Forensic Aspects of Autism Spectrum Disorder (ASD)

Presenter:
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Presenter’s Biography
Jerrod Brown, Ph.D., is the Treatment Director for Pathways Counseling Center, Inc. Pathways provides programs and services benefiting individuals impacted by mental illness and addictions. Jerrod is also the founder and CEO of the American Institute for the Advancement of Forensic Studies (AIAFS), and the Editor-in-Chief of Forensic Scholars Today (FST) and the Journal of Special Populations (JSP). Jerrod has completed four separate master’s degree programs and holds graduate certificates in Autism Spectrum Disorder (ASD), Other Health Disabilities (OHD), and Traumatic Brain Injuries (TBI). Jerrod is certified as a Youth Firesetter Prevention/Intervention Specialist, Thinking for a Change (T4C) Facilitator, Fetal Alcohol Spectrum Disorders (FASD) Trainer, and a Problem Gambling Treatment Provider. Email address: Jerrod01234Brown@live.com

Training Description
In this 90-minute presentation, attendees can expect to learn about the impact ASD has on criminal justice and forensic mental health settings and to acquire knowledge about the deficits commonly caused by ASD. Specifically, we will focus on how ASD may contribute to confabulation, competency to stand trial (CST) deficits, diminished capacity, false confessions, sexually inappropriate behaviors, suggestibility, aggressiveness, self-injurious and suicidal behaviors, and possible victimization during incarceration. Relevant research findings will be presented throughout the workshop. Finally, this training will provide suggested approaches and intervention strategies that criminal justice and forensic mental health professionals can utilize when working with individuals who have suspected or confirmed ASD.
Training Objectives

• Describe the risk factors, red flag indicators, and deficits commonly associated with ASD
• Describe empirical research of the impact of ASD on the criminal justice system
• Describe the challenges and difficulties of routine screening for ASD in clinical and forensic populations along with ways to limit missed, under, and misdiagnosis of ASD
• Describe how ASD can impact a defendant’s competency to stand trial and other trial-related abilities

Agenda

• ASD: A Basic Review
• ASD: A Review of Key Deficits
• ASD and the Criminal Justice System: Arrest through Community Supervision
• Challenging, Problematic, and Criminal Behaviors
• Screening Considerations
• Intervention and Treatment Considerations
• Conclusion
• Supplemental Slides

My Experience

• Attachment-Related Disorders
• Autism Spectrum Disorder (ASD)
• Criminal Justice-Involved Populations
• Fetal Alcohol Spectrum Disorder (FASD)
• Learning Disorders
• Personality Disorders
• Serious and Persistent Mental Illness (SPMI)
• Substance Abuse Disorders
• Sleep Disorders
• Traumatic Brain Injury (TBI)
• Trauma-Related Disorders
ASD: The Basics

- Life-long
- Begins in early childhood
- Pervasive developmental disorder
- A serious developmental disorder
- A neurological and developmental disorder
- A broad range of behaviors, deficits, and symptoms
- Degrees of severity can differ by person
- Fastest growing developmental disability
- No known cure

Symptom & Deficit Profile

- Social and communications skills (social interaction deficits)
- Cognitive rigidity (restrictive or repetitive behaviors)
- Wide range of behavioral and emotional symptoms

My Observations

- Adaptive functioning deficits
- Anxiety
- Behavioral and emotional challenges
- Blunted affect
- Cognitive rigidity
- Communication and language deficits
- Decision-making deficits
- Depression
- Difficulty in reading emotions
- Difficulty dealing with stress
- Digestive issues
- Executive functioning deficits
- Inflexible behavior
- Learning challenges
- Limited range of interests
- Loneliness
- Obsessive interests
- Organization deficits
- Restricted, stereotyped, or repetitive pattern of interests
- Sensory deficits
- Sleep problems
- Social interaction deficits
- Suicidal thinking
- Time management issues
General Statistics

• Autism Spectrum Disorder (ASD) is the fastest growing developmental disability in the United States (Centers for Disease Control & Prevention, 2015; Van Naarden-Braun et al., 2015) with rates of diagnosis increasing 10-17% per year (Baio, 2014)

• The Centers for Disease Control (CDC) estimates one in every 68 individuals has been diagnosed with ASD in the general population (2015)

• As of 2010, approximately 52 million people have ASD on a global level (Baxter et al., 2014)

