. Self-reported ADHD symptoms did not seem to be different between Japanese and US students. Interviews with Japanese students who reported symptoms of ADHD revealed that most of them managed to deal with tasks without seeking formal supports. While ADHD is formally diagnosed by medical doctors in Japan, not many medical doctors and psychologists are aware of LD. This could be one reason that the small number of the students with LD. The results from presenter's latest study suggested that there are students who may reach the diagnostic criteria for LD. Psychologists and medical doctors are encouraged to learn and have a keener awareness of LD.

A comparison between Japanese and US-Canadian self and observer report symptoms of adult ADHD: From a study of standardization of the Japanese version of the Conners' Adult ADHD Rating Scales
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We examined the reliability and validity of the Japanese version of the Conners' Adult ADHD Rating Scales (CAARS) self-report and observer rating forms and result showed both forms of the scale had good reliability and validity. The authors also compared the normative data of Japanese version and the original version (including data collected in US and Canada) of the scale. As a result, Japanese males scored significantly lower (i.e., less intense symptoms) than American and Canadian males in all the symptoms on both forms except self-reported self-concept problems. Similarly, Japanese females scored significantly lower than American and Canadian females in many symptoms except self and

observer reported inattention and self-reported self-concept problems. At the presentation, we will discuss about the differences in intensity of those symptoms with regard to cultural/societal norms and the structure of the self in those countries.

Patterns of self-report of symptoms influencing assessment of ADHD in Asia

Mark Davis Charles Darwin University, Australia

This presentation is part of the invited symposium Cultural impact on the assessment of individuals with ADHD, LD, and ASD and focuses on factors that influence assessment of Attention-Deficit/Hyperactivity Disorder. Different cultural styles of reporting psychological symptoms are well documented in the literature. Prior research shows that Asian Americans report higher levels of psychological symptoms on self-report measures despite having lower prevalence rates for psychological disorders. Similar patterns have been noted in research conducted with adults in Asia. This presentation reviews existing data as well as previously unreported data that illustrate these patterns in individuals from Macau and Japan, focusing on the impact of these characteristics on assessment of ADHD symptoms. Awareness of response styles that impact assessment of psychological disorders across cultural groups is critical for clinicians who assess and treat developmental disorders such as ADHD.

Disabilities, School Systems and Culture: An Anecdotal Report of a School Psychologist in New York

Shizuko K Barnes Waseda University, United States of America

In last two decades, public awareness of LD, ADHD and ASD has steadily grown in Japan. More information and resources became available to parents who are concerned about their children. Along with such changes in their home country, in the U. S., Japanese expatriate families' perception and attitudes toward special services in school have also changed compared to years before. Instead of just waiting for the school to approach them, many parents now take an initiative in seeking necessary services for their children. While an increasing number of such children come to this country with formal diagnosis of ADHD and/or ASD, most of children with LD come undiagnosed. Perception of the severity of disabilities, and consequently, decision-making for eligibility for special services, also seemed to be different between Japanese and American schools. Underlying these differences, cultural differences in instructional structure, roles of educators and expectations on students are suspected.

task were not mutually different. These findings suggest that individuals with intellectual disabilities of unknown etiology have an atypical pattern of development in different components of spatial working memory.

P1104**Attentional Priority for Special Interests in Autism and Neurotypical Passions**

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Individuals with autism commonly show circumscribed interests (areas of obsessive interest in a specific category). The present study investigated what impact these circumscribed interests have on attentional behaviour, an aspect of autistic cognition often reported as altered. Adolescents and young adults with and without autism performed a personalized selective attention task assessing the level of attentional priority afforded to images related to the participant's interests. Neurotypical individuals showed the predicted attentional priority for the special interest images, reflecting their interest and expertise. Contrary to predictions, autistic individuals did not show this priority: they processed interest-related stimuli only when task demands were low. Attention to images unrelated to special interests was equivalent in the two groups. These results suggest that despite individuals with autism holding an intense interest in a particular class of stimuli, there may be a reduced impact of this prior experience/expertise on attentional processing and reduced neural specialisation.

