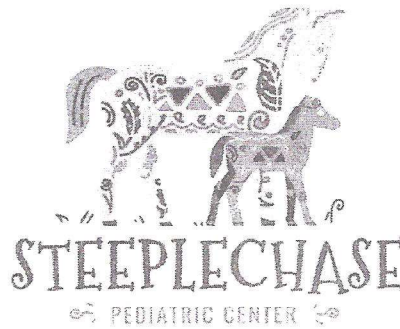


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SANDY NGUYEN, APRN, FNP-C
TAMI POGUE, RN, CPNP

To Whom it May Concern:

June 18th, 2021

I have the pleasure of being the pediatrician of Yassin Elkabir, he has a diagnosis of autism and requires behavioral therapy. His information is as follow:

Child Name: Yassin Elkabir **Date Of Birth:** 12/24/2006

Diagnosis: Autism F84.0/299.00

Evaluate and Treat: Patient needs one to one applied behavior analysis under a program written and supervised by a board certified behavior analyst (BCBA) for 40 hours per week.

Services are medically necessary on continuous program.

If you have any questions about this letter, please do not hesitate to contact me.


Mark Lorenzen, M.D., F.A.A.P.

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832-822-3700

July 29, 2010

Page 1

Chart Document

ELKABIR, YASSIN

DOB: 12/24/2006

Current Age: 3 Year Old Male

TCH MRN: 3000744459

07/15/2010 - Office Visit: AUC Diagnostic Intake Report

Provider: Diane E Treadwell-Deering MD

Location of Care: Psychiatry/Psychology Service Clinic

History of Present Problems

History Source:

Biological parent(s): Salwa and Reda Elkabir

Name: self-referred

Child's Current Mental Health Professional:

Name: Alexandra Strickland

Ethnic/Cultural Identity:

Arab/Middle East

Language Spoken in Home:

English

Arabic

Religion/Spiritual Affiliation:

Muslim

Chief Complaint:

Child has social interaction problems manifested by:

Impairment in the use of multiple nonverbal social behaviors (e.g. eye contact/ directed facial expressions/body postures and gestures, Failure to show developmentally appropriate peer relationships, Lack of showing/bring/ or pointing out objects of interest, Lack of social or emotional reciprocity

Child has communication problems manifested by:

Delay or lack of spoken language without the use of compensatory modes of communication such as gesturing, Lack of varied and spontaneous make-believe play or failure to imitate

Yassin has no words or word approximations. He uses a couple of signs indiscriminantly. He imitated his mother in the past, but does not do so now.

Child has restricted, repetitive and stereotyped patterns of behavior, interests and activities as manifested by:

Preoccupation with one or more interests that are stereotyped and restricted and is abnormal in intensity and focus, Inflexible adherence to specific nonfunctional routines or rituals, Stereotyped and repetitive motor mannerisms,

Preoccupation with the parts of objects

Yassin has frequent posturing and repeated movements.

Problems began at age: 12 months

Child has associated behaviors as manifested by:

Problems with overactivity motor restlessness, Problems regulating mood, Irritability, Sleep disturbance, Sensory



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TCH MRN: 3000744459

DOB: 12/24/2006

Current Age: 3 Year Old Male

sensitivities, Developmental delay (fine/gross motor)

Yassin presses himself against Mother regularly; he hugs and kisses her over and over; he will fall asleep only when pressed against her. His mood is extreme and changes with no apparent provocation. He is very hyperactive and inattentive.

Parental reason for seeking evaluation:

Second opinion from previous diagnosis, Appropriateness of current treatment plan
Mother is concerned that Yassin has made little progress in 7 months of ABA therapy.

Current Medications

Melatonin Dosage/amount: 6 mg, at bedtime

Medical History

Prenatal History

Prenatal Complications:

vaginal bleeding/spotting
Spotting occurred early in pregnancy.

