

Three Tier Consulting

130 Landon Rd, Ithaca NY 14850 | 23107 Fabco Rd, Watertown NY 13601 | 1903 Waters Edge Ln, Suffolk VA 23435
Phone 877 651 1038 | Fax 607 793 9597 | www.3-tier.org

Programs for Older Children with High Functioning Autism and Asperger's Syndrome

Older children with Asperger's Syndrome and Higher Functioning Autism require programs taught in a natural environment; both at school and in the community. The skills focused on for these children are more complex than those taught in traditional ABA programs. This workshop explains three key areas of advanced skill development: Executive functioning, inferencing, and socialization. It also outlines the sequence of skill acquisition in each area; starting with highly scaffolded "analogue" practice and ending with independence in natural settings.

THREE KEY SKILL AREAS:

Executive Functioning. Executive functioning involve a group of goal-directed behaviors that include: problem-solving, planning, sequencing, organizing and prioritizing information in order to complete a task. Children with "high functioning" autism often have difficulty with tasks that involve executive functioning. Although capable of completing each task individually, in combination the tasks become overwhelming.

Inference. An inference is a statement that suggests/hints at a meaning without actually stating it. Inferences require students to determine the suggested meaning from the available information. Children with autism typically have difficulty making inferences, especially if they involve social behaviors. Two kids standing next to each other with crossed arms and scowls tells most children that there has been an argument, but a child with autism may not recognize the body language and make the inference. This difficulty can translate into poor reading comprehension (an inability to "read between the lines"), especially in social narrative text.

Socialization. Over the lifespan, social skills are by far the most important thing we can teach neuro-diverse children. Learning from peers, holding a job, and finding friends and a life partner are far more important than memorizing quadratic equations and diagramming sentences. By moving from structured (adult-led) to unstructured (child-initiated) activities that are based on the child's interest, children with autism spectrum disorders can gradually learn and develop the social skills that will open doors for the rest of their lives.

Details & Registration

September 19th

**8:30 am -
3:30 pm**

Location:

Watertown Ramada Inn

Address:

6300 Arsenal Street, 21000 NY St. Rt. 3
Watertown, New York 13601

Lunch will not be provided.

November 12th

**8:30 am -
3:30 pm**

Location:

Ithaca-Tompkins County Chamber of
Commerce

Address:

904 East Shore Drive
Ithaca, NY 14850

Lunch will not be provided.

Cost

\$100 for educators and professionals

\$30 for parents of children with disabilities

For payment details and to register, visit

www.3-tier.org



About the Speaker: Dr. Michael Friga, Ph.D., BCBA-D is the founder of Three Tier Consulting, from Ithaca, New York. He received his Ph.D. in Educational Psychology from UC Berkley and is a Board Certified Behavior Analyst. He taught as an assistant professor in education at the State University of New York; trained thousands of educators as a Special Education Resource Center Coordinator; and served as Co-Chair of the VESID Behavior Workgroup. He co-authored the New York State Quality Indicators for Behavioral Support. Dr. Friga has presented his research nationally at meetings of the American Educational Research Association, National Association of School Psychologists, The Council for Exceptional Children and the International Association for Behavior Analysis.