• Since the 1990s, the prevalence of ASD diagnoses has skyrocketed from 0.05% (Fombonne, 2003) to 0.62% (Elsabbagh, Chen, Fall, Yang, Kauchali, Marcín, et al., 2012)

Suggested Reference


Causes of ASD

Although the biological and environmental origins of ASD have yet to be established, evidence of a biopsychosocial model suggests that the etiology and developmental trajectories of the disorder likely result from the complex interplay of several different biological and environmental factors. Thus, successful treatment likely requires expertise in several different areas

Higgs & Carter, 2013
Key Facts

• ASD is four times more common in males than females (APA, 2013).
• ASD is now considered the fastest growing developmental disability in the United States (APA, 2013).
• The Center for Disease Control estimates that one in 68 individuals has been diagnosed with ASD (CDC, 2015).
• ASD diagnoses are increasing at a rate of 10% to 17% each year (National Human Genome Research Institute [NHGRI], 2012).
• Between 70% and 74% of children with autism spectrum disorder (ASD) are diagnosed with a comorbid mental disorder, and about 40% have two or more comorbid mental disorders (APA, 2013; Mattila et al., 2010).

ASD in the DSM-5

“Autism spectrum disorder is characterized by persistent deficits in social communication and social interaction across multiple contexts, including deficits in social reciprocity, nonverbal communicative behaviors used for social interaction, and skills in developing, maintaining, and understanding relationships. In addition to the social communication deficits, the diagnosis of autism spectrum disorder requires the presence of restricted, repetitive patterns of behavior, interests, or activities.”

ASD: A Review of Key Deficits
“...an individual's level of impairment ultimately falls within a continuum ranging from mild to severe”

Brown et al., in press

Hidden Disability

ASD-Possible Characteristics

Individuals with ASD may exhibit the following:

- Rigidness
- Obsessional interests
- Poor verbal and nonverbal communication skills
- Impulsivity
- Unpredictability
- Suggestibility
- Sensitive to extreme sensory experiences
- Dislike physical contact initiated by others
- High rates of diagnostic comorbidity-70%
Social Communication & Social Interaction Deficits

Communication Deficits-Important Reminders

Cognitive Rigidity (restrictive or repetitive behaviors)
Adaptive functioning

Adaptive functioning is defined by an individual's ability to care for one's self and meet the demands of social responsibilities. A person's adaptive functioning is composed of practical, social, and mental capacities to deal with everyday challenges and problems. (Harrison & Oakland, 2002)

ASD & Substance Misuse

Language Deficits

- Common
- Anxiety-provoking situations
- Concrete type of communication
- Repetitive or rigid language
- Delayed response
- No response
- May repeat phrases or comments
- Acquiescence
- Consider the impact on adaptive functioning capabilities
Hyper- or Hyposensitivity to Stimuli

- Sirens
- Loud noises
- Strong smells
- Bright lights
- Rapid fire questioning
- High-stress situations

Theory of Mind (ToM)

- Theory of mind (ToM) is the skill to appreciate that the behavior of others is driven by their beliefs, desires and other mental states. (Baron-Cohen, 1995)
- Researchers have theorized that the cognitive (e.g., theory of mind, problem solving ability) and emotional (e.g., emotion regulation, empathy) deficits of ASD could increase the likelihood of criminal behavior (Jones et al., 2013; Wing, 1981)
- Social communication is limited by deficits in theory of mind and empathy for individuals with ASD. Social communication is further complicated by difficulty assigning meaning to different pieces of information as a result of weakened central coherence (Sandman et al., 2010)

ASD & Memory

- Source monitoring (Brewer, Gardner & Berthelot, 2004)
- Episodic recollection (Bower, Gardner & Gaigg, 2007; Russell & Jarrold, 1999)
- Sensory problems
- Sleep problems
- Theory of Mind (ToM) deficits
- Psychiatric comorbidity
- Lower functioning vs. higher functioning individuals
- Recall impairments
- Eyewitness memory
Important Reminder

Body movement issues (e.g., clumsiness, limited coordination, and strange posture) are sometimes present in ASD

Allen et al., 2008; Bjørkly, 2009

ASD and the Criminal Justice System

Important Reminder

The vast majority of individuals with autism never have contact with the criminal justice system
ASD and the CJS

