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. 『 』, 1999. 4 , 103- 118.

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, 가 , 가 , ,

, , , 가 , , ,

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1943 Kanner

,

,

DSM-III (1980)

(pervasive developmental

disorders)

가 가

가 (Rapin, 1991). 가

가 (Stone, 1987, 1988), DSM-IV ICD- 10

, ,

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가
,
,
가 (Rapin,
1991), (heterogeneous)
가 (Siegel et al., 1988; Stone, 1988; Volkmar, Cohen & Paul, 1986).
가
, (Rutter, 1978)
가 가
, 가
(Lovaas, 1987; Rogers & Lewis, 1989), 가
(Stone et al., 1994)
, 가
,
,
1996). 가 가 가 (Wakschlag & Leventhal,
가 가 1-2
가 가
가 가
가 가

1.

1993 8 1998 7

55 , () 52
32 , 23 ()

2.

가.

1
, DSM-III-R (APA, 1987) 가,
16 8
, 5 2 ,
6 1 , 5 1
(autistic disorder)

(atypical autism, pervasive developmental disorder, not otherwise specified

)

가 , , 가

가 가

가

가

가

2가

. Schopler and Reichler (1971) 가 Psycho-Educational
 Profile(PEP) , Chapel Hill
 가
 . (1975) ,
 가 ,
 , , , , , 7가 ,
 , 5가 , ,
 (passing), (emerging), (failing) , 1
 가 . (absent),
 (mild), (severe) , 가
 가 가

, Schopler et al. (1986)
 가 (CARS: Childhood Autism Rating Scale)
 가 ,
 . 1-4
 15 가 가 가 가
 , (cutoff score) 30 .
 , DSM-III-R (APA, 1987) 16
 ,
 가 ,
 가

3.

SPSS ,

Student *t*-test ,
 Chi-Square test .

1. 가
 가 < - 1> .
 29-46 , 36.7 ± 8.4
 , 24-48 , 36.6 ± 7.9
 가 47 (85.5 %), 가 8 (15.5 %)
 5.9:1 , 가 42 (80.8 %), 10 (19.2
 %) 4.2:1 .

< - 1> 가

	(N = 55)	(N = 52)	χ^2
	N (%)	N (%)	
	47 (85.5)	42 (80.8)	
	8 (14.5)	10 (19.2)	0.42
	20 (36.4)	17 (32.7)	0.16
	14 (25.5)	12 (23.1)	0.09
	2 (3.6)	8 (15.4)	4.31*
	19 (34.5)	15 (28.8)	0.40
	34 (61.8)	33 (63.4)	0.03
	14 (25.5)	16 (30.8)	0.38
	7 (12.7)	3 (5.8)	1.53

()

	3 (5.5)	4 (7.7)	0.21
	12 (21.8)	15 (28.8)	0.69
	25 (45.5)	22 (42.3)	0.11
	10 (18.2)	8 (15.4)	0.15
	5 (9.1)	3 (5.8)	0.41
가	4 (7.3)	3 (5.8)	0.13
	4 (7.3)	9 (17.3)	2.46
	7 (12.7)	10 (19.2)	0.84
	Mean ± SD	Mean ± SD	t-value
()	36.7 ± 8.4	36.6 ± 7.9	0.35
가			
()	21.4 ± 6.6	26.2 ± 9.3	3.06***
CARS	34.7 ± 4.1	26.0 ± 3.9	11.04****

* $p < .05$, *** $p < .001$, **** $p < .0001$

CARS: Childhood Autism Rating Scale

가 가 21.4 ± 6.6
. 26.2 ± 9.3 가
가 ($p < .001$). CARS
34.7 ± 4.1 26.0 ± 3.9 ($p < .05$).
가 , 가 ,
가 .
8 15.4 % 3.6 % (2)
($p < .001$).

2.

