

## 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

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## 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.

**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](http://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

**REDDING, CA**  
December 16, 2019

**SACRAMENTO, CA**  
December 17, 2019

**RENO, NV**  
December 18, 2019

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# High-Functioning AUTISM

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

Presented by: **Michelle R. Matzke, PsyD**

Strategies for co-occurring deficits related to:

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

**REDDING, CA**  
Monday, December 16, 2019

**SACRAMENTO, CA**  
Tuesday, December 17, 2019

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Wednesday, December 18, 2019

**REGISTER NOW:**  
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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

**Michelle R. Matzke, PsyD**, is a licensed clinical psychologist who specializes in providing assessment and treatment for children, adolescents and young adults with autism, anxiety, depressive disorders, and behavioral disorders. Dr. Matzke consults with school systems, agencies, and organizations to provide the most effective services and interventions to children and adolescents with developmental concerns. She works directly with educators, speech/language pathologists, occupational therapists, BCBA's and other helping professionals. Dr. Matzke's work is informed by evidence-based treatment and interventions which led to her development of social skill curriculum for high-functioning children, adolescents and young adults with ASD.

Dr. Matzke presents nationally and provides training on autism and trauma to treating professionals, teachers and parents. She is passion about helping communities and other professionals learn how to work with individuals on the autism spectrum in ways which encourage healthy independence, hope, and structure to assist these individuals in today's changing society. Dr. Matzke earned her doctorate in psychology from Spalding University in Louisville, Kentucky and completed her internship at Child and Adolescent Behavioral Health in Canton, Ohio. She completed her post-doctoral training at Daily Behavioral Health where she specialized in assessing and treating children and adolescents with Autism Spectrum Disorder and co-morbid conditions. Dr. Matzke is a member of the American Psychological Association and is dually licensed in the states of Ohio and Montana.

Speaker Disclosures:  
Financial: Michelle Matzke has an employment relationship with Montana Academy. She receives a speaking honorarium from PESI, Inc.  
Non-financial: Michelle Matzke is a member of the American Psychological Association; and the Ohio 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.



### Autism and Independence

Assessments and Interventions to Prepare Teens for Adult Life

By Daniel C. Marston, Ph.D., ABPP

Autism & Independence is a new clinical resource to help teens and young adults with autism become their own person. Focusing on a population often overlooked, autism expert Dr. Daniel Marston wrote this game-changing guide, filled with strategies and skill building exercises.

### 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
- Marriage & Family Therapists • Educational Paraprofessionals • Nurses
- Youth Leaders • Probation Officers
- Other helping professionals who work with children/adolescents/young adults

## Live Seminar Continuing Education Credit Information

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" on this brochure 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 [cepsi@pesi.com](mailto:cepsi@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 profession's standards. PESI, Inc. offers continuing education programs and products under the brand names PESI, PESI Healthcare, PESI Rehab and Psychotherapy Networker.

**Counselors:** This intermediate activity consists of 6.25 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.

**California Counselors:** The California Board of Behavioral Sciences accepts CE programs that are approved by other approval agencies, including several that approve PESI and its programs. A full list of approval agencies accepted by the BBS can be found at [www.bbs.ca.gov/licenses/cont\\_ed.html](http://www.bbs.ca.gov/licenses/cont_ed.html) under "Where to find CE Courses." This Intermediate level activity consists of 6.0 clock hours of continuing education instruction.

**Nevada Counselors:** This program has been submitted to the State of Nevada Board of Examiners for Marriage and Family Therapists for review. Credit is pending. Reno, NV, location only.

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**Nevada Marriage & Family Therapists:** This program has been submitted to the State of Nevada Board of Examiners for Marriage and Family Therapists for review. Credit is pending. Reno, NV, location only.

**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.

Nurses in full attendance will earn 6.3 contact hours. Partial contact hours will be awarded for partial attendance.

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**Psychologists & Psychiatrists:**

PESI, Inc. is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians. PESI, Inc. designates this live activity for a maximum of 6.0 AMA PRA Category 1 Credit(s). Physicians should only claim credit commensurate with the extent of their participation in the activity.

### Psychologists

The following state psychologist boards recognize activities sponsored by PESI, Inc. as an approved ACCME provider: Alaska, Arkansas, California, Colorado, Georgia, Illinois, Indiana, Kentucky, Maine, Maryland, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, Oklahoma, Pennsylvania, South Carolina and Wisconsin. This activity consists of 6.0 clock hours of continuing education instruction. Certificates of attendance will be issued for you to submit to your state licensing board to recognize for continuing education credit.

**California Psychologists:** PESI, Inc. is approved by the CPA OPD to sponsor continuing education for psychologists. Provider #PE5010. PESI maintains responsibility for this program and its contents. 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.

**Nevada Psychologists:** For the most up-to-date credit information, please go to: [www.pesi.com/events/detail/76049](http://www.pesi.com/events/detail/76049). Reno, NV, location only.

**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.

**APPROVED PROVIDER**



**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).

**California Speech-Language Pathologists and Audiologists:** PESI, Inc. is an approved provider with the California Speech-Language Pathology and Audiology Board, #PDP 319. This course meets the qualifications for 6.0 hours of continuing professional development credit for Speech-Language Pathologists or Audiologists, as required by the California Speech-Language Pathology and Audiology Board.

**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.

**California Licensed Educational Psychologists:** The California Board of Behavioral Sciences accepts CE programs that are approved by other approval agencies, including several that approve PESI and its programs. A full list of approval agencies accepted by the BBS can be found at [www.bbs.ca.gov/licenses/cont\\_ed.html](http://www.bbs.ca.gov/licenses/cont_ed.html) under "Where to find CE Courses." This Intermediate level activity consists of 6.0 clock hours of continuing education instruction.

**California Social Workers:** The California Board of Behavioral Sciences accepts CE programs that are approved by other approval agencies, including several that approve PESI and its programs. A full list of approval agencies accepted by the BBS can be found at [www.bbs.ca.gov/licenses/cont\\_ed.html](http://www.bbs.ca.gov/licenses/cont_ed.html) under "Where to find CE Courses." This Intermediate level activity consists of 6.0 clock hours of continuing education instruction.

**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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### WALK-INS

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