

Treating Children, Adolescents and Young Adults with Autism Spectrum Disorders

Morning Session – Laura Dewey, Ph.D. (3 hours):
Treating Children with Autism Spectrum Disorders

*Overall, I want to empower psychologists with the message that they all can use the skills they have to work with children with ASD with just a bit of research and flexibility.

- I. Diagnostic criteria
 - a. Review changes in diagnostic criteria in DSM-V

- II. Early Screening
 - a. How, when and by whom
 - b. Referral process in DE for early diagnosis/screening

- III. Evaluation
 - a. ADOS-2 utility/limitations
 - b. Show videos of the ADOS-2

- IV. Early Intervention
 - c. Review current research on early intervention
 - d. how to access EI services in DE

- V. Family-focused interventions for young children with ASD
 - a. What a psychologist can do in an hour
 - support school interventions, set appropriate expectations, reinforce parenting, utilize principles of empirically-validated interventions
 - b. Social skills
 - c. Higher-functioning ASD and treatment of co-morbid disorders

Afternoon Session – Daniel Hoover, Ph.D. (3 hours):
Treating Adolescents and Young Adults with Autism Spectrum Disorders

- I. “What it is, and what it isn’t”
 - a. Core features of ASD’s in adolescents and adults
 - b. Commonly seen characteristics
 - c. Differential diagnosis (comparing ASD with OCD, executive functioning weaknesses, budding personality disorders)
 - d. Diagnostic/evaluation instruments recommendations for assessing adolescents and young adults with potential ASD’s

- II. Helpful theories and ideas

- a. “wired differently”
 - b. Theory of Mind
 - c. Cognitive differences
 - d. Characteristics that impact the way treatment is delivered
- III. The great transition
- a. Data on transitions for youth with ASD’s
 - b. Social problems
 - c. Occupational barriers
 - d. Family issues
 - e. Mental health problems
- IV. 9 Treatment Tips
- a. Meltdowns and shutdowns
 - b. Engagement
 - c. Routine
 - d. Intensity
 - e. Translating
 - f. Social skills
 - g. Special interests
 - h. Sensory processing and language
 - i. Self-regulation/executive functions
- V. Special considerations
- a. Dealing with sexual and personal boundaries- the “Circles” approach
 - b. Making the transition to work and higher education
 - c. Family and community involvement- how can they help?