Birth History

Baby was born at 42 weeks weeks gestation.
Weight of child at birth: 8-4
Age of mother at birth: 28
Age of father at birth: 29
full term pregnancy

Labor/Delivery Complications:

c-section

Post-Delivery

Number of days infant stayed in hospital: 3

no post-delivery complications

Infancy

Infancy Period Complications:

Undescended testicle was pulled down and placed in scrotum surgically at several months of age.

Early Milestones:

first steps taken at age 12 months
first word spoken at age N/A
toilet trained at age N/A

Motor Development:

possible delay in fine motor development
Does not feed himself.

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ELKABIR, YASSIN
TCH MRN: 3000744459

DOB: 12/24/2006

Current Age: 3 Year Old Male

Language Development:

significant delay in early language development
evidence of language delay noted at age 18 months
Was saying goodbye, but stopped. No words or word approximations.

Toileting:

not toilet trained

Health History

Surgery, Anemia

Undescended testicle corrected at several months of age. Found to be anemic, likely secondary to narrow array of food choices. Mother reports a regression in development---loss of language and social skills.

Psychosocial History

YASSIN lives in Paris, France..

YASSIN currently lives with parents and younger brother..

YASSIN's mother completed college.

YASSIN's father completed college.

Both parents are engineers. Father works for Schlumberger. Mother is a fulltime homemaker. The family has moved frequently secondary to Father's work. Both parents are originally from Libya.

Family Status

Report indicated possible family stress

Stress is related to Yassin's disorder, therapy schedule and behavior.

Family History

Report of family history of: Speech Delay, Birth Defects

Report of extended family history of: Speech Delay

Father and MU reportedly did not speak until 4 years old, but both function well now. 18-month-old brother had intestinal malrotation that was surgically addressed right after birth.

Academic/Neurocognitive

Patient not currently receiving formal education.

The patient receives 20-25 hours per week of ABA in his home. He is enrolled in a pre-school. Occupational therapy is given one time a week.

Social / Behavioral Development

Report of significant unresponsiveness to name, lack of imitation (facial expressions / mannerisms), difficulty with sustained eye contact, reduced joint attention, peer problems, lack of interest in peers, social skill deficits, withdrawal, problems with reciprocity, insistence on routine, inflexibility, restricted interests

AUC Autism Diagnostic Observation Schedule

ADOS Module 1

Name: ELKABIR, Yassin

Date of Birth: 12/24/06



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ELKABIR, YASSIN
TCH MRN: 3000744459

DOB: 12/24/2006

Current Age: 3 Year Old Male

Chronological Age: 3-6

Date of Evaluation: 07/15/10

The Autism Diagnostic Observation Schedule-Generic (ADOS-G) is a semi-structured standardized assessment of communication, social interaction and play or imaginative use of materials for individuals who have been referred because of possible autism or other pervasive developmental disorders (PDD). The ADOS-G consists of standard activities that allow the examiner to observe behaviors that have been identified as important to the diagnosis of autism and other pervasive developmental disorders at different developmental levels and chronological ages. Planned social occasions are created in which a behavior of a particular type is likely to appear. Structured activities and materials provide standard contexts in which social interactions, communication and other behaviors relevant to pervasive developmental disorders are observed.

The ADOS was administered to Yassin on July 15, 2010, by Dr. Diane Treadwell-Deering. The administration of this instrument is not a comprehensive evaluation of the child's current functioning, but provides an opportunity to observe a child's social behavior and communication. In conjunction with the Autism Diagnostic Interview (ADI), a clearer understanding of the child's diagnostic category can usually be reached.

This module opens with a segment of free play. The focus of observations during this module is whether the child spontaneously seeks engagement with his parent and the extent to which the child spontaneously explores the play material, persists with play activities, demonstrates symbolic or functional play or demonstrates repetitive, inflexible play. Throughout the interview, the examiner works to engage the child in a series of specific play activities that can be communicated to and accomplished by youngsters who are pre-verbal or have beginning use of words. Careful observations are made throughout the interview with regard to the child's modes of communication, both verbal and gestured, and how the child uses eye contact to mediate communication. The initiation of joint attention and the response to attempts to obtain joint attention from the child are noted thoroughly. The quality and quantity of social overtures to the parents and the examiner are recorded. The presence of any unusual sensory interest or of any repetitive or stereotyped behaviors is documented. Repetitive movements, odd posturing, hand, finger and other complex mannerisms are noted if they occur.

