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Claire Behrens
University of Colorado, USA

Currently misidentification of autism in school age children represents a reality in the American public education system. Disproportionality in over identification of cases of autism originates when migration related issues are left out by clinicians. A thorough implementation of an educational system that targets practitioners' professional development to broaden the scope of assessment could significantly reduce misidentification. Special education resources could be maximized and the effectiveness of interventions would change radically. Awareness of trauma and cultural issues related to migration is a crucial part of a psychological assessment. Various sources on recent migration issues were collected, as well as data from a specific public-school district that

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