BEHAVIORAL ASPECTS IN CHILDREN'S BROTHERS AFFECTED BY AUTISM SPECTRUM DISORDERS

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ABSTRACT

Introduction: Autistic Spectrum Disorder (ASD) is a permanent and complex disability arising within the first three years of life characterized by a socio-communicative disorder and by fixed interests and repetitive behaviors. The present pilot study aims to evaluate behavioral aspects in a small population of siblings of ASD children.

Material and methods: Population: 5 school-aged children (2 males, 3 females) (mean age 9.235 ± 2.041) were enrolled, as siblings of ASD children, and for comparison, 12 healthy (7 males, 5 females) children (average age $9,528 \pm 3,351$). All subjects underwent evaluation of the behavioral with Child Behavior Checklist (CBCL) scale.

Results: The two groups were statistically comparable by age (p = 0.86) and gender distribution (p = 0.87). From the behavioral point of view evaluated with the CBCL scale, siblings of ASD have a higher degree of overall problem (Total problems) compared to control children (p=0.003), in addition they have significantly higher scores in the subscales of behavior examined (Anxious/Depressed, Withdrawn, Somatic Complaints, Social, Thought, Attention, Delinquent, Aggressive) as well as a greater share of disturbances both internalizing (p=0.004) and externalizing (p = 0.007) (Table 1).

Conclusions: The present preliminary data confirm the need for a global management of the entire family structure for the correct management of Autistic Disorders.

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Introduction

Autistic Spectrum Disorder (ASD) is a permanent and complex disability that arises within the first three years of life characterized by a socio-communicative disorder and by fixed interests and repetitive behaviors. The symptoms of autism vary widely: under the term "autism" there are, in fact, personal situations with some common factors, but they are completely particular and cannot be reduced to a prototype. Each subject exhibits an intensity and a variable expressiveness of his symptoms. For this reason terms such as "autism" or "autistic spectrum" are used to indicate complexity, while "continuum" to represent the progression of severity levels from mild to very serious. Further complexity derives from the fact that the symptomatic picture can change in the same individual at different stages of life (e.g. appearance of behavioral excitement at the entrance into adolescence)⁽¹⁻¹⁰⁾.

People with autism avoid the gaze of others and human contact, have difficulty in interpreting the tone of the voice or facial expressions, are unable to develop relationships with peers appropriate to the level of development, appear unaware of the feelings of others in their comparisons and the negative impact of one's own behavior on others, have difficulties in the understanding of one's own and others' emotions⁽¹⁻¹⁰⁾. They have a delay or absence of verbal language, an inability to start or hold a conversation, use of stereotypies and deficits in imaginative play⁽¹¹⁻¹⁴⁾. Some, moreover, speak in a sing-song voice of a limited number of subjects they prefer and can refer to themselves with their own name rather than with "me" or "me"⁽¹⁵⁻¹⁶⁾.

Finally, subjects affected by autism are dedicated to one or more restricted, stereotypical and anomalous interests, some of them persistently turned to parts of objects. We observe typical motor stereotypes such as repetitive swaying or "flickering" of the hands near the head, and an attachment to specific habits and rituals⁽¹⁷⁻²¹⁾.

In about 75% of the autistic subjects there is also a mental retardation that can be of variable entity. Both in the cases of intellectual disability and in those with normal intelligence, the cognitive profile is often very inhomogeneous: in addition to the deeply compromised areas, it is possible to detect great cognitive-perceptive abilities indicated by Kanner as "islet of hability"(22), that is, islands of geniality relative to the peculiarity of interest, to the mechanical memory (eg ability to remember structures and complex sequences), to visual elaboration (eg graphic abilities in copying environments and objects and accuracy in reproducing proportions and details). Very often they are associated with striking behavioral alterations such as hyperactivity and auto and / or hetero aggressiveness, particularly in the most serious conditions. The regulation of affects is very primitive, with intense and acute anguish crises apparently unmotivated or triggered by excessive environmental stimuli or changes in the environment⁽²³⁻²⁸⁾. The mood is very changeable, with rapid and sudden oscillations from flattening and apathy to excitement. Finally, serious and early alterations of food and sleep are very frequent⁽²⁹⁻³⁵⁾.

Often there are clinical conditions associated with autistic syndrome: in particular, it has been found that about 25% of individuals develop epileptic disorders⁽³⁶⁻³⁸⁾.

The prognosis in terms of development of personal and social autonomies and, in general, of quality of life is strongly conditioned by the degree of impairment of cognitive functioning and in particular of language development, but also by the presence of serious behavioral disorders.

