

Outline

DSM-5® and ICD-10 Updates

Social-Pragmatic Communication Disorder
Impact on service delivery (school/community)
Successfully link home, school and therapy
IEP/504/Do they qualify for school services?
Co-morbid disorders: Why the difference is important

Social Skills Interventions

Improve social skill deficits
“Kid Cop” behaviors and why other kids get angry
How to get peers to recognize them in positive ways
Group activities that have a proven track record
Early intervention strategies that deliver long-term success

Communication Interventions

Conflict resolutions that are effective in multiple settings
Help peers and family members relate
Verbal interventions that overload processing
Pragmatic language and other abstract issues

Sensory Interventions

Self-stimulation (appropriate & inappropriate)
Sensory strategies to avoid
Coping/calming techniques that reduce meltdowns
Sensory diet

Anxiety Interventions

Anxiety-reducing activities
How anxiety impacts rigidity
Help them “self-regulate”
Successful transitions

Depression Interventions

Impact on flexibility and change
Therapy that works for people with HFA
Emergence in adolescence
Solitude vs. loneliness

ADHD Interventions

ADHD vs. hyper-focus
Commonly prescribed medications and possible benefits and side effects
Specific triggers and what fuels the rage
Reduce aggressive and disruptive behaviors
Mistakes that escalate defiant behaviors
Overcome refusals to comply with even simple requests

Obsessive-Compulsive Disorder (OCD) Interventions

What to do when they become stuck on high interest areas
Specific medication interventions
Impact on socialization and behaviors

Interventions for Specific Difficult Behaviors

Reduce Internet and electronic addictions
Changes in technology, school systems and mental health delivery
Cognitive-Behavior Therapy (CBT) for mood and anxiety

Psychopharmacological Interventions

Differentiate among common medications
Medications that mimic difficult behaviors
Side effects and off label use

Case Studies, Demonstrations & Activities

Case studies that demonstrate specific interventions for aggressive and non-compliant behaviors
iPad® apps for social success, behavioral changes and speech and language
Staff training techniques to experience what an individual on the spectrum might



Objectives

1. Articulate how the DSM-5® updates impact therapeutic service delivery.
2. Utilize several social skill interventions to improve long-term success for children/adolescents with HFA.
3. Employ specific coping and calming techniques for children/adolescents with HFA.
4. Determine medication side effects that can mimic or cause behavioral issues and the clinical implications of the side effects.
5. Design effective strategies for successful transitions for children/adolescents with HFA.
6. Employ specific behavioral interventions that target the most difficult behaviors in children/adolescents with HFA.
7. Implement treatment interventions for children/adolescents with Social-Pragmatic Communication Disorder.

Seminar on DVD or CD Package: You can purchase a self-study package on the subject. You will receive a set of CDs or DVDs that include a digital copy of the seminar manual and post-test/evaluation. You and your colleagues can receive CE hours for a nominal fee. To determine if homestudy credits are available for your profession go to www.pesi.com or call 800-844-8260. Check with your licensing board to verify acceptance of self-study credits for license renewal. Order today by using the order form on this brochure or by calling 800-844-8260.

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High-Functioning
AUTISM

Proven & Practical Interventions for
Challenging Behaviors in Children,
Adolescents & Young Adults

SCRANTON, PA
Wednesday, February 28, 2018

BETHLEHEM, PA
Thursday, March 1, 2018

HARRISBURG, PA
Friday, March 2, 2018



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High-Functioning
AUTISM

Proven & Practical Interventions for
Challenging Behaviors in Children,
Adolescents & Young Adults

Presented by: **Paul Livelli, PhD**

- Treatment interventions for HFA and Social-Pragmatic Communication Disorder
- Strategies for co-occurring deficits related to:

Social skills	Communication
Sensory	Anxiety/Rigidity
Depression	Meltdowns
ADHD	OCD
Psychotropic medications	Non-compliance
- DSM-5® and ICD-10 updates

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HIGH-FUNCTIONING AUTISM

Proven & Practical Interventions for Challenging Behaviors in Children, Adolescents & Young Adults

This intensive, full-day seminar provides proven intervention strategies, essential treatment tools, and behavioral techniques to help you analyze behaviors and actions, identify consequences for behaviors, and teach new skills to children, adolescents and young adults with high-functioning autism (HFA). Walk away with practical intervention techniques for social success, behavior changes and overcoming challenging co-occurring behaviors that deliver success through adulthood. The challenging co-occurring issues to be addressed are:

- **Social skills**
- **Sensory**
- **Depression**
- **ADHD**
- **Psychotropic medications**
- **Communication**
- **Anxiety/Rigidity**
- **Meltdowns**
- **OCD**
- **Non-compliance**

Gain valuable insight into common psychotropic medications, including both the helpful effects and potentially problematic side effects, that these individuals are prescribed. We will explore HFA and the new DSM-5® diagnosis of Social-Pragmatic Communication Disorder. You will receive the necessary tools to gain effective collaboration between clinicians, educators and parents. Through case studies, video clips and class participation you will leave this seminar with the confidence to identify actions that cause impediments in change, utilize more successful consequences for behaviors, and teach new skills to children, adolescents, and young adults with HFA. Don't just manage these individuals; provide interventions that lead to successful independence into their adult years!

