

2-Day Certificate Training

Cognitive Behavioral Interventions for High-Functioning Autism

Improve Social Skills, Mood and Challenging Behaviors in Children, Adolescents & Young Adults

Every individual with High-Functioning Autism (HFA) is extremely different, which can make providing treatment very difficult.

They have unique abilities in visual-spatial processing, rule-following, sensory perception, and detailed memory, but also deficits in executive functioning, integrative processing, and other complex cognitive skills. Thus, they are more prone to the co-occurring challenges of anxiety, depression, aggression, poor self-regulation, inattention, and social skill deficits.

Join autism expert and author, Cara Daily, PhD, BCBA, for this 2-day certificate training and learn how to integrate essential cognitive-behavioral therapy (CBT) tools, evidence-based behavioral interventions and successful psychosocial techniques to effectively teach your clients with HFA (0-25 years) to regulate their emotions, develop impulse control, and improve their behaviors.

You will receive in-depth specialized training in using:

- Assessment tools to guide treatment programming
- Motivational interviewing, mindfulness, exposure and response prevention, social stories, social skills programs and social autopsies
- Comprehensive manualized treatment program for reducing anxiety
- CBT to address comorbid disorders, poor social skills, adaptive behavior deficits, special interests, poor attention and motivation, and any school- or work-based problems

Through engaging case studies, and hands-on demonstrations and activities, you will leave this training with the knowledge and skills required to confidently assess and treat your clients with autism!

Questions?

Call customer service at **800-844-8260**



Objectives

1. Assess, screen and diagnose High-Functioning Autism (HFA) using DSM-5® and ICD-10 diagnostic criteria.
2. Differentiate between neurological abilities and impairments in clients diagnosed with HFA.
3. Create a comprehensive treatment plan that targets symptoms of HFA based on results of a psychosocial assessment.
4. Compare and evaluate empirically-validated strategies for treating children diagnosed with HFA.
5. Evaluate and develop your communication style to facilitate effective, reciprocal conversations with clients diagnosed with HFA.
6. Utilize developmentally appropriate interventions to teach your clients with HFA how to engage in appropriate sexual behaviors.
7. Employ sensory-based relaxation techniques to reduce symptoms of anxiety in your clients with HFA.
8. Implement visual strategies to assist clients with executive functioning deficits.
9. Use case examples to identify the two major functions of a specific behavior.
10. Evaluate the ethical dilemmas associated with utilizing specific punishment techniques, including time-out and seclusion.
11. Utilize techniques of mindfulness, CBT, and family therapy to treat depression in clients with HFA.
12. Assist clients in identifying thoughts and feelings in anxious situations and develop a plan for effective coping.
13. Incorporate techniques of exposure and response prevention in treating OCD with clients who have been diagnosed with HFA.
14. Recognize the potential side effects of psychotropic medication that can mimic or cause behavioral issues related to HFA.

TARGET AUDIENCE:

Psychologists • Counselors • Social Workers • Marriage and Family Therapist • School Psychologists
School Counselors • School Social Workers • Psychiatrists

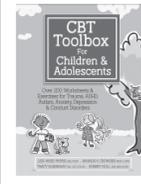
SAVE BY INCLUDING THESE PRODUCTS WITH SEMINAR REGISTRATION!



The Key to Autism
An Evidence-based Workbook for Assessing and Treating Children & Adolescents

By Cara Marker Daily, PhD **Your Speaker!**

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, and "how-to" sections for applied behavior analysis (ABA), this workbook is the key to understanding the minds of children and adolescents with autism.



CBT Toolbox for Children and Adolescents
Over 200 Worksheets & Exercises for Trauma, ADHD, Autism, Anxiety, Depression & Conduct Disorders

By Robert Hull, Lisa Phifer, Amanda Crowder, Tracy Elsenraat

The CBT Toolbox for Children and Adolescents gives you the resources to help the children in your life handle their daily obstacles with ease. Written by clinicians and teachers with decades of experience working with kids, these practical and easy-to-use therapy tools are vital to teaching children how to cope with and overcome their deepest struggles. Step-by-step, you'll see how the best strategies from cognitive behavioral therapy are adapted for children.