The improvement in prognosis appears mainly linked to the precociousness of the diagnosis and the possibility of receiving an adequate intervention. There is no cure for autism, but it is possible to aim at improving the adaptive capacity of the subject, and then to significant improvements in the living conditions not only of the individual, but of the entire family unit. These improvements can, however, only take place through a continuous and coordinated multidisciplinary take-up that forms on the specific needs of the individual⁽³⁹⁻⁴⁵⁾.

About epidemiology. Autism does not seem to present geographic and / or ethnic prevalences, as it has been described in all the populations of the world, of every race or social environment; presents, on the contrary, a prevalence of sex, as it affects males in a measure 3 to 4 times higher than females, a difference that increases even more when examining the Asperger syndrome pictures, one of the forms of ASD. A prevalence of 10-13 cases per 10,000 seems to be the most reliable estimate for the classic forms of autism, while if we consider all the autism spectrum disorders the prevalence reaches 40-50 cases per 10,000. However, further studies have to be conducted in relation to the prevalence of autistic diseases that have recently been reported mainly by the English-speaking countries and which would bring the prevalence of autism spectrum disorders to 90 / 10,000. There is no shared explanation of this constant increase in cases: the increase we are witnessing may reflect a better identification and recognition of autism and its variants, but could also be attributed to changes in diagnostic practice, such as an effective increase in prevalence.

The causes of Autism are still unknown today and between aetiology and symptomatology, a chain of largely undefined events is grafted. Moreover, on this chain of events there are "internal" and "external" factors to the nervous system, which are equally ill-defined, capable of conditioning the expressiveness of the pathology⁽⁴⁶⁻⁴⁹⁾. It follows that the same cause can give rise to very different symptomatological pictures, just as different causes can give rise to the same symptomatic picture. In fact, the current difficulties in defining the mechanisms that underlie autistic behavior, and the factors that can interfere on them, represent only one aspect of a much more general problem: the problem, that is, of complex mind-brain relationships(50-53).

Trying to summarize the data currently available should be broken down, referring to four areas of research. A first area of research is the deepening of observable behavior, that is to say the definition of the ways of conducting an individual or group of individuals in certain situations⁽⁵⁴⁻⁵⁶⁾.

A second area of research refers instead to the possible explanations of behaviors detected in certain circumstances. This level of depth, that is, tries to "understand" the observed behavior, reading it within general functional systems. In fact, the aim of this level of research is the attempt to define the functional systems of which the behaviors observed represent the expression "visible".

The third area of research concerns the study of the structural components of the functions. This is a level that addresses the possible neuroanatomical, neurobiological and / or neurochemical bases of the various functional systems; of those functional systems, that is, that in turn are believed to underlie certain behaviors. The fourth area of research, finally, addresses the factors capable of affecting the structural components. It is an areas that are still moving on parallel binaries: the failure to define the chain of events interposed between a given potentially pathogenic agent and a given behavior, prevents the integration of the data relating to the different areas for the development of a unitary interpretative model⁽⁵⁷⁻⁵⁹⁾.

Genetic component may be also relevant in ASD referring to the high concordance between monozygotic twins, ranging from 86% to 92%, and in dizygotic ones is about 26%, while in brothers the ASD incidence would be about 2%, with a risk 100 times higher than estimated in the general population (0,02%).

Moreover, ASD is frequently associated with genetic syndromes such as tuberous sclerosis, neurofibromatosis, phenylketonuria, Fragile X syndrome. The indications that emerged from these epidemiological investigations have reduced the search for candidate genes, responsible, at least, for a situation of "vulnerability". The methodology is generally represented by association studies which use specific markers. These studies are conducted on families with more than one affected person or even in families with more than one affected child, evaluating the intra-family transmission⁽⁶⁰⁻⁶²⁾.

The present pilot study aims to evaluate behavioral aspects in a small population of siblings of ASD children.

Material and methods

Population

For the present study, 5 children (2 males, 3 females) of school age (mean age 9.235 ± 2.041) were enrolled, as siblings of children with ASD, and for comparison, 12 healthy (7 males, 5 females) children (average age $9,528 \pm 3,351$). All subjects underwent evaluation of the behavioral setting through the use of a specific validated assessment scale for school-age subjects.

Behavioral evaluation scale

All subjects were subjected to behavioral assessment through the Child Behavior Checklist (CBCL) scale. The CBCL questionnaires are part of the "empirical evaluation system" of T. Achenbach⁽⁶³⁾ and allow a description of the behavioral and emotional repertoire of the child through the reports provided by parents, teachers and / or children, to evaluate the presence of potentially problematic pipelines listed in behavioral scales.

They allow to gather information from different sources:

• parents in the form 1 ½ - 5 years and 6-18 years (CBCL 1 ½ -5, CBCL 6-18)

• educators or teachers in the form 1 $\frac{1}{2}$ - 5 years (Caregiver 1 $\frac{1}{2}$), and 6-18 years (TRF 6-18)

• boy aged 11 and up (YSR 11-18)

The response form is multiple-choice on a scale of three values: 0 = not true; 1 = sometimes true; 2 = very true. The evaluation refers to the present / last six months for the forms completed by the parents and self reports while for teachers the reference time is present / last 2 months.

