All About High-functioning Autism:
Strategies for Home and School

Presented by Melisa Genaux, M.Ed.

This training is for parents, teachers, related services personnel, administrators, and anyone else interested in helping kids with High Functioning Autism to succeed and thrive.

In these three sessions, Melisa Genaux will provide critical information on how the features and neurological 'hardwiring' of High-Functioning Autism (formerly Asperger Syndrome) relate directly to behavior and learning issues. She will present an array of interventions to help kids to capitalize on strengths and improve communication skills, social interaction, academic performance, and components of executive function.

In addition, she will cover many practical behavior strategies for helping kids with HFA to increase compliance with directions, improve social skills and other desired behavior, and decrease disruptive school and home behaviors.

Location: District Office Building, room 129

7387 S Campus View Dr., West Jordan

Session dates and topics:

Session I– April 11, 2019, 4:30-7:00pm
Strengths and Challenges; Strategies for Success for School and Home

- The features and neurological 'hardwiring' of High-Functioning Autism
- How these relate directly to behavioral and learning issues
- Strategies to improve communication skills
- Strategies to improve academic performance
- Alternatives to handwriting
- Executive function

Session II– April 25, 2019, 4:30-7:00pm
Practical Behavior Management Strategies for School and Home

- Preventing behavior escalation
- Getting kids to follow directions without arguing
- Increasing other desired behaviors (work completion, getting along with peers and siblings, etc.)
- Creating easy