

Outline

Neuropsychology: How the Brain with Autism Works
Latest research in ASD brain development
Comorbid disorders and symptoms
Enhanced vs. impaired abilities
Information processing: Typical brain vs. brain with autism
How an individual with ASD processes tasks

Assessments: From Observational to Standardized Tools
Comprehensive diagnostic tools and evaluations
Screeners for anxiety, depression, OCD
Career planning assessments
Modified checklists for infants and toddlers
Accurately interpret reports to guide interventions
Ethical challenges in assessment and communication of diagnosis

TAKE YOUR AUTISM INTERVENTION TO THE NEXT LEVEL!

Effectively Intervene Early
Applied Behavioral Analysis to break down targeted skills
Developmental interventions to express feelings and form relationships
Educational interventions for parents
Ethical principles to educate and support families in treatment choices
Case study: 2-year-old boy, working on verbal requests

Strengthen Communication and Social Interaction Skills
Visual systems to improve communication and reduce meltdowns
Teach turn-taking and pragmatic language
Programs to assist in generalizing social skills
Video modeling and role play to teach social rules
Social stories and social autopsies
Special interests to change unwanted or inappropriate behavior

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

Manage Sensory Overload and Self-Stimulatory Behaviors
Exposure to more appropriate self-stimulatory behaviors
Fading out severe self-stimulatory behaviors
Environmental strategies including classroom modifications

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

Decode ADHD and Executive Functioning in ASD
Improve attention, on-task and organizational skills
Schedules, timelines, web diagramming
How to provide more preferred tasks vs. less preferred tasks
"Home base" to help organize in classroom
Case study: 11-year-old male, difficulty planning/organizing, needs help with social pragmatic language skills

Decrease Undesirable Physical, Verbal and Other Inappropriate Behaviors
Turn noncompliance and oppositional behavior around
Applied behavioral analysis techniques
Token economy systems
Functional behavioral assessment made easy
Case study: 10-year old male, impulsive, engages in stealing behaviors

Manage Anxiety and Specific Phobias
Cognitive Behavioral and Coping Cat Training
Recognize 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

Decrease Obsessive-Compulsive Behaviors
Decipher symptoms of OCD vs ASD
CBT and Exposure and Response Prevention
Mapping OCD
Creating the exposure hierarchy
Relapse prevention and family sessions
Case study: 22-year old female, excessive hand washing with fear of illness

Reduce Depressive Symptoms and Suicidal Ideation
Psychosocial interventions: Experiential activities with practice time
Cognitive-behavioral therapies
Mindfulness-based therapies
Family therapies
Social and vocational programs
Case study: 15-year-old male, hates school and has a plan, intent, and timeline for suicide

Sexuality and Sexual Behavior Challenges
Body awareness and exploration of self
Sexual arousal, puberty and sex education
Address dating and sexual relationships
Education on masturbation and pornography
Gender Identity and LGBTQ
Case study: 14-year-old male, frequent masturbation and stalking behaviors

Psychopharmacological Interventions
Commonly prescribed medications
Medication efficacy
Risks vs. benefits
Case study: 17-year-old male, flat affect, on medication for ADHD and anxiety

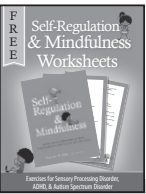
Special Considerations
Trauma: Similarities and differences with ASD
Independent living and career planning
Guardianship and legal Issues
Multicultural and gender differences
Limitations of research and potential risks
Case study: 5-year-old male, adopted overseas with no birth or developmental history
Case Study: 19-year-old female, living at home with mom, no job, and never diagnosed with ASD

Ethical Challenges in Autism
Guidelines for assessment, treatment, and consultation
Welfare of the individual
Informed consent
Use of restraints
Time-out vs. seclusion
Case study: 8-year-old-male, screaming, standing on top of table with scissors in his hand



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2-Day Autism Spectrum Masterclass

Social and Behavioral Interventions to Reduce Complex and Challenging Behaviors in Children, Adolescents & Young Adults

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2-Day Autism Spectrum Masterclass

Social and Behavioral Interventions to Reduce Complex and Challenging Behaviors in Children, Adolescents & Young Adults

Presented by: **Cara Marker Daily, PhD**

author of *The Key to Autism: An Evidence-Based Workbook for Assessing and Treating Children and Adolescents*



Take your autism intervention to the next level! Confidently teach clients with autism how to:

- Manage emotional and physical reactions to anxiety and OCD
- Turn maladaptive behaviors around and reduce meltdowns
- Improve attention, motivation and organizational skills
- Reduce depressive symptoms and suicidal ideation
- Strengthen the skills needed to make/keep friends

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Speaker



Cara Marker 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 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.



