Learning Activity:  

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<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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| The learner will be able to describe factors that led parents to seek answers from a health care provider. | I. Pre–diagnostic experiences  
  a. Condition specific factors  
     i. Challenging behaviors, including displays of defiance and anger  
     ii. Lack of cooperation, including defiant refusals, resistance and insistence  
     iii. Communication, including use of unusual words and methods of talking  
     Unusual eating habits, including obsessive interests and dislikes  
     iv. Developmental delays, including walking, talking and communication  
     v. Unusual patterns of walking and/or crawling  
     Perseveration, including repetitive words, bits of communication, actions and interests  
     vii. Transition issues: activities, clothing, food, bed, adulthood  
     viii. Challenging sleep patterns, including short sleep, heavy sleep, early rising, vivid dreams, sleep talking and sleep walking  
     ix. Unusual patterns of food preference and eating  
     x. Unusual difficulty with potty training and bathroom use  
     xi. Sensory issues: sound, light, clothing, food  
     xii. Negative attitudes, including negative feeling about self, activities and others  
     xiii. Poor hygiene/excessive hygiene  
     xiv. Resistance to college or job  
     xv. Resist closeness, including nursing, being held close, and being hugged  
     xvi. Poor socialization, isolated play, poor playing skills with other children  |
| II. Diagnosis  
  a. Physical and social environment  
     i. Health care providers  
     ii. Communication challenges  
     iii. Stigma, including claims of poor parenting and lack of discipline  
     iv. Geographical availability and access  
     b. Condition-specific factors  
     i. Higher function children – later diagnosis  
     ii. Lower functioning children – earlier diagnosis  
     iii. Comorbid conditions diagnoses often delayed ASD diagnosis  
     iv. Earlier diagnosis v. AA moms  
     vi. Parents in HC  
     vii. Later diagnosis - rural  
     c. Individual and family factors  
     i. Although participants were highly educated, they struggled accessing diagnosis for their child  
     ii. AA mothers "pray on it"  
     iii. Mothers not wanting to "claim it" or "speak it into real"  
     iv. Fathers resist acknowledging diagnosis |
<p>| The learner will be able to describe factors that affected parental access to a diagnosis for their children with ASD | |</p>
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<th>The learner will be able to describe factors that affect access to services for their children with ASD</th>
<th>III. Access to services a. Condition specific factors i. Medication side effects ii. Discontinue medications iii. Difficulty managing comorbid conditions iv. Adult children resist services v. Children resistive to services b. Physical and social environment i. Difficulty communicating and connecting with HCP ii. Services do not meet the needs of parents iii. Services not available to meet needs of parent/child c. Individual and family factors i. AA mothers do not want their children to be ‘double different’ ii. All mothers were proactive and protective in seeking services and care for their child – AA mothers were particularly protective, wanting to ensure their child was treated fairly iii. Fathers typically resistive to services, won’t talk about it, won’t acknowledge it, focus on other children and work, ignore child iv. Fathers typically mourn loss of activities with child, try to force sports, force high performance in sports v. Mothers leave job to care for child d. Capacity to self-manage i. Parents fatigued ii. Parents overwhelmed</th>
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