

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
Early intervention strategies that can 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

Research, Risks and Limitations

Objectives

1. Implement interventions to teach children/adolescents diagnosed with High-Functioning Autism (HFA) the skills to independently manage their own regulation, anxiety and fears.
2. Design effective strategies to approach transitions and routine life challenges for children/adolescents diagnosed with HFA.
3. Utilize specific interventions to improve long-term social-emotional success for children/adolescents diagnosed with HFA.
4. Suggest specific sensory-based calming techniques to reduce anxiety for children/adolescents diagnosed with HFA.
5. Recognize the potential side effects of psychotropic medication that can mimic or cause behavioral issues related to HFA.
6. Design specific behavioral interventions to reduce frequency, intensity and duration of difficult behaviors in children/adolescents with HFA.

Live Seminar Schedule

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.

TARGET AUDIENCE:

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

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High-Functioning AUTISM

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

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Monday, November 11, 2019

DOWNERS GROVE, IL
Tuesday, November 12, 2019

TINLEY PARK, IL
Wednesday, November 13, 2019

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Wednesday, November 13, 2019

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High-Functioning AUTISM

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

Presented by: **Daniel Marston, PhD, ABPP**

- Intervention strategies for co-occurring deficits related to:

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

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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 can lead to successful independence into their adult years!

Speaker

Daniel Marston, PhD, ABPP, is a licensed clinical psychologist and an expert in the field of behavioral psychology. He is board-certified in Behavioral and Cognitive Psychology by the American Board of Professional Psychology (ABPP). He has been an adjunct faculty member for several traditional and online graduate programs and is an article reviewer for two academic journals. For over 25 years, Dr. Marston has been treating clients with autism, anxiety, depression, ODD, ADHD, learning disabilities, Tourette's Syndrome and neurobehavioral disorders. He conducts hundreds of behavioral evaluations per year for children and adolescents and works daily with school and community professionals, families and parents. Dr. Marston is the owner of Marston Psychological Services, in North Huntingdon, PA, where he provides therapy for children, adolescents and families, testing and evaluations, school consultation and behavioral healthcare supervision.

Dr. Marston presents and publishes nationally on the topics of autism, disruptive behavior disorders, ODD and behavior therapy. He has a strong focus on practical implementations of empirical research findings into behavioral interventions. Dr. Marston teaches professionals who work with children and adolescents, practical treatment and intervention strategies. His new book, *Autism and Independence: Assessments and Interventions to Prepare Teens for Adult Life*, was published in April 2019 (PESI Publishing & Media). This game-changing guide is filled with proven strategies and skill building exercises for a population often overlooked. Dr. Marston's book, *Comparative Psychology for Clinical Psychologists and Therapists*, published by Jessica Kingsley Publishers in London, focuses on the practical applications of cross-species empirical and behavioral research for clinical settings. He also presents at national conferences and in professional publications on the topic of the impact of poverty on behavioral functioning.

Speaker Disclosure:

Financial: Daniel Marston is in private practice. He receives a speaking honorarium from PESI, Inc.

Non-financial: Daniel Marston is a Fellow, American Academy of Cognitive & Behavioral Psychology; Fellow, Pennsylvania Psychological Association; and member of the American Psychological Association.



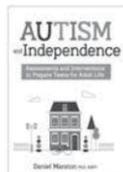
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The Key to Autism

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.

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

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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.

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ILLINOIS EDUCATORS: 6.0 ISBE Professional Development (PD) Clock Hours will be made available through Quincy University.

INDIANA EDUCATORS: 6.0 Professional Growth Points are available for full attendance at this seminar per the Indiana Department of Education standards.

MARRIAGE & FAMILY THERAPISTS: This activity consists of 380 minutes of continuing education instruction. Credit requirements and approvals vary per state board regulations. You should save this 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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NURSES, NURSE PRACTITIONERS, AND CLINICAL NURSE SPECIALISTS: PESI, Inc. is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

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OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY ASSISTANTS: PESI, Inc. is an AOTA Approved Provider of continuing education. Provider #: 3322. Full attendance at this course qualifies for 6.0 contact hours or .6 CEUs in the Category of Domain of OT and Occupational Therapy Process. Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. Course Level: Intermediate.

ILLINOIS PSYCHOLOGISTS: PESI, Inc. is an approved provider with the State of Illinois, Department of Professional Regulation. License #: 268.000102. Full attendance at this course qualifies for 6.0 contact hours.

INDIANA PSYCHOLOGISTS: PESI, Inc. is an approved provider with the Indiana Board of Psychology. Certificate #: 98000998A - Category I. PESI maintains full responsibility for this program and its contents. Full attendance at this course qualifies for 6.25 contact hours.

PSYCHOLOGISTS/SCHOOL PSYCHOLOGISTS: PESI, Inc. is approved by the National Association of School Psychologists to offer professional development for school psychologists. PESI maintains responsibility for the program. Provider #1140. 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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PESI, Inc. is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

SPEECH-LANGUAGE PATHOLOGISTS: This course is offered for .6 ASHA CEUs (Intermediate level, Professional area).

** Please note that Speech-Language Pathologists must complete the post-test and evaluation within two weeks of attending the live event if they would like their participation submitted to the ASHA CE Registry. Detailed instructions will be provided the day of the program under the Handouts section of the online program.

SOCIAL WORKERS: PESI, Inc., #1062, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. PESI, Inc. maintains responsibility for this course. ACE provider approval period: January 27, 2017 - January 27, 2020. Social Workers completing this course receive 6.25 Clinical Practice continuing education credits. Course Level: Intermediate. Full attendance is required; no partial credits will be offered for partial attendance. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

ILLINOIS SOCIAL WORKERS: PESI, Inc. is an approved provider with the State of Illinois, Department of Professional Regulation. License #: 159-000154. Full attendance at this course qualifies for 6.0 contact hours.

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.

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