P1105**Investigation of gender identity of adolescents who have experience of drug use**

Mansiya Sadyrova (1), Sveta Berdibayeva (1), Alena Garber (2), Aigul Bulatbayeva (1), Nazira Sadykova (1), Rakhat Nauryzbayeva (3), Gulmira Akhmetova (4), Sholpan Imangaliyeva (5) 1. *Al-Farabi Kazakh National University, Kazakhstan*; 2. *Rehabilitation Clinic Reinhardshöhe, Bad Wildungen, Hessen, Germany*; 3. *"Orleu" Institute for professional development of Kyzylorda, Kazakhstan*; 4. *Eurasian National University named after L.N. Gumilev, Kazakhstan*; 5. *Korkyt Ata Kyzylorda state University, Kazakhstan*

Aim is to investigate the influence of the experience of drug use on the development of gender identity as a factor in the formation of adolescents' addictiveness. Methods: profile "Behavioral survey", method of diagnosis of addiction to substance use; questionnaire of masculinity - femininity. Experimental group - 29 teenagers, who have experience of drug use at 14-15 years (17 boys and 12 girls). Control group - 30 adolescents (15 girls and 15 boys). Results for experimental group: 1) feminine teenagers have the highest indicators of addiction to substance use. 2) masculine and androgynous teenagers are less likely to use substances. 3) gender unidentifiable teenagers have the lowest indicators of addiction to substance use. Thus, no significant differences in the propensity to addictive behavior between male and female sub-samples have been identified. So, not biological, but social gender is one of the personal determinant of addictive behavior in adolescence.

P1106**Long-term Prognosis of Development in Children with Craniosynostosis: Cognitive Development of Patients Aged 1 to 15 years with Apert Syndrome**

Kazuo Saito *University, Japan*

Apert syndrome is a congenital disease with several specific anomalies and disorders associated with hydrocephalus, increased intracranial pressure, hearing loss, and poor mental development. In this survey, successive motor, cognitive, language, and total developmental quotients (DQs) were compared with brain malfunctions. The subjects were 16 patients with Apert syndrome who had received follow-up care (with the Japanese standard mental test) for 10 years. The mean (\pm standard deviation) DQs were motor, 63.86 ± 14.9 ; cognitive, 71.7 ± 17.5 ; language, 71.3 ± 17.0 ; and total, 71.7 ± 16.0 . Comparisons showed significant differences ($p < 0.05$) in the cognitive DQ caused by enlargement of the ventricle; in cognitive, language, and total DQs caused by transparent septal cysts; and in cognitive and total DQs caused by cortical dysplasia. Future studies will require long-term follow-up and early control of brain malfunctions.

P1107**Characteristics of the postural sway during standing in adults with Asperger syndrome**

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In children with Asperger's syndrome, the postural sway in the medio-lateral axis on standing

with eyes closed is greater than that in typically developing children. We explored the difference in the postural sway between adults with and without Asperger's syndrome (AS and CONT) while standing upright. On standing with eyes open, there was no difference in the sway length between AS and CONT. Unlike children, AS with eyes closed showed an increase in the sway length with a smaller amplitude than that in CONT, especially in the antero-posterior axis. Anxiety levels in AS were higher than those in CONT. Preceding studies show that anxiety increases the sway length in the antero-posterior axis on standing with eyes open. Therefore, the present result is not attributable to higher anxiety levels in AS. It is concluded that adults and children with Asperger's syndrome reveal different characteristics of the postural sway during upright standing.

P1108**The effect of social experience on development of imitation skills in toddlers at risk for autism spectrum disorder**

Wakako Sanefuji *Kyushu University, Japan*

Although early intervention for autism spectrum disorder (ASD) is effective, the types of effective intervention are not specified. This study was aimed to compare the effect of low-frequency (twice per month) intervention and that of weekday not-specialized social experience in toddlers at risk for ASD. Twenty ASD toddlers were participated; 11 had attended nursery schools, and 9 had received intervention provided by clinical psychologists for 6 months. The task of imitation skills was conducted at 18 and 24 months. An ANOVA showed a significant interaction between group and time. At 18 months, the toddlers at nursery showed more imitation (5.18 scores) than toddlers of intervention (2.33 scores), which should be influenced by accumulated social experience prior to 18 months. At 24 months, imitation were more highly developed in toddlers of intervention (6.11 scores) than in toddlers at nursery (5.27 scores). The effects of early social experience should be discussed.

P1109**Spontaneous Look at People in Individuals with Autism Spectrum Disorder**

Shinji Satake *Yamagata Prefectural University of Health Sciences, Japan*

Eight Autism Spectrum Disorder (ASD) adults and Eight Typically Developing (TD) adolescents were asked to look at nine different pictures which showed three persons conversing together on the computer display. Data were collected by the eye-tracker Tobii X2-30. ASD participants visually fixed only one person's face in every picture, while TD participants