

PRESENTER

John M. Ortiz, PhD, is the director and founder of The Asperger's Syndrome Institute® and author of the inspirational book *The Gifts of Asperger* and the Children's illustrated *My Kitty Catsberger*, both of which focus on the talents and strengths of this unique population. A licensed psychologist, consultant, musician, composer, certified clinical hypnotist and psycho-educational trainer, he is listed in the National Register of Health Service Providers in Psychology. Dr. Ortiz's lectures on Asperger's Syndrome, nonverbal learning disabilities, high-functioning autism and related disorders are based on over twenty years of work with autism spectrum disorders populations and a dozen years specializing in Asperger's Syndrome and related conditions. A practicing psychologist with over 25 years of clinical, research and consultation experience, his lectures draw from a multi-disciplinary, multi-modal approach to understanding and serving these challenging, highly rewarding populations.

Dr. Ortiz's eclectic and far-reaching work with these populations has involved direct clinical service, assessment and evaluation, multi-disciplinary team coordination and instruction, research, professional training and lecturing, mentoring and supervision, and consultation with schools, universities, medical and psychotherapeutic facilities, mental health agencies, parents, caregivers, and others interested in serving these immensely gratifying, fascinating persons.

The founder of the Institute of Applied Psychomusicology, his work also incorporates elements from the creative arts in general and his books, *The Tao of Music: Sound Psychology* (1998 Small Press Book Award in Self-help-Psychology) and *Nurturing Your Child with Music: How Sound Awareness Creates Happy, Smart and Confident Children* (2000) in particular. Visit www.asperger-institute.com, for information.

Dr. Ortiz earned his PhD from Penn State University, completing his doctoral internship at Colorado State University, MS from Nova University, and BS from Virginia Commonwealth University.

PURPOSE & OBJECTIVES

- To select from among the most commonly used diagnostic, screening, and assessment scales designed for autism and Asperger's Syndrome. To differentiate between Asperger's and High-functioning autism, and Asperger's and Nonverbal Learning Disorders.
- How to differentiate between the various subtypes of Nonverbal Learning Disorder and identify diagnostic labels that will help to secure services for these populations.
- The essential components comprising sensory-friendly environments that can serve to facilitate clinical environments and maximize opportunities for screening, assessment and therapeutic interventions.
- How to identify and integrate the three primary "social influence variables" to help maximize assessment and clinical encounters.
- How to better understand the challenges presented across AS, HFA and NLD populations with regard to underlying problems with Theory of Mind, Central Coherence, and Executive Dysfunction.
- How to more fluidly understand the AS, HFA and NLD perspectives and apply this awareness toward formulating diagnostic, referral, and therapeutic interventions.
- The essential notion of identifying and applying preferred learning styles to the assessment, diagnostic, and clinical process.

Yes I Will Attend

CEU's Desired _____

AGENDA

Assessment of Aspergers,HFA and NLD

7:30 Registration / Check –In

- 8:00** Current Assessment and Diagnostic systems:
- DSM-IV TR Diagnostic /Assessment System
 - ICD-10 Diagnostic /Assessment System
 - Gillberg's Diagnostic /Assessment System
 - Szatmari's Diagnostic/Assessment System

User-Friendly Tools for Every Setting:

- Recommended screening checklists and rating scales for:
- parents and caregivers
 - teachers and school settings
 - therapist networks (SLP, OT, PT)
 - social service and mental health systems
 - medical settings
 - clinical assessment

Red Flags for home, school, community and clinical settings:

- "Red Flag" signs and symptoms of AS, autism, and NLD
- Early warning "red flags" of AS, autism, and NLD
- Visual spatial and sensory related red flags
- Executive function red flags
- Social-Emotional red flags
- The "7 types" of AS

Nonverbal Learning Disorder (NLD)

- Explained in practical terms
- Joseph Palombo's Subtypes of NLD

The White Matter Syndrome and Right Hemisphere Dysfunction

11:30 LUNCH (Provided)

12:30 The Network Hierarchy:

- Assessment and diagnostic markers for every profession
- Recommended assessment instruments for professionals
- The "Five-Point W" – A Practical Approach

The Sensory-Friendly Environment

- Creating and maintaining sensory friendly settings at home, school, and the office

Autism-AS-NLD Cultures:

- Understanding and appreciating the AS, autism and NLD cultures
- E.A.T. – Improving our Social Influence Variables
- Realistic ways of connecting with persons with AS, autism and NLD

AS? Autism? NLD?: What's the difference?

- Recognizing and differentiating AS from autism
- Recognizing and differentiating AS from NLD
- Recognizing secondary and accompanying conditions

The Importance of Learning Styles

- Identifying primary learning styles and preferred orientations

Primary Theories: A Deeper Understanding of AS, autism, and NLD

- Theory of Mind: Explained and illustrated in practical terms
- Central Coherence: Explained and illustrated in practical terms
- Executive Functions: Explained and illustrated in practical terms
- Empathizing vs. Systemizing: Practically Explained and illustrated

3:30 Evaluation/Adjournment

NAME: _____

Daytime Phone (____) _____

Employer/Agency _____