- Reasons are many and varied
- Unclear and complex
- Limited research
- Victimization is common
- Under-diagnosis is common
- Social naivety
- Social skill deficits
- Misunderstanding of intent
- Sensory overload

ASD and Criminal Behavior: An Important Reminder

Links between ASD and criminal behavior are usually found in case studies, very small samples, or within specific subsamples of offenders (e.g., high-security psychiatric hospital)

Woodbury-Smith, Clare, Holland, & Kearns, 2006

Possible Risk Factors for CJS Involvement

- Low levels of intelligence
- Poor school performance and attendance
- Co-occurring mental disorders
- Restricted empathy
- Cognitive rigidity
- A history of aggression
- Limited ability to appreciate the social context of situations

Farrington, 2002; Kutscher & Silva, 2000; Kavalek et al., 2012; Marlow; Stannard; Eriksson, & Dietz, 2002; found in these et al., in press
Psychiatric Comorbidity

“When people with ASD offend it is important to determine whether other psychiatric disorders are also present because it is possible that such conditions influence the risk of offending.”

Rutten, Vermeiren, & Nieuwenhuizen, 2017, pg. 2

Misinterpretation of Social Cues and Criminal Justice System Involvement

Obsessive Interests and Criminal Justice System Involvement
Victimization

• Overly trusting
• Peer pressure
• Desire for acceptance
• Easily manipulated
• Vulnerable to the exploitative actions of others
  - Bullied
  - Assaulted
  - Victim of theft
  - Sexual exploitation/victimization

“... rather than being more likely to engage in offending behavior or violent behavior, individuals with ASD have been found to be at higher risk of being the victim rather than the perpetrator”

Allely, Wilson, Minns, Thompson, Yaksic, & Gillberg, 2017, pg. 10

Sexual Victimization

Edelson (2009) argued that the social-emotional deficits (e.g., recognition of social cues) of ASD could decrease the likelihood of recognizing dangerous situations and, therefore, increase the likelihood of sexual victimization

Sevlever, Roth, & Gillberg, 2017
ASD and the Juvenile Justice System

Modeling

“Youth with ASD often have a strong tendency to repeat the observed actions of others”

Brown et al., 2016, pg. 8

Law Enforcement Considerations
Important Safety Reminder

Individuals with autism have difficulty recognizing dangerous situations (e.g., traffic, trespassing, and water systems) and their consequences.

The National Autistic Society, 2008

Investigative Interviewing Considerations and

- Suggestibility
- Acquiescence
- Confabulation
- Compliance
- Context
- False confessions
- Sensory overstimulation

Interview and Interrogations: An Important Reminder

Autism spectrum disorders can limit the capacity of individuals to participate effectively in interviews with law enforcement, interrogations, and trials. Further, the impairments of this disorder complicate an individual’s ability to comprehend their intentions and responsibility.

Freedman, 2012
False Confessions

- High-functioning vs. lower-functioning ASD
- Agreeableness
- Anxiety
- Compliant
- Overly trusting
- Developmental age
- Processing speed difficulties
- Cognitive functioning abilities
- Be aware of the words you use
- Confabulation
- Suggestibility

Miranda Rights Comprehension: An Important Reminder

“Many of the deficits present in individuals with ASD may decrease level of Miranda comprehension as well as increase susceptibility to involvement in the legal system. In addition, language deficits, poor social skills, and stereotypical behaviors may increase vulnerability to interrogation techniques.”

Salseda, Dixon, Fass, Miora, & Leark, 2011, pg. 84

ASD & Miranda Rights

An Important Reminder for Law Enforcement

“...due to the language deficits, poor social skills, and odd mannerisms found in ASD, there is reason to expect that persons with ASD may find themselves at a higher risk of suspicion by law enforcement officers.”

Salseda, Dixon, Fass, Miora, & Leark, 2011, pg. 81

Important Reminders

Individuals with autism may experience high levels of anxiety and panic in situations with extreme audio-visual stimulation or large crowds.

Individuals with autism often have limited communication skills, particularly when distressed. They are likely to struggle in comprehending non-literal references and sarcastic comments.

The National Autistic Society, 2008

ASD and Suggestibility

Suggestibility can be defined as the degree that you will believe what you are told, even if the information is misleading. This issue in ASD has been attributed to several different sources including limited problem solving abilities and the framing of questions by interviewers in legal settings (Woodbury-Smith & Dein, 2014).