During this evaluation, Yassin did not use any words or word approximations. On a few occasions, he made signs for "candy" and "cookie", although they were not directed or persistent. He cried for the first 20 minutes of the assessment, but after that he vocalized rarely. Intonation could not be assessed. No immediate or delayed echoing was heard. He did take his mother by the hand and attempt to lead her toward the door on two occasions. He did not point or make any other gestures.

Eye contact was not made with the examiner. Yassin smiled partially during peek-a-boo with his mother. Facial expressions were rarely directed. Neither eye contact nor vocalization was made to communicate social intention. No shared enjoyment was observed. Yassin did not respond to his name. Requesting was made only to leave the room and for a food item. He did not give or show items to others. He did not initiate or respond to joint attention attempts. He repeatedly climbed on, hugged, "kissed," and pressed himself against his mother. He often appeared to pull at her neck or face.

Yassin did not demonstrate functional or pretend play. He occasionally demonstrated odd visual examination of objects. He consistently demonstrated whole body rocking, posturing of his entire body, posturing of his upper extremities and hand clapping, often at midline. No SIB was noted. Yassin was engaged in motor mannerisms or pressing against his mother for the majority of the assessment. He was also overly occupied with the eyes and facial features of the doll.

Yassin was quite active during the assessment, with very brief attention paid to a variety of items. He was very fussy and inconsolable for the first 20 minutes of the assessment, after which he became more placid. Mother felt this represented contentment. There was no clear indicator of what had led to his becoming calm.

When observations of Yassin's behavior were recorded and scored according to the standardized algorithm, he clearly met



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Current Age: 3 Year Old Male

TCH MRN: 3000744459

criteria for autism. Additionally he appeared to be significantly developmentally delayed. He had some midline hand-clasping. Further evaluation of associated medical disorders is warranted.

Summary and conclusions

This 3-6 yo male presents with a history, clinical presentation and ADOS result that support a diagnosis of classic autism. He is globally developmentally delayed. He has significant repetitive behavior; he has significant mood dysregulation. He has sleep difficulties. He has been receiving ABA for the past 7 months, with little progress according to Mother.

Diagnosis

Diagnosis After Visit: autism

Axis II: global developmental delay

Treatment Plan

Based on the information gathered from the parent interview, behavior rating scales, child interview and behavioral observations the following recommendations were offered:

1. Continue with assessment through the Autism Center. Full diagnosis and treatment plan will be discussed at the final appointment through the Autism Center.
2. Continue with current interventions.

- Plan:**
3. The use of a SGA might be considered in this child to address disruptive behavior and mood dysregulation.
 4. Full medical and genetic evaluation are indicated.
 5. A developmental psychology evaluation is needed.

The parents demonstrated an understanding of these recommendations and expressed their intent to follow through with the recommendations.

Time spent with patient: 120 minutes

Signed by Diane E Treadwell-Deering MD on 07/26/2010 at 10:53 AM

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DOB: 12/24/2006

Current Age: 3 Year Old Male

TCH MRN: 3000744459

developmental psychology evaluation and the ADOS, Yassin meets criteria for an autism spectrum disorder. Given Yassin's delayed language development, absence of other forms of communication to engage others, engagement in restricted and repetitive patterns of behavior, and lack of interest in social interactions, the most appropriate diagnosis for Yassin is Autism (DSM-IV TR 299.0). This diagnosis also captures Yassin's significant difficulties across receptive and expressive language. Yassin's developmental progression should be closely monitored, as parental concerns and observed test results regarding a lack of developmental progression despite significant interventions may suggest a profile of impaired intellectual ability. Yassin's treatment plan, including intensive interventions addressing social interaction, social communication, and behavior regulation are recommended. In addition, interventions focusing on capturing Yassin's engagement, even for limited periods of time, as well as focusing on generalization of concepts beyond mastery of one task, also are recommended. Overall, one of Yassin's greatest strengths are his parents who have continued to seek out, secure and advocate for interventions to assist Yassin in reaching his greatest potential.