< - 2>
. , , 1 , ,
, , ,
, ($p < .05$)

< - 2>

	(N = 55)	(N = 52)	χ^2
	N (%)	N (%)	
	7 (12.7)	16 (30.8)	5.09*
	3 (5.5)	3 (5.8)	0.01
	4 (7.3)	4 (7.7)	0.04
	10 (18.2)	19 (36.5)	4.49*
	14 (25.5)	14 (26.9)	0.02
	10 (18.2)	15 (28.8)	1.68
	5 (9.1)	9 (17.3)	1.58
	3 (5.5)	6 (11.5)	1.23
/	4 (7.3)	8 (15.4)	1.17
	14 (25.5)	15 (28.8)	0.16

* $p < .05$

3.

3 > . < - 가
 , (85.5 %), 가
 (81.8 %), 가 (76.4 %)
 (67.3 %), 가 (55.8 %),
 가 (51.9 %)
 ($p < .01$), ($p < .001$), ($p < .01$),
 ($p < .0001$), ($p < .001$),
 ($p < .01$), ($p < .001$)
 가 .

< - 3>

	(N = 55)	(N = 52)	χ^2
	N (%)	N (%)	
	34 (61.8)	16 (30.8)	10.16***
	7 (12.7)	5 (9.6)	0.26
	40 (72.7)	35 (67.3)	0.38
	45 (81.8)	29 (55.8)	8.38**
	37 (67.3)	27 (51.9)	2.59
	33 (60.0)	22 (42.3)	3.29
	42 (76.4)	26 (50.0)	7.91**
()	47 (85.5)	25 (48.8)	16.64****
	10 (18.2)	8 (15.4)	0.15
	7 (12.7)	8 (15.4)	0.16
	3 (5.3)	9 (17.3)	3.71
	27 (49.1)	10 (19.2)	10.37***
	30 (54.6)	16 (30.8)	6.09**
	12 (21.8)	9 (17.3)	0.35
	10 (18.2)	7 (13.5)	0.45
	29 (52.7)	7 (13.5)	18.14****

* $p < .05$, ** $p < .01$, *** $p < .001$, **** $p < .0001$

4.

가 (Psycho-Educational Profile)

< - 4> . 가 ,
 $(p < .05)$, $(p < .001)$ 가 .

가 . . . 가
 48 . . . 가
 , 가 , 18
 , 가 , 가
 . 가 , 가
 . . .

가 가
 21.4 ± 6.6 . 26.2 ± 9.3
 가 가 (p < .001).

, 가 가
 가 , ‘ 가 , ‘
 가 가 , 가 ,
 가 가 , 가 ,
 8 15.4 % 3.6 % (2)
 (p < .001).

가 , 가 가
 < - 2>
 (p < .05)

1

Bryson et al. (1988)
 Finegan and Quarrington

(1979)

3>

가 (67.3 %), 가 (76.4 %), 가 (85.5 %), 가 (81.8 %), 가 (51.9 %), 가 (55.8 %)

가 , 가 3가

가 , 가 , 가 48

가 Stone (1994)

가 3 가

3가 2가 가 , 가

가 (5.5 %), (12.7 %), (12.7 %), (18.2 %), (18.2 %)

,5가 3가

가 . ,

가

, 가

, 가 , ,

가

가

가

(1985).

가

(1992).

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ABSTRACT

Factors Relating to Early Recognition of Autism

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The diagnosis of autism or early-onset pervasive developmental disorder in very young children is difficult for both families and clinicians. This study is to facilitate early recognition of autism by identifying sociodemographic characteristics and family environment, prenatal and perinatal factors on mothers, and behavior characteristics that are most apparent at young ages. Social interaction, communication, restricted activities and interests were evaluated using standard diagnostic criteria for autism. Results suggested that the areas of lack awareness of others, social play, nonverbal communication, imaginative play, stereotyped body movements, parts of objects and range of interests are more prominent than young child with mental retardation. Also, birth order, age on recognition, score of childhood autism rating scale, maternal age, birth weight and part of Psycho-Educational Profile appear to detect different aspects of characteristics in this sample. In this study, a few symptom variables may represent on conversation skill, speech production and content. This result suggests that different criteria of autistic symptoms are recommend on recognition of autism in early age.

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