Despite popular beliefs, individuals with ASD are not more suggestible than the general population. However, individuals with ASD are more acquiescent to demands (North et al., 2008).
ASD and Suggestibility

If ASD is not recognized in a suspect or witness, a number of issues can arise during the legal process (Woodbury-Smith & Dein, 2014).

Specifically, an individual with ASD could:

(a) have difficulty coherently recalling a series of events (Maras and Bowler, 2012)

(b) be acquiescent or suggestible to questioning during interviews, interrogations, or testimony (Maras and Bowler, 2012)

(c) behave or present themselves in a manner that is misinterpreted by others during legal proceedings (Bower and Harvey, 2012; Woodbury-Smith & Dein, 2014)

ASD and Suggestibility—Final Comments

• “The limited work to date that has examined suggestibility in witnesses with ASD shows that high-functioning people with the disorder are no more suggestible than their typical counterparts. However, future research is needed to extend this work to lower functioning individuals with ASD, who have broader memory impairments in addition to delayed or impaired language development”

• Maras & Wilcock, 2013, pg. 164; in Ridley, Gabbert, & La Rooy, 2013

Other Variables to Consider

• Lower IQ scores (Clare, Bull, & Bull, 2002)

• High Trait Anxiety (Suggestibility) (Gudjonsson, 1993b)

• Negative Life Events (Gudjonsson, 1993b; Clare, Bull, & Bull, 2008)

• Assertiveness (Suggestibility) (Gudjonsson, 1993b)

• Anger and Suspiciousness (Suggestibility) (Gudjonsson, 1993b)

• Avoidance Coping Strategies (Suggestibility) (Gudjonsson, 1993b)

• Self-Esteem (Suggestibility & Anger) (Singh & Gudjonsson, 1986)

Personality and affect measures associated with interrogative suggestibility are in need of further scrutiny

Found in Bianco & Curti, 2010, pg. 238
Acquiescence

- Acquiescence occurs when someone does or says something to please another person because they think this statement or action is consistent with the other person’s wishes. During interrogations or interviews, this can happen when someone wants to end the interview as fast as possible or wants to please the interviewer.

- Individuals with autism may be likely to demonstrate acquiescence, which occurs when someone does or says something to please another person because they think this statement or action is consistent with the other person’s wishes.

Compliance

Compliance is where an individual outwardly agrees with information from another source, but does not internally accept the information as fact.

Suggestibility involves the acceptance of information as truth.
Context

The context of an interview may also play an important role in increasing the likelihood of suggestibility.

Contexts could include the interviewer’s statements, actions, and tone prior to and during the interview.

Suggestive questions and contexts can create an interviewer bias that threatens the validity of information procured during the interview.

Cleveland, Quas, & Lyon, 1993; Eschbacher & Quas, 2008; Leichtman & Ceci, 1995; Smidt’s Brown et al., in press.

Legal Considerations

Important Reminder

The presence of ASD requires careful consideration in several legal situations including police interviews, interrogations, evaluations of competency to stand trial, and sentencing.
Important Reminders Legal Professionals Need to Take into Account

ASD Related Deficits

The role of ASD in legal proceedings requires careful consideration of the defendant’s symptoms, severity and environmental context. Individuals with ASD may experience the following behaviors and deficits:

- dislike physical contact initiated by others
- diminished ability to recognize social cues
- diminished decision-making abilities
- obsessional interests
- rigidity
- poor verbal and nonverbal communications skills
- impulsivity
- increased desire to please people in authoritative positions
- sensitive to extreme sensory experiences
- unpredictability

Cascio et al., 2012; Freckleton, 2010; Freckleton & Lin, 2009; Luke, Clare, King, Bailey, & Watson, 2012

Possible Issues Arising During the Legal Process

If ASD is not recognized in a suspect or witness, a number of issues can arise during the legal process:

(A) have difficulty coherently recalling a series of event

(B) be acquiescent or suggestible to questioning during interviews, interrogations, or testimony

(C) behave or present themselves in a manner that is misinterpreted by others during legal proceedings

Archer and Kudley, 2013; Mace and Slater, 2012; Voldberg Smith & Dror, 2012
ASD & Eyewitness Testimony

ASD & Eyewitness Testimony References


Implications for Memory Impairment in the CJS

- Defense-related information
- Forgotten appointments
- Investigative interviews
- Cross-examination
- Eyewitness testimony
- Miranda Rights Waiver
- Police line-ups
- Competency to Stand Trial
- Probation requirements
- Court-ordered treatment
Suggested Resource