Recommendations

Given his current abilities, the following recommendations are made, in order to provide Yassin with a greater opportunity for success in learning and at home.

Therapeutic

- It is recommended that Yassin's parents share the results of this evaluation with Yassin's pediatrician, therapists and educators for purposes of monitoring his response to intervention.
- It is recommended that Yassin follow up with Dr. Sherry Vinson-Sellers, developmental pediatrician at Texas Children's Hospital, to review further diagnostic genetic testing as advised during their initial consultation in July 2010.
- As recommended by Dr. Treadwell-Deering, Mr. and Mrs. El-Kabir may wish to consult with a child psychiatrist familiar with treating children with Autism for purposes of monitoring his behavior regulation as well as to provide consultation on efficacy of psychotropic medication to assist with behavior regulation.
- It is recommended Yassin continue to receive ABA in the home. Focus on identifying ways in which to engage and motivate Yassin are key to gaining his attention and interest in learning. In addition, presentation of concepts across multiple tasks is encouraged to ensure Yassin has mastered the concept rather than memorized the skill.
- It is recommended Yassin continue to receive occupational therapy addressing visual organization and planning, and fine motor control and dexterity. In addition, continued incorporation of interventions focusing on the manner in which Yassin processes sensory information is encouraged given the impact these behaviors have on his overall functioning and engagement in learning.
- It is recommended Mr. and Mrs. El-Kabir explore resources in their current community for speech-language intervention. Mrs. El-Kabir reports Yassin's current understanding of a limited number of pictures (PECS) primarily related to food, which may be reinforcing. Exposure to additional pictures of



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Current Age: 3 Year Old Male

TCH MRN: 3000744459

real-life objects/activities of interest to Yassin may be introduced. Access to a communication book, indicating the pictures he is familiar with, at both home and school is encouraged for purposes of assisting with generalization.

- It is recommended Yassin have access to a visual schedule at both home and school. Use of familiar and real-life pictures may facilitate his understanding. Given his short attention span and distractibility, presentation of one to two items at a time may be the most meaningful for Yassin. In addition, incorporation of a transitional object may facilitate his transition from one activity to the next.
- In structuring interventions for Yassin, it is recommended that children with autism spectrum disorders receive 25-30 hours of intervention a week, which includes speech and occupational therapy, developmental intervention, school, as well as organized activities.
- Yassin's caregivers are encouraged to gain support from other parents of children with developmental disabilities. They are encouraged to contact the Arc (<http://www.thearc.org/>); a national organization devoted to promoting and improving supports and services for people with mental retardation and related developmental disabilities. Additional information can be located on the Internet through the following organizations: the Autism Society of America at <http://www.autism-society.org/packages/>; <http://www.cureautismnow.org>. Local resources may include Autisme France at <http://autisme.france.free.fr/>.
- Mrs. El-Kabir describes significant patterns of dysregulated sleep that likely interfere with Yassin's daily functioning. It is recommended Mr. and Mrs. El-Kabir consult with Yassin's pediatrician and their behavioral specialist (ABA therapist) regarding Yassin's nighttime routine for purposes of monitoring his overall sleep hygiene.
- Yassin's parents also are encouraged to learn more about Autism Spectrum Disorders. In addition to the above noted web sites, written publications can provide information and support. Some titles include Children with Autism: A Parent's Guide by Michael Powers; Thinking in Pictures by Temple Grandin, The Child with Special Needs: Encouraging Intellectual and Emotional Growth by Stanley Greenspan, and Engaging Autism by Stanley Greenspan.
- It is recommended that Yassin receive a follow-up evaluation in one to two years, with a program experienced in working with children with Autism, to continue to monitor his response to intervention.