The scales allow to investigate a broad spectrum of characteristics of the evolutionary age, both in reference to the skills and involvement in the activities, both in relation to the presence of emotional and behavioral problems.

The Italian CBCL versions scale consists of 103 items, grouped into 8 syndromic dimensional scales:

- Anxiety and depression,
- Withdrawal and depression,
- Somatic Complaints,
- Social problems,
- Thought problems,
- Attention problems,
- Behavior of transgression of rules,
- Aggressive behavior.

Moreover, it is possible to evaluate the behavior through three other general problems scales:

- Internalizing,
- Externalizing,
- Total Scale

For the present study the questionnaire was administered to the mothers of all subjects.

Statistic analysis

For the comparison between the two groups, ttest and Chi-square tests were used when appropriated. p value ≤ 0.05 was considered statistically significant.

Results

The two groups are statistically comparable by age (p = 0.86) and gender distribution (p = 0.87). From the behavioral point of view evaluated with the CBCL scale (Table 1), siblings of subjects with ASD have a greater degree of overall problem (Total problems) compared to control children (p = 0.003), in addition they have significantly higher scores in the subscales of behavior examined (Anxious / Depressed, Withdrawn, Somatic Complaints, Social, Thought, Attention, Delinquent, Aggressive) as well as a greater share of disturbances both internalizing (p=0.004) and externalizing (p = 0.007) (Table 1).

Discussion

Most studies evaluating psychoeducational interventions recruited siblings along with other family members. However, the proportion of siblings in these studies was low and outcomes for sib-

	ASD Siblings N=5	Controls N=12	р
Activities	30.147±6.306	36.955±7.073	0.083
Social	39.206±7.923	44.022±6.757	0.221
School	44.294±8.615	48.225±5.383	0.267
Competence	30.676±8.022	39.494±7.515	0.047*
Anxious/Depressed	64.235±8.389	52.697±5.793	0.005**
Withdrawn	62.353±8.998	52.978±7.722	0.046*
Somatic Complaints	64.059±6.555	53.236±5.112	0.002**
Social	61.324±7.881	53.506±5.945	0.040*
Thought	62.676±9.184	51.124±3.557	0.002**
Attention	61.294±8.709	52.472±4.076	0.011*
Delinquent	59.176±7.280	51.854±4.138	0.018*
Aggressive	61.706±11.358	51.101±2.768	0.007**
Internalizing	65.824±6.672	48.899±9.975	0.004**
Externalizing	59.235±10.246	44.629±8.104	0.007**
Total Problems	63.853±8.479	45.876±10.062	0.003**

Table 1: shows the results of the comparison betweensibling children of subjects with Autism SpectrumDisorder (ASD) and control subjects at the ChildBehavior CheckList (CBCL).

Legend: *= p values <.05; **= p values <.01

lings were not reported independently from those of other types of family members. Indeed, only data from one study with nine siblings were available for the review. The limited study data we obtained provides no clear good quality evidence to indicate psychoeducational is beneficial for siblings' wellbeing or for clinical outcomes of people affected by SMI. More randomized studies are justified and needed to understand the role of psychoeducational in addressing siblings' needs for information and support^(64.65).

As reported in the international literature in recent years is focusing on the study of psychopathological impairment in the family of individuals with ASD, in this light our preliminary data confirm the idea that the brothers of ASD children seem to present anomalies behaviors of various kinds compared to subjects of the same age who have no sibs affected by ASD⁽⁶⁶⁻⁷⁵⁾. Although less pronounced, social, cognitive, and personality characteristics associated with autism spectrum disorders (ASD) may be present in people who do not meet ASD diagnostic criteria, especially in first-degree relatives of individuals with ASD. Research on these characteristics, referred to as broader autism phenotype (BAP), provides valuable data on potential expressions of autism-specific deficits in the context of family relations. This paper offers a review of research on BAP in siblings of individuals with ASD, focusing on reports regarding social, communication, and cognitive deficits, published from 1993 to 2014.

The studies are divided into two groups based on participants' age: papers on preschool and older siblings of individuals with ASD; and publications on infants at risk for ASD. On the basis of this review, suggestions are offered for further research and its significance for our understanding of the genetic determinants of autism. Although sibling interactions play an important role in children's early development, they are rarely studied in very young children with an older brother or sister with autism spectrum disorder (ASD)⁽⁷⁶⁻¹⁰⁰⁾.

In this picture, our preliminary data confirm and strongly reaffirm the need for a global management of the entire family structure for the correct management of Autistic Disorders.

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