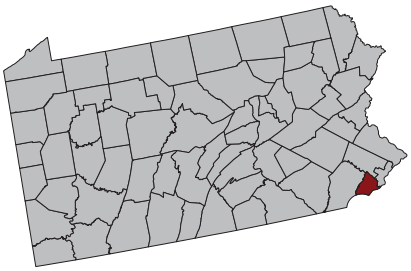
A Snapshot of Autism Spectrum Disorder in

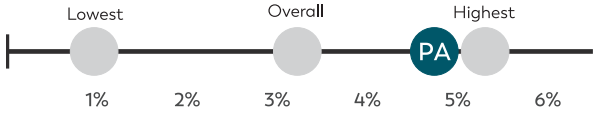
Pennsylvania

Findings from the Pennsylvania Autism Surveillance Project (PASP) help us to understand more about the number of children with autism, the characteristics of those children, and the age at which they are first evaluated and diagnosed.



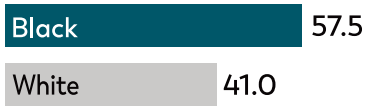
SITE TRACKING AREA

About **1 in 21** or **4.7%** of **8-year-old** children were identified with autism by PASP in 2022.



The percentage, in teal, is higher than the overall percentage identified with autism, in gray, (3.2%) in all communities where CDC tracked autism among 8-year-olds in 2022.

Among **8-year-olds**, Black children were **more likely** than White children to be identified with autism.

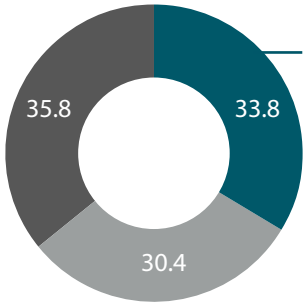


There were no significant differences in identification between other races or ethnicities.
Values indicate prevalence per 1000.

Half of **8-year-old** children with autism were diagnosed by a community provider by **39 months** of age.

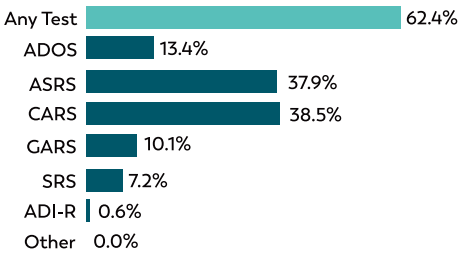
Among **8-year-olds**, boys were **3.4** times **as likely** as girls to be identified with autism.

Intelligence quotient (IQ) data were available for **60.9%** of **8-year-old** children identified with autism in PASP. Of these children, **33.8% had intellectual disability**.

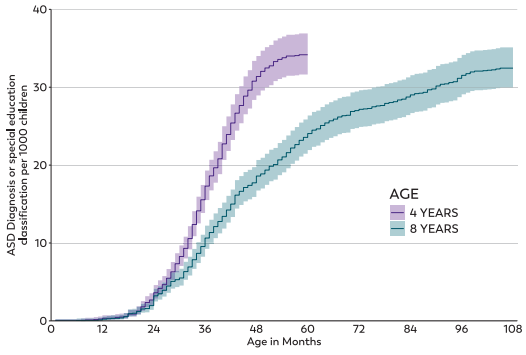


Intellectual disability is defined as an IQ score equal to or less than 70.

In PSAP **62.4%** of **8-year-old** children with autism had a documented autism test in their records, with the most common tests being the **Autism Spectrum Rating Scale (ASRS)** and the **Childhood Autism Rating Scale (CARS)**.



Children born in 2018 were **more likely** to receive an autism diagnosis or autism special education classification by 48 months of age (2.9%) compared with **children born in 2014** (1.9%).



Resources

What we know

- Children born in 2018 were more likely to receive an autism diagnosis or special education classification by 48 months than children born in 2014.
- Among children with intelligence quotient (IQ) data available, 33.8% had intellectual disability.

DR. CARRIE ROWE
Deputy Director of Elementary and Secondary Education in PA

"The insights gained from ADDM's data empower educators, policymakers, and community leaders to make informed decisions about funding and program development. Pennsylvania is committed to leveraging this data to enhance the quality of education, improve outcomes, and foster inclusive learning environments. This will not only address current needs but also help us plan for the future, ensuring that all children with autism receive the support they need to thrive in school and beyond."

Why are these findings important?

PASP data can be used to:

- Support timely, early identification of autism and other developmental delays.
- Inform activities aimed at identifying and supporting children with autism and other developmental delays.
- Inform Pennsylvania healthcare and education systems to enhance policies for promoting improved outcomes for individuals with autism.

Why is partnership with PASP important?

Partnership provides:

- A better understanding of the needs of children with autism and related conditions in Pennsylvania and the impact of these diagnoses on children, families, and communities.
- A comprehensive awareness of health and service needs of children with autism.
- An evaluation of characteristics of children with autism and changes over time.

Where was the information collected?

PASP uses a record review method. Specifically, this information is based on the analysis of data collected from the health and special education records of children who were 4 or 8 years old and living in one county in suburban Philadelphia in Pennsylvania in 2022.

8-year-old children in tracking area:* 7,066

- 53% White
- 27% Black
- 8% Asian or Pacific Islander
- 7% Hispanic
- 5% Multiracial
- <1% American Indian or Alaska Native

4-year-old children in tracking area:* 6,653

- 51% White
- 28% Black
- 9% Hispanic
- 7% Asian or Pacific Islander
- 5% Multiracial
- <1% American Indian or Alaska Native

**Estimates may not sum to 100% due to rounding*