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2-Day Certificate Training

Cognitive Behavioral Interventions for High-Functioning Autism

Improve Social Skills, Mood and Challenging Behaviors in Children, Adolescents & Young Adults

Columbia, MD
Tuesday & Wednesday, December 4 & 5, 2018

Fairfax, VA
Thursday & Friday, December 6 & 7, 2018

Live Video Webcast
Thursday & Friday, December 6 & 7, 2018



Presented by:
Cara Marker Daily, PhD
author of *The Key to Autism: An Evidence-Based Workbook for Assessing and Treating Children and Adolescents*



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- Assessment tools to guide treatment planning
- Psychosocial strategies for comorbid disorders
- Mindfulness, CBT, and exposure and response prevention
- A CBT manualized program for reducing anxiety



Columbia, MD
Tuesday & Wednesday
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Fairfax, VA
Thursday & Friday
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Outline

Diagnostic Criteria

ICD-10 versus DSM-5®

Social (pragmatic) communication disorder
Comorbid disorders: Conceptual framework

Screening and Assessment Tools to Guide Treatment Planning

Anxiety/depression and other comorbid disorders

Social skills

Career planning

Sex education

Brain Function: How the Brain with Autism Works

Latest research in ASD brain development

Enhanced versus impaired abilities

Information processing: Typical brain versus brain with autism

Activities: Experience how an individual with ASD processes tasks

INTERVENTIONS, STRATEGIES, MODALITIES AND CASE STUDIES FOR:

Social-Communication

Visual systems to improve communication
Teach turn taking and pragmatic language in conversations

Programs to assist in generalizing social skills

Video modeling and role play to teach social roles

Social stories and social autopsies

Case study: 8-year-old male, competitive, difficulty losing at games, aggressive with peers

Sensory Processing

Appropriate self-stimulatory behaviors

Exposure therapy

Strategies to avoid

Case study: 6-year-old female, hand flapping, rocking, and high pitch squealing sounds

ADHD and Executive Functioning Deficits

Staying on-task and motivation

Schedules, timelines, web diagramming

More preferred tasks

Creating home base

Case study: 11-year-old male, difficulty planning/organizing, needs help with social pragmatic language skills

Noncompliance and Oppositional Behaviors

Applied behavioral analysis techniques

Token economy systems

Functional Behavioral Assessments

Case study: 10-year-old male, impulsive, engages in stealing behaviors

Sexuality and Challenging Sexual Behaviors

Body awareness, exploration of self, sexual arousal and puberty

Steps to dating and sexual relationships

Education on masturbation and pornography

Decrease stalking behaviors

Case study: 14-year-old male, frequent masturbation and stalking behaviors

Coping Cat Training for Anxiety and Specific Phobias

Recognize and understand emotional and physical reactions to anxiety

Clarifying thoughts and feelings in anxious situations

Develop plans for effective coping

Evaluate performance and giving self-reinforcement

Case study: 9-year-old male, generalized anxiety disorder, and school phobia

Exposure and Response Prevention for Obsessive-Compulsive Disorder

Mapping OCD

Creating the tool kit

Family sessions

Relapse prevention

Case study: 22-year-old female, excessive hand washing

Psychosocial Interventions for Depression

Cognitive-behavioral therapies

Mindfulness-based therapies

Social and vocational programs

Family therapy

Case study: 15-year-old male, hates school and has a plan, intent, and timeline for suicide

Psychopharmacological

Commonly prescribed medications

Medication efficacy

Risks versus benefits

Case study: 17-year-old male, flat affect, on medication for ADHD and anxiety

Clinical Considerations

Gender Dysphoria/LGBTQ

Multicultural

Suicide

Limitations of research and potential risks

Case Study: 19-year-old female, identifies as nonbinary and wears binder

Ethical Challenges in Autism

Welfare of the individual

Informed consent

Use of restraints

Time-out versus seclusion

Case study: 8-year-old male, screaming, standing on top of table with scissors in his hand

Live Webcast Details and Live Webcast Continuing Education Credit Information

Join us on December 6 & 7, 2018, for this live, interactive webcast!