Education and Learning

- Recommendations regarding educational environments are provided based on the environmental structure beneficial for Yassin and thus may not reflect current educational opportunities within Yassin's current community. Identification of a program familiar with working with children with Autism is recommended. Consideration of the type of environment and educational supports should be the guiding force in identifying appropriate placements for Yassin.
 - Educational goals should reflect his needs based on his Autism diagnosis. At the level of preschool and kindergarten, objectives focused on increasing Yassin's social communication, social interaction and educational/learning needs is encouraged.

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Current Age: 3 Year Old Male

TCH MRN: 3000744459

- Yassin will benefit from a structured and consistent classroom environment with a small student to teacher ratio.
 - Yassin will benefit from access to verbal peers who can model social communication and social interaction.
 - Consideration of the environment will be an important part of Yassin's educational program. For example, monitoring the noise level, providing opportunities for movement (e.g., running around, trampoline), and providing frequent breaks between structured learning tasks to seek sensation may increase his ability to engage in tasks and with adults/peers.
 - Yassin's educational team is encouraged to consult with the Autism Itinerant/Specialist to assist with educational programming.
 - It is recommended that Yassin's educational program include a multisensory approach to learning. This will assist with focus as well as draw upon his need for sensory input.
 - Yassin may benefit from the integration of TEACCH principles based out of North Carolina, into his educational plan. TEACCH principles involve consideration of the environment, and effective physical and visual organization of information for Yassin such as the development of visual schedules. In addition, TEACCH also integrates the child's interests into interventions so as to increase attention and motivation (e.g., characters in books or videos, cars). Assessment of the environment as well as Yassin's functioning throughout a typical school day, including transitions to preferred versus not preferred activities, will be important in monitoring Yassin's skill development.
 - Yassin may benefit from a systematic reinforcement program to capture his ability to engage and attend. Behavioral strategies, such as the use of systematic reinforcement schedule (e.g., First/Then) may be helpful in keeping Yassin on task and engaged. For example, Yassin may be taught to work for a preferred book or toy after he completes a task.
 - Importantly, although structured teaching and behavioral methods are effective for the acquisition of new skills, equal emphasis should be placed on more natural or incidental teaching throughout the day for the purpose of reinforcing naturally occurring behaviors as well as promoting skill generalization.
 - Yassin's attention and eye contact should be obtained during all lessons and when providing directions and feedback. Yassin also should be encouraged and praised for making eye contact as well.
 - Skill generalization should be considered by presentation of information across different contexts so as to ensure that Yassin has developed the skill as opposed to learned the task.
- Given his diagnosis of Autism, which includes difficulties with generalization and problems with changes in routine, Yassin will benefit from an educational program provided on a year-round schedule.
 - It is recommended that Yassin's educational goals include development of social interaction skills. This may be accomplished through structured social opportunities. For example, Yassin may be seated next to another child to practice parallel and then cooperative skills. The presence of an adult during unstructured activities such as recess will be important to ensure that Yassin has social opportunities. In addition, Yassin may benefit from being seated next to an adult during more interactive or quiet activities such as story time or Circle Time to maximize his involvement.



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- As Yassin's vocabulary increases, his educators, parents and therapists may wish to construct a "core vocabulary" book. This involves the inclusion of photographs (placed in a small photo album/notebook) of meaningful people, toys, and objects in Yassin's life. This vocabulary book can facilitate interactions with others. In addition, Yassin may show this book to his new teachers/therapists as well as family members to facilitate positive interactions.
- Results of current developmental testing revealed receptive skills following below age expectations. Thus, when delivering instructions/directions, minimal words should be used, with a focus on using familiar words for Yassin. In addition, statement of the behavior one wishes to see should be emphasized rather than stating the behaviors he should not engage in.
- Yassin was challenging to engage in tasks and clearly responded to some tasks over others. Further assessment of his behavioral responses to demands in the classroom setting may be beneficial. Specifically, Yassin's educational team may wish to conduct a Functional Behavioral Analysis for purposes of identifying the specific antecedents to behaviors identified to be targeted. The development of a Behavior Intervention Plan (BIP) to assist with management of his behaviors would then follow.
- Ongoing communication between Yassin's parents and his educational team is recommended. The educational team may wish to implement a Parent-School Communication Notebook in which the educational team and Yassin's parents may exchange notes/email back and forth to one another.