2-DAY AUTISM SPECTRUM MASTERCLASS

Transform your autism intervention with this **2-day Autism Spectrum Masterclass!**

Begin by joining **autism expert and author, Cara Daily, PhD, BCBA**, and learn the most effective evidence-based social and behavioral interventions for working with the pervasive comorbid disorders and symptoms associated with ASD.

Dr. Daily makes this complex disorder easy to understand—**you will leave with the interventions and skills required to confidently teach children, adolescents and young adults with autism how to live more independent and fuller lives!**

Learn how to integrate the latest research on brain development, visual and environmental modifications, cognitive-behavioral interventions and successful psychosocial techniques to help clients manage challenging behaviors related to ASD. Through engaging case studies, demonstrations, and hands-on activities you will learn the skills necessary to:

- Manage emotional and physical reactions to anxiety and OCD
- Turn maladaptive behaviors around and reduce meltdowns
- Improve attention, motivation and organizational skills
- Decode ADHD and Executive Functioning in ASD
- Decipher symptoms of OCD vs. ASD
- Reduce depressive symptoms and suicidal ideation
- Strengthen the skills needed to make/keep friends
- Address body and sexual awareness, exploration of self, sexual arousal
- Recognize what trauma looks like with ASD
- Expose clients to more appropriate self-stimulatory behaviors
- Accurately interpret assessment reports to guide effective interventions
- Use classroom modifications for preferential seating, successful transitions and alternate task-taking

Register today and learn the essential autism treatment tools that are easy to implement in the clinic, at school and home!

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Objectives

1. Assess, screen and diagnose Autism Spectrum Disorder (ASD) using DSM-5® and future ICD-11 diagnostic criteria.
2. Differentiate between neurological abilities and impairments in clients diagnosed with ASD.
3. Create a comprehensive treatment plan that targets symptoms of ASD based on results of comprehensive evaluations.
4. Evaluate and develop your communication style to facilitate effective, reciprocal conversations with clients diagnosed with ASD.
5. Utilize developmentally-appropriate interventions to teach your clients with ASD how to engage in appropriate sexual behaviors.
6. Employ sensory-based relaxation techniques to reduce symptoms of anxiety in your clients with ASD.
7. Employ visual strategies to assist clients with executive functioning deficits.
8. Evaluate the ethical dilemmas associated with utilizing specific punishment techniques, including time-out and seclusion.
9. Utilize techniques of mindfulness, CBT, and family therapy to treat depression in clients with ASD.
10. Develop a plan for effective coping with clients experiencing anxious situations.
11. Integrate techniques of exposure and response prevention in treating OCD with clients who have been diagnosed with ASD.
12. Demonstrate the potential side effects of psychotropic medication that can mimic or cause behavioral issues related to ASD.

Target Audience:


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

CE CREDITS AVAILABLE FOR LIVE WEBINAR

This continuing education activity is designed to meet state board requirements for the following professionals: **Chaplains/Clergy, Counselors, Educators, Marriage and Family Therapists, Nurses, Occupational Therapists, Psychiatrists, Psychologists, Social Workers, Speech-Language Pathologists**

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National CE Credit Approvals For Live Webinar
Credits listed are for full attendance at the live webcast only. The CE certificate can be downloaded/printed after completing the webcast and passing the online post-test evaluation (80% passing score). Please see schedule for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch.




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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.

This course is offered for **1.25 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.*

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This activity is pending approval from the National Association of Social Workers.

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Self-study credit: To check availability for your profession, go to www.pesikids.com or call 800-844-8260 with your licensing board to verify acceptance of self-study credit for license renewal.

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Recommended Reading:



Hands-on Activities for Children with Autism & Sensory Disorders
Teresa Garland, MOT, OTR/L
~~\$29.99~~ **\$19.99***

PUB084350



The Key to Autism
An Evidence-based Workbook for Assessing and Treating Children & Adolescents
Cara Marker Daily, PhD
~~\$24.99~~ **\$19.99***

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