Important Reminders for Legal Professionals

• Independent corroboration
• Avoid suggestive interviewing techniques
• Limit the use of Yes and No questioning
• Utilize open ended questioning approaches
• Consult with a memory expert
• Memory confidence does not equal memory accuracy

Forensic Mental Health Considerations
Mental Health Professionals: Important Reminders

Freckelton (2013) highlighted a number of challenges faced by mental health professionals who are evaluating ASD or testifying about ASD in legal settings:

1. Accurate diagnosis
2. Effectively communicating how ASD impacts an individual's global functioning
3. Providing context for the behavior of individuals with ASD, particularly during interviews and legal proceedings
4. Evaluating the potential comorbidity of ASD with internalizing and externalizing disorders
5. Conveying how ASD contributes to criminal behavior and understanding of consequences
6. Avoiding stigmatizing ASD or the defendant

ASD & CST

- Dearth of empirical research on the topic
- Deficits inherent to ASD—the social and communication impairments in particular—can have a negative impact on an individual's competency to stand trial (Freckelton, 2013)
- It remains unclear how many of the 50,000 to 60,000 CST evaluations conducted each year in the United States involve a defendant with ASD (Morris & DeYoung, 2012; Zapf, Gottdiener & Pirelli, 2011; Zapf, Pirelli, & Parikh, 2014). But experience suggests that a relatively limited number of forensic mental health professionals who perform CST evaluations have advanced training in the area of ASD.
ASD in Correctional Settings: Important Reminders

To increase the likelihood of successful reintegration after incarceration, offenders with ASD require more social and economic support than general offenders.

Myers & Plache-Johnson, 2007
ASD & Corrections Reference


ASD & Corrections Reference


Community Supervision
ASD & Community Supervision

- Although probation initially sounds like an ideal solution to the challenges of incarceration for someone with ASD, one major concern is whether these individuals are capable of adhering to the conditions of probation (Allen et al., 2008; Schellack, 2014).

- Common deficits in ASD, such as learning disabilities, lack of language development, social deficits, difficulty understanding abstract concepts, and other communication problems, may make meaningful engagement in court-ordered rehabilitation programs difficult (Ray et al., 2004; Robertson & McGillivray, 2015).

Community Supervision

- Regularly reporting to a probation officer
- Electronic home monitoring
- Completing chemical dependency treatment
- Abstaining from alcohol and chemicals
- Taking medications as prescribed
- Getting permission from a probation officer before leaving the state if need be
- Paying restitution
- Having no contact with the victim
- Performing community service
- Maintaining full-time employment or student status
- Attending regularly scheduled programming or treatment
- Sustaining from committing any other violations or unlawful acts.

Challenging, Problematic, and Criminal Behaviors
Violent Behavior

- Social naivety
- Perspective taking deficits
- Misreading social cues
- Change of routine
- Environmental changes
- Special and fixated interests
- Diagnostic comorbidity

Despite a wealth of knowledge on violence risk factors for psychosis, substance use, and other disorders, few risk factors for violence have been established for those with ASD.
Key Point

“Although clinicians know that some people with autism display challenging behaviors and come in contact with the criminal justice system, whether autism itself increases the risk of violence is still unclear”

Heeramun et al., 2017, pg. 1

Anger Reference


Sexually Inappropriate Behaviors
Firesetting Behaviors

ASD & Firesetting Key Point

Despite general acceptance in the scientific literature, relatively limited evidence supports claims that individuals with AD are at a disproportionate risk for fire setting behaviors.

Allen et al., 2007; Barry-Hold & McShane, 2004; Emmett & Lecouteur, 1999; Everall & Silva, 2006; Sturmey et al., 2000; Tantam, 2003; found in Freckelton, 2013

Important Reminder

“The prevalence of arson, like other forms of offending among people with developmental disabilities, is difficult to estimate with any degree of confidence.”

Lindsay, Taylor, & Sturmey, 2000, pg. 225
Other Types of Criminal Behavior

ASD & Computer Crimes

Another type of crime linked to ASD is computer crime, which could provide a less threatening and more private environment for individuals with ASD.

Freckelton, 2013

ASD & Stalking

Some combination of a propensity for obsession and fixation and an inability to identify and recognize social cues may contribute to individuals with ASD being arrested for stalking.

