



# Autism Understanding presents: *Beyond IQ Scores: Clinical Value of Behavioural Observations during Cognitive and Developmental Assessments*

**One-Day Workshop for School Counsellors & Psychologists**  
**Imperial Hotel, Melbourne 29 April 2016 (Term 2, Week 3)**

Note: We are also presenting a **Two-Day Workshop for Teachers**  
**Melbourne 27 & 28 April 2016** For more info, email: [autismunderstanding@gmail.com](mailto:autismunderstanding@gmail.com)

## **Why focus on behaviours displayed during cognitive and developmental assessments?**

Cognitive and developmental assessments provide a wealth of information about how children and adolescents respond to both academic and social demands. How children and adolescents respond to an examiner offering unfamiliar activities in an unfamiliar environment can provide important clues in identifying further assessments required, including autism, learning difficulties, ADHD, ODD, executive functioning and anxiety.

## **Who should attend?**

Psychologists who want to observe & report on behaviours, refer on appropriately and make recommendations with confidence.

## **Why this workshop?**

Often training focuses on administering, scoring and reporting on the client's performance in relation to norms. However cognitive and developmental assessments offer a rich opportunity to observe more than their verbal, visuospatial, memory and processing speed skills (i.e. coping with a change in their routine, following your agenda, adapting in response to feedback, dealing with uncertainty, frustration and boredom). This workshop includes videos, case reviews, and examples of reports. Course notes include a checklist of behaviours, tips on what behaviours may mean, and further assessments & strategies to recommend.

## **Research basis for the workshop**

Lydia Meem (Clinical Psychologist, Autism Understanding) asked Australian psychologists to complete an online case review questionnaire to identify behaviours displayed during cognitive and developmental assessments conducted as part of their usual caseload. Comparison of an ASD group (n=114) versus a non-ASD clinical group (n=34) identified 18 behaviours significantly more likely to be displayed by the autism group. The autism group was also significantly more likely to display a "spiky" pattern in their profile of subtest scaled scores. Lydia then developed a **"Cognitive Assessment Behaviour Checklist: 89 behaviours worth noting when writing reports and referring on"**. (presented at the Asia Pacific Autism Conference, 2015)



**Autism Understanding Pty Ltd**  
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## The Presenter



**Lydia Meem** BA(Psych)(Hons), MPsych(Clin), MAPS, CClin

**Clinical Psychologist and Founder of Autism Understanding Pty Ltd**

Lydia specialises in autism and developmental disabilities. She provides autism, cognitive, developmental, attention, reading and adaptive assessments. She tailors behavioural strategies for families with children with ASD, and provides training for parents, teachers, and psychologists. Lydia has worked as a School Counsellor in a mainstream independent school for students from Preschool to Year 12. Lydia previously worked as a Family Counsellor at ASPECT's Hunter School for Children with Autism, providing diagnostic assessments, outreach to schools and facilitating autism training. Lydia has also worked within two Psychology Teams focused on preventing and managing challenging behaviours in children, adolescents and adults with intellectual disabilities living in the community and in a large residential centre. Lydia is a member of the Australian Psychological Society's College of Clinical Psychologists and the Association of Psychologists in Developmental Disability Services. She presented her research on Cognitive Assessments in Autism at the Asia Pacific Autism Conference 2015.

### Assessment Resources included:

- ◆ **Cognitive Assessment Observation Checklist** (89 behaviours worth noting when writing reports and referring on)
- ◆ **How to gain and maintain rapport** with kids with developmental difficulties
- ◆ **How to modify assessments** and how to include this in your report
- ◆ **How to describe behaviours observed in the assessment**, and how they may be relevant in the classroom and the playground
- ◆ **Menu of recommendations & when to use them**, including further assessments
- ◆ **Samples of assessment reports** including behavioural observations and strategies

### Behavioural Assessment resources included:

- ◆ **Behavioural Brainstorming** (functions to consider for challenging behaviours)
- ◆ **Chain Analysis drawing** (for incident debriefing and prevention of recurrence)
- ◆ **Incident Prevention & Response Plan** (sample of a completed IPRP & proforma)

### Autism resources included:

- ◆ **ASD Screening Tools** and **Autism Understanding's ASD Student Profile**
- ◆ **Visual Timetables & Behaviour Supports** for classroom, playground & home
- ◆ **Visuals for Emotional Awareness and Regulation**
- ◆ **Social Stories** When I'm angry, When it's noisy, Dealing with mistakes, Catching the school bus, We take turns to talk and listen (for primary school students), Being a good listener (for high school students), Assembly and awards, Athletics carnival, Information for Students (zoo excursion), Touching myself in private



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## Beyond IQ Scores: Clinical Value of Behavioural Observations during Cognitive and Developmental Assessments

- To Register:** Please fax this Registration Form to **Fax: (02) 4967 2399** and pay via:
- Direct Deposit: Deposit your payment into our bank account: **Autism Understanding Pty Ltd**  
**Bank: CBA      BSB: 062814      Account Number: 1034 2242**  
(Please include your name/school's name so we can identify your deposit)
- Credit Card: Please phone us on **(02) 4967 3363** to pay by **credit card**. (1% surcharge )
- Cheque: Please send cheque made out to "Autism Understanding Pty Ltd" with this Registration Form to: **Autism Understanding Pty Ltd, PO Box 495, Mayfield NSW 2304**

### Registration Form

ABN: 68164519608

**Full Name for Certificate:** \_\_\_\_\_

**Preferred First Name for Name Tag:** \_\_\_\_\_

**School/Service:** \_\_\_\_\_

**Suburb:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Any allergies or special dietary needs?** \_\_\_\_\_

**Times: Coffee & Registration at 9am**

**Workshop: 9.30am to 4pm**

### MELBOURNE

**29 April 2016** (Term 2, Week 3)

**Imperial Hotel**, Cnr Bourke & Spring Streets, Melbourne CBD

Times: Registration & Coffee 9am - 9:30, Workshop 9:30am - 4pm

**\$352** Early Bird (incl. \$32 GST) Payment must be received by **Mon 21 March** (T 1 Week 9)

**\$396** Standard (incl. \$36 GST) Payment must be received by **Mon 11 April** (T 2 Week 1)

\* **Tax invoice:** This Registration Form becomes a tax invoice for GST purposes upon completion of payment. Full payment must be made within 5 days of booking. Confirmation of your place will be sent to you by email on receipt of full payment.

\* **Cancellations:** If you are unable to attend the workshop, your school or service is welcome to send another participant in your place. For a full refund, cancellations must be received in writing more than 10 working days prior to the workshop. 50% of the fee is payable for cancellations received between 6-10 working days prior to the workshop. Unfortunately cancellations within 5 working days of the workshop will not be refunded.

\* If we cancel the workshop you will be notified by email and phone, and your registration fee will be refunded.



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