It was a pleasure to work with Yassin. I hope this information is useful in determining the most appropriate services for him. If there are questions regarding the findings and recommendations of this evaluation, or if I can be of further assistance, please contact me at 832-822-3700.

Lisa M. Noll, Ph.D.

Licensed Psychologist

Child Neuropsychology Program



Texas Children's Hospital

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Chart Document

ELKABIR, YASSIN

DOB: 12/24/2006

Current Age: 3 Year Old Male

TCH MRN: 3000744459

intracranial arteries, and dural venous sinuses. There is mild- moderate patchy paranasal sinus opacification and right mastoid air cell opacification.

IMPRESSION:

1. Mild T2 hyperintense signal in the temporal tip and vertex subcortical white matter, probably represents mild residual unmyelinated white matter. Typically these areas are myelinated by 40 months of age and as such probably represents mild myelin maturation delay. However, occasionally prominent perivascular spaces can have this appearance. Otherwise, unremarkable appearance of the brain.
2. Mild/moderate patchy pansinus opacification.

END OF IMPRESSION:

Attending Provider:

Ordering Provider: Vinson, Sherry Sellers

Performing Physician:

Dictated by: ILLNER, ANNA on Sun Jul 25, 2010 2:58:00 PM CDT

Transcribed by: ILLNER, ANNA on Sun Jul 25, 2010 2:58:00 PM CDT

Signed by: ILLNER, ANNA, MD on Sun Jul 25, 2010 02:58:00 PM CDT

Copy to:

Signed before import by Filed By Radiant

Filed automatically on 07/25/2010 at 2:59 PM



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July 29, 2010
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ELKABIR, YASSIN
TCH MRN: 3000744459

DOB: 12/24/2006

Current Age: 3 Year Old Male

07/25/2010 - Imaging Report: Final result MRI BRAIN WO/W CONTRAST-3409826
Provider: Filed By Radiant
Location of Care: TCH Integrated Delivery System

Final result MRI BRAIN WO/W CONTRAST-3409826

Diagnostic Imaging Report
Report Printed: 7/25/2010 at 2:59 PM

Patient Name: Elkabir, Yassin DOB: 12/24/06 Sex: Male
MRN: 3000744459

MRI BRAIN WO/W CONTRAST
Accession #: 3409826
Exam Date & Time: 7/25/10 2:12 PM

Final result

Age at Exam: 3 yrs Patient Location: OUTPATIENT

Reason for Exam: LOOK FOR A BRAIN DIFFERENCE RELATED TO PATIENTS AUTISM AND DELAYS.

Clinical Information, Signs, Symptoms/Diagnosis: ENCEPHALOPATHY NOS2. AUTISM, GLOBAL DEV.DELAYS
Contrast Type: Magnevist/Gadolinium
Contrast Amount: 3.8
Sedation: MODERATE SEDATION RN

BRAIN MRI SCAN WITH CONTRAST

HISTORY: Encephalopathy. Autism. Developmental delay.

COMPARISON: None

TECHNIQUE: Sagittal T1. Axial T1, T2, flair, GRE, diffusion. Coronal T2.
Sagittal SPGR. Coronal, sagittal, and axial T1 postcontrast.

FINDINGS: There is a subtle amount of T2 hyperintense signal in the bilateral temporal tip subcortical white matter, and also in few areas at the vertex. Myelination otherwise appears appropriate for age. There is no obvious cortical dysplasia identified. The midline structures appear normal. There are no gray matter heterotopia identified. The basal ganglia, thalamic brainstem and cerebellum appear normal. The CSF spaces are symmetric and within normal limits in size for patient age. There are no areas demonstrating abnormal susceptibility artifact, or diffusion restriction. Following contrast administration, there is no abnormal enhancement identified. Flow-voids are present within the major