RESUMEN

Este trabajo de fin de grado de revisión bibliográfica ha tenido como objetivo principal actualizar la información científica sobre la regresión conductual temprana en el autismo infantil, así como conocer sus pautas de comportamiento. Por otro lado, se ha realizado una comparación entre la información que indica la literatura sobre la regresión del autismo y un caso real para comprobar que los datos que se tienen hasta el momento concuerdan con la realidad, por este motivo el trabajo realizado no sería una revisión bibliográfica sin más. En él se define el término de 'regresión autista', se indican datos como la prevalencia, la edad de inicio, los diferentes tipos de regresión y los problemas para detectar la regresión, aunque su principal problema es la etiología desconocida a causa de la gran heterogeneidad que existe dentro del trastorno de desarrollo, cabe destacar la dificultad de la detección de las regresiones por parte de las familias en conductas más específicas como son la imitación o el uso de juegos sociales, de ahí se concluye la necesidad de dar información a estas familias para que se pueda empezar una intervención rápida y adecuada. Es importante indicar que los datos nombrados pueden variar según el método que se utilice para la selección de participantes y el tipo de estudio que se haga, ya sea retrospectivo o prospectivo. Después de revisar varios artículos y analizando el caso del menor, queda claro que la regresión autista empieza alrededor de los dos años y que las habilidades perdidas más comunes son las palabras y la comunicación con los demás, las cuales son características propias del autismo. En este caso, la única área que el menor no tiene deteriorada es la motora, coincidiendo con los datos que muestra la literatura, donde se señala que no es un indicador importante para estas regresiones.

ABSTRACT

The main objective of this end of degree review of the bibliographic review has been to update the scientific information on early behavioural regression in childhood autism, as well as to know its behavioural patterns. On the other hand, a small comparison has been made between the information indicated in the literature on the regression of autism and a real case to verify that the data available so far agrees with reality, for this reason the work carried out is not a bibliographic review without further ado. In it, the term 'autistic regression' is defined, data such as prevalence, age of onset according to various authors, different types of regression and problems in detecting regression are indicated, although its main problem is the unknown etiology due to of the great heterogeneity that exists within the developmental disorder, it is worth noting the difficulty of detecting regressions by families in more specific behaviours such as imitation or the use of social games, hence the need to provide information to these families so that a quick intervention can begin and adequate It is important to indicate that the named data may vary depending on the method used for the selection of participants and the type of study that is carried out, whether retrospective or prospective. After reviewing several articles and analyzing the case of the minor, it is clear that autistic regression begins around the age of two and that the most common lost skills are words and communication with others, which are characteristics of autism. In this specific case, the only area that the minor does not have impairment is the motor, which coincides with the data shown in the literature, where it is indicated that this area is not an important indicator for these regressions.

Regression in childhood autism

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Introduction

One of the best-known neurodevelopmental disorders is **Autism Spectrum Disorder (ASD)**, which is characterized by deterioration in social communication and in patterns of restricted and repetitive behavior, according to DSM 5. In addition to these characteristics, although not within the official criteria, the authors have recorded regressions in some of their patients between 2 and 3 years.

Regression could be defined as the abrupt or gradual loss of previously acquired skills (Barger, Campbell, y McDonough, 2013). Several authors have pointed out the existence of regressions in very young children regarding their socio-communicative, linguistic and behavioral capacities.

Its **etiology**, which is not exactly known up to now due to the great heterogeneity found within the autistic spectrum, as well as the consideration of some medical entities that behave similarly to autism.

Difficulty of **detection** itself, as the primary source of information is parental observations, and it is sometimes difficult to differentiate between when the regression truly begins and when parents say it begins.

Adapted from: Scott, Shi, Andriashek, Clark, Goez, 2017

Problem!

Objectives

1. Update scientific information on early behavioral regression in childhood autism. Know the behavioral guidelines.

2. Compare the real case of an autistic minor with the literature found.

Methodology

Participants (Male, 27 months)		Bibliographic searches
Professionals	**Family**	
-_Battle_: normotypic development only in the motor area. The **personal, adaptive, cognitive and communication** areas are below their chronological age. -_ADI_: autism spectrum disorder, grade II -Losses:words, imitation, he does not keep his gaze, social game.	-Around 18 months, loss of language from 7/8 words to none. -Consult an ENT doctor for suspected deafness (2/3 months), negative test result	❑ _PubMed, PubPsych & Google academic_ ❑ Key words: autism, early regression, autistic regression. ❑ 14 articles chosen ❑ Between 2013 and 2020

Results

Starting age → 21.36 month

Prevalence → 32.1%
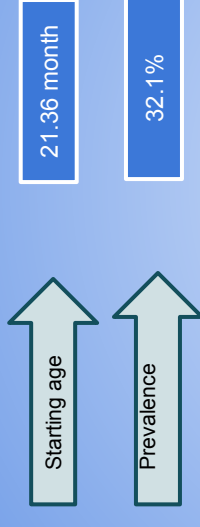
Adapted from: Barger, Campbell & McDonough, 2013

Authors	Types	Percentage
Barger, Campbell and McDonough	**Lenguage**	24'9 %
	Lenguage/social	18'1 %
	Mixed	32'9 %

⭐ _**Loss of skills**_

Literature	Professionals	Family
Words	Yes	Yes
Social comunication	Yes	No
Imitation	Yes	No
Social games	Yes	No
Motor area	No	No

Adapted from: Luysier, Richier, Risi., Hsu, Dawson, Bernier & Goudie-Nice, 2005

Conclusion

Objective 1

I. According to the literature, "autism is the most frequent condition in which regression occurs" (Nouf Backer Al Backer, 2015), which means that there is an abrupt or gradual loss of previously acquired skills (Barger et al., 2013).

II. The fact that skills losses occur around two years differentiates it from Childhood Disintegrative Disorder (CDD) or Heller's syndrome, which implies the loss of skills between two and ten years old (Pearson et al., 2018).

III. It should be noted that the data in the literature may vary depending on the sampling method used to select the participants, such as, for example, the parent surveys or if it is a clinical population.

Objective 2

I. As the literature indicates, the chronological age of the minor studied is around two years old. The child said his first words about nine months, but about eighteen months the regression in the language is presented.

II. Despite the losses in different areas, the family has only been aware of the regression when detecting the losses in language. That is why it is concluded that knowledge of child behavior in families should be promoted beyond motor and language areas.

III. For all these reasons, I can conclude that the results found in this specific case are consistent with what the literature on autism indicates.

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