Invite your entire office and, like a live seminar, "attend" the webcast at its scheduled time. It's easy and convenient! Webcasts provide everything you need for a premier educational experience including real-time video and audio of the speaker. See and hear the speaker, ask questions via email and have them answered during the webcast, and watch the slides all on your computer screen. Seminar materials are available for download. One CE Certificate is included. Certificates of Completion can be printed after completing and passing the on-line post-test evaluation. Additional certificates are available for \$39.99 USD per participant. Please see "live seminar schedule" for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch. For CE information for the live webcast, please visit: www.pesi.com/webcast/66209

Speaker



Cara Daily, PhD, BCBA, is a licensed psychologist and board certified behavior analyst with over 20 years of experience providing assessment and treatment for children, adolescents and young adults with autism in the home, school, hospital and community settings. She is the president and training director of Daily Behavioral Health, a leading behavioral health provider in northeast Ohio specializing in assessment, consultation, and treatment of autism, anxiety and disruptive behavior disorders. Dr. Daily works directly with educators, speech/language pathologists, occupational therapists, BCBAs and other professionals. She is the

founder and executive director of the Building Behaviors Autism Center, which has received numerous grants to provide free and reduced cost applied behavioral analysis services to individuals with autism.

Dr. Daily has written several cognitive-behavioral and behavioral-based curriculums focusing on teaching daily living skills to children with autism and published a peer-reviewed journal article supporting evidence for success of these programs. She presents nationally on topics of autism, disruptive behaviors disorders, anxiety and chronic health conditions, teaching professionals who work with children and adolescents practical treatment and intervention strategies. Dr. Daily has been featured in radio, television, and other media platforms in northeast Ohio. She is the author of *The Key to Autism: An Evidence-Based Workbook for Assessing and Treating Children and Adolescents* (April 2016, PESI Publishing & Media).

Dr. Daily received her Ph.D. in School Psychology at the University of South Carolina, and completed an internship in Pediatric Psychology at the Children's Hospital of Philadelphia and a postdoctoral fellowship in Pediatric Psychology at The Children's Hospital at The Cleveland Clinic. She is a member of the Department of Pediatrics at Fairview Hospital at the Cleveland Clinic, the American Psychological Association, the Ohio Psychological Association, and the Christian Association of Psychological Studies.

Speaker Disclosure:

Financial: Cara Marker Daily is the president/training director for Daily Behavioral Health, Inc. She is the founder/executive director of the Building Behaviors Autism Center. She is a compensated consultant for Rethink Autism. She receives a speaking honorarium from PESI, Inc.

Non-financial: Cara Marker Daily has no relevant non-financial relationship to disclose.

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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Live Seminar & Webcast Schedule

(Both Days) (Times listed in Eastern)

7:30 Registration/Morning Coffee & Tea

8:00 Program begins

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

4:00 Program ends

There will be two 15-min breaks (mid-morning & mid-afternoon). Actual lunch and break start times are at the discretion of the speaker. A more detailed schedule is available upon request.



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Credits listed below are for full attendance at the live event only. After attendance has been verified, pre-registered attendees will receive an email from PESI Customer Service with the subject line, "Evaluation and Certificate" within one week. This email will contain a link to complete the seminar evaluation and allow attendees to print, email or download a certificate of completion if in full attendance. For those in partial attendance (arrived late or left early), a letter of attendance is available through that link and 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.

PESI, Inc. offers continuing education programs and products under the brand names PESI, PESI Healthcare, PESI Rehab and Psychotherapy Networker.

ETHICS: This seminar qualifies for 1.0 hours of general ethics instruction. If ethics is not specified within your licensing board's approval statement below, please contact your board to determine the applicability and amount of ethics allowed.

COUNSELORS: This intermediate activity consists of 12.5 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

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PESI, Inc. is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education. PESI, Inc. designates this live activity for a maximum of 12.5 AMA PRA Category 1 Credit(s)™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

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ADDITIONAL COUNSELORS: This course has been approved by PESI, Inc., as a NAADAC Approved Education Provider, for 12.5 CE in the Legal, Ethical and Professional Development skill group. NAADAC Provider #77553. PESI, Inc. is responsible for all aspects of their programming. Full attendance is required; no partial credit will be awarded for partial attendance.

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OTHER PROFESSIONS: This activity qualifies for 760 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.

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