MACMH’s 2011 Child & Adolescent Mental Health Conference
features a University of Minnesota Special Presentation Series

This professional series will provide a detailed review of applied research and best practices, and translation of research to practice and policy. Faculty from the University of Minnesota present a special three-part series on the third day of MACMH’s annual conference that will take an in-depth look at how current research is informing and changing the way we diagnose, treat, and educate children with ASD.

Registration Information:
www.macmh.org

Child & Adolescent Mental Health Conference
May 1 - 3, 2011
DECC
Duluth Entertainment Convention Center
Duluth, MN

MACMH • Minnesota Association for Children’s Mental Health
165 Western Avenue North, Suite 2, Saint Paul, MN 55102-4613
www.macmh.org • 800-528-4511

Bringing Research to Practice in Autism Spectrum Disorder (ASD): Diagnosis and Assessment, Interventions, and Levels of Evidence

Tuesday, May 3, 2011 • 10:30 – 4:00

U of MN Series • professional level / advanced material

41 Autism Spectrum Disorder: Diagnosis, Assessment, and Best Practices
How do we identify behaviors compatible with ASD at different ages and language levels? Why have prevalence rates increased within particular populations? This session will examine the complexities of identifying individuals with ASD, including current and proposed diagnostic criteria. The presenter will also discuss best practices including a review of commonly used assessment tools, levels of training and expertise needed, and culturally sensitive assessment practices.

Robin K. Rumsey, PHD, LP, Pediatric Neuropsychologist and Assistant Professor—Autism Spectrum and Neurodevelopmental Disorders Clinic, U of MN

54 What works? Levels of Evidence for Popular Treatments for ASD
Families of children with autism spectrum disorder are bombarded with information and advice about treatments for their children. This session will classify common therapies in terms of levels of scientific evidence and discuss challenges in conducting research on treatment of ASD. Learn how a treatment’s level of research support is determined, common treatments that fall within these levels, and how to provide accurate information to parents while supporting their decisions.

Amy N. Esler, PHD, LP, Psychologist and Assistant Professor of Pediatrics—Autism Spectrum Disorder Clinic, U of MN

67 Establishing Early Communicative Skills: Augmentative Communication Practices with Learners Experiencing ASD
This session will focus on growing instructional technology in the area of social/communication skill intervention. The presenter will discuss a range of early communicative skills, and address how to begin teaching these skills with particular emphasis on beginning communicators. When an augmentative/alternative communication (AAC) should be implemented; what effect AAC will have on future speech development; and advantages derived from the implementation of AAC will also be explored.

Joe Reichle, PHD, Professor and Research Director—Leadership and Education Training Program in Neurodevelopmental Disabilities, Dept. of Speech-Language-Hearing Sciences, and Dept. of Educational Psychology, U of MN

Sponsored by:

Minnesota Association for Children’s Mental Health (MACMH)
Center for Excellence in Children’s Mental Health (CECMH)