Speaker

Paul Livelli, PhD, is an educator and behaviorist with 27 years of experience treating children with autism, ADHD, ODD, depression, anxiety, learning and multiple disorders. He is an educational and behavioral consultant for families and school systems in Maryland, DC, and Virginia. Dr. Livelli is recognized for his work in educational leadership and policy and works directly with students, families, school systems, and adult service providers in this capacity. He has been a special education teacher and a school administrator for students with autism, emotional disturbance, and juvenile offenders in both public and private programs. Dr. Livelli has lead several organizations through the expansion of their programs for students with special needs. He worked for eight years at Sheppard Pratt Health System, where he developed a behavioral-based intervention model expanding their programs from 18 to over 400 students in nine special education schools for students with autism throughout the State of Maryland.

Dr. Livelli has served as an associate professor for the University of Maryland in College Park where he taught courses on autism, classroom/behavioral management, and social communication. He supervised graduate students in their practicum placements in both public and non-pubic programs. Dr. Livelli has presented at many conferences both nationally and internationally on educating students with autism whom exhibit significant behavioral difficulties, community-based vocational instruction, and changing behavior in children. He had the opportunity to serve as a consultant to the Turkish government in forming their first school for students with autism.

Speaker Disclosures:

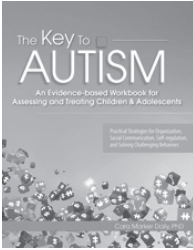
Financial: Paul Livelli has an employment relationship with Kids First Educational and Behavioral Consultants. He receives a speaking honorarium from PESI, Inc.

Non-financial: Paul Livelli has no relevant non-financial relationship to disclose.

Hassle-Free Cancellation Policy: If you contact us before the event date, you can exchange for a DVD or CD/digital manual package on the subject (self-study continuing education credit may be available), a certificate to attend another seminar, or receive a tuition refund less a \$30 cancel fee. Substitutions are permitted at any time.

Have a seminar idea? A manuscript to publish? The nation's top speakers and authors contact PESI first. If you are interested in becoming a speaker, or have a new topic idea, please contact Cyndi Postlewaite at cpostlewaite@pesi.com or call (715) 855-5253.

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The Key to Autism

An Evidence-based Workbook for Assessing and Treating Children & Adolescents

By Cara Marker Daily, PhD

The Key to Autism is an invaluable and comprehensive resource for any professional assessing and treating autism in children and adolescents. Filled with dozens of case examples, exercises to understand how the brain with autism works, the latest tools for screening and assessment, plus over 25 downloadable worksheets and activities you can use immediately. This workbook is the key understanding the minds of children and adolescents with autism.



Hands-on Activities for Children with Autism & Sensory Disorders

By Teresa Garland, MOT, OTR/L

Innovative, practical and fun activities for children with autism and sensory disorders.

Following a step-by-step recipe format, Teresa Garland, MOT, OTR/L provides nearly 200 activities and interventions to help children with their sensory needs. This highly detailed, illustrated and accessible guide is a rich resource for any therapist, teacher or parent.

Seminar Schedule

7:30 Registration/Morning Coffee & Tea

8:00 Program begins

11:50-1:00 Lunch (*on your own*)

4:00 Program ends

For locations and maps, go to www.pesi.com, find your event, and click on the seminar title.

TARGET AUDIENCE:

Speech-Language Pathologists • Speech-Language Pathology Assistants
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School-based Personnel • Social Workers • Counselors • Occupational Therapists
Occupational Therapy Assistants • Behavioral Intervention Specialists • Psychologists
Marriage & Family Therapists • Educational Paraprofessionals • Nurses
Youth Leaders • Probation Officers
Other helping professionals who work with children/adolescents/young adults

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Credits listed below are for full attendance at the live event only. Certificates of Completion are distributed at the conclusion of the live seminar for those who register prior to the event date and attend the full day. A letter of attendance will be issued to participants who register at the event, arrive late, or leave early. For those who registered day of (walk-ins), and are in full attendance, a certificate of completion for full CE credit will be sent within 30 days following the event. For those in partial attendance (arrived late or left early), an adjusted certificate of completion reflecting partial credit will be issued within 30 days (if your board allows). Please see "live seminar schedule" for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch.

If your profession is not listed, please contact your licensing board to determine your continuing education requirements and check for reciprocal approval. For other credit inquiries not specified below, or questions on home study credit availability, please contact cepesi@pesi.com or 800-844-8260 before the event.

Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of mental health professionals. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your professions standards.

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PSYCHOLOGISTS: PESI, Inc. is approved by the American Psychological Association to sponsor continuing education for psychologists. PESI maintains responsibility for this program and its content. PESI is offering this activity for 6.25 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.



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OTHER PROFESSIONS: This activity qualifies for 380 minutes of instructional content as required by many national, state and local licensing boards and professional organizations. Save your course outline and certificate of completion, and contact your own board or organization for specific requirements.

How to Register: HIGH-FUNCTIONING AUTISM: PROVEN & PRACTICAL INTERVENTIONS FOR CHALLENGING BEHAVIORS IN CHILDREN, ADOLESCENTS & YOUNG ADULTS

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