

## Beyond the Basics: In-Depth and Practical Interventions to Support the Social, Academic, and Executive Functioning in Individuals with Autism Spectrum Disorder

1. Autism Diagnosis (8:00 - 9:00)
  - a. DSM-V criteria (very basic runthrough)
  - b. Variable symptom presentation in ASD
  - c. Slipping through the diagnostic cracks
    - i. Females
    - ii. Minority groups
    - iii. Children diagnosed with ADHD or other conditions
    - iv. Children without obvious motor or speech delays in early childhood
    - v. Diagnostic pitfalls
2. Assessment (9:00-10:00)
  - a. Knowing what we know about slipping through the diagnostic cracks, diagnostic pitfalls, and complex information processing...how do we assess for ASD?
  - b. "Gold Standard" measures for assessment
  - c. Creative, practical, useful tools for assessment
  - d. Observation
  - e. Data from academic performance

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Break (10:00-10:15)
3. Neurocognitive Differences (10:15-11:15)
  - a. Review models of information processing
  - b. Brains that are not socially wired
  - c. ASD and Executive Function
  - d. Autism and attention
4. Autism and Academics (11:15-12:00)
  - a. Written expression
  - b. Reading comprehension
  - c. Fluency and Processing Speed
  - d. Work completion, motivation, interest
  - e. Misunderstandings (i.e., literal interpretation of questions, instructions)

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Lunch (12:00-1:00)
5. Interventions and Accommodations (1:00-3:15)
  - a. General classroom supports
  - b. Targeting Executive Function
  - c. Targeting Social Skills (that impact academic/classroom functioning)
  - d. Targeting Emotion Regulation and Anxiety

## Goal

This intensive seminar goes beyond the basics of autism assessment and intervention. This knowledge-rich seminar reviews in-depth information to help psychologists, therapists, counselors, educators, administrators, speech language pathologists and other intervention providers better understand the autism diagnostic process, identify ASD symptoms in commonly missed populations, better understand how autism impacts learning and academics, and understand how autism results in functional impairment in the school and other settings. Practical, targeted intervention strategies to help children and adolescents with ASD make progress in social skills, executive functioning, emotion regulation, anxiety, and motivation are heavily interwoven throughout the day. You will leave with tools to help your clients/students with ASD make progress.

## Objectives –

1. Identify common factors contributing to misdiagnosis and be able to provide information about how different groups of individuals may present differently with ASD.
2. Understand current autism measures and methods of assessment.
3. Identify how autism impacts learning, information processing, and attention in a practical, applicable manner.
4. Identify interventions and accommodations to help students with ASD learn and thrive in the classroom.
5. Utilize specific interventions to assist individuals with ASD in decreasing anxiety.
6. Utilize specific interventions to assist individuals with ASD in improving executive functioning, social skills, and emotion regulation.

Number of CEs = 6