Freckelton, 2013
Stalking Reference


Suicidal Behaviors

ASD & Suicide Suggested Resource

Screening Considerations

Recognizing Signs of ASD

1. “Stimming” – self-stimulating behavior that is more unusual or extreme, such as hand-flapping, body-rocking, twirling, or repetitive speech
2. Repetition – repetitive behaviors that may be related to “stimming” but could also include behaviors with objects, such as spinning objects or lining them up in patterns. Lashley noted that these behaviors should not be interfered with
3. Acclimation – many individuals need to acclimate to an unfamiliar environment. This can include wandering around, touching objects, or touching people. They may also invade personal space, but the goal for these individuals is to make sure the environment is safe
4. Delayed response – in response to commands, they may react more slowly. Lashley noted this is not due to stubbornness, but rather an increase in time needed for processing the information and complying with commands.

Recognizing Signs of ASD

5. Dissociated speech – Some have no or limited ability to communicate verbally. Others may reply with seemingly meaningless answers or discuss irrelevant topics. This is not an attempt to be noncompliant, but instead is an attempt to socialize given the skills possessed
6. Unusual tone of voice – Tone and volume of voice may not be appropriate for the situation. For example, the voice may be too loud or soft, they may interrupt or talk over others, or the voice may not demonstrate the appropriate emotion for the situation (or be monotone).
7. Lack of eye contact – may make little or no eye contact. This is not a sign of disrespect or lack of attention and individuals interacting with them should not force eye contact on someone with autism
8. Unusual or unbalanced gait – may have an unsteady stance or gait and difficulty balancing

Other Screening Considerations

The impairments in socialization, communication and imagination mean you may also see:

- Theory of Mind (ToM) deficits
- Executive Functioning Difficulties
- Central Coherence Difficulties
- Self-Regulation Difficulties

Recognizing Signs of ASD

Specialized ASD screening and assessment tools are necessary in psychiatric and correctional facilities

Screening in Juvenile Justice Settings

Juvenile justice settings should routinely screen for ASD in adolescent offender populations
Screening in Legal Settings

An absence of proper assessment and identification likely limits the possibility of mitigation during legal proceedings for a group that can be vulnerable to exploitation

Allen et al., 2008; Robinson et al., 2012

Screening: An Important Reminder

“It is important to diagnose ASD carefully and to differentiate autism symptoms such as a lack of empathy from psychopathic traits, and this can sometimes be difficult. Earlier diagnosis should ensure that people with ASD receive better care and may help to prevent them offending”

Rutten, Vermeiren, & Nieuwenhuizen, 2017, pg. 9

Interview and Screening Considerations
### Screening of ASD in Adults-Suggested Articles


### Intervention and Treatment Considerations

### Intervention & Treatment Strategies

- Screening and assessment
- Early intervention
- Developmentally appropriate
- Social skill training
- Intensive case management
- Sleep-improvement strategies
- Treat secondary symptoms and disorders
- Multidisciplinary approach
### Suggested Approach-D.E.A.R. Model

- Direct Language
- Engage Support Systems
- Accommodate Needs
- Remain Patient

### Becoming ASD-Informed

- Community corrections
- Competency to Stand Trial Evaluators
- Competency restoration facilities
- Courtrooms
- Confinement settings
- Detoxification centers
- Domestic violence shelters

- Forensic mental health counseling centers
- Forensic state hospitals
- Homeless outreach programs
- Law enforcement agencies
- Legal arenas
- Pretrial evaluation centers
- Probation Departments
- Sex offender treatment programs

### Summary-My Opinion

- Complex
- Multifaceted
- Confusing at times
- Extremely important topic
- Not on the radar of many criminal justice and mental health professionals
- Few forensic training opportunities available
- Additional research is needed
Questions

Thank You...

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- American Institute for the Advancement of Forensic Studies (AIAFS) (http://www.aiafs.com/)
- Forensic Scholars Today (http://online.csp.edu/forensic-scholars-today)
- Adult FASD Provider Network (https://www.facebook.com/AdultFASDProviderNetwork)
Supplemental Resources

ASD & Violence References


ASD & Violence References


Perseveration


Suggested Resource

ASD & the Juvenile Justice System References


ASD & Suggestibility References


ASD & Suicide References


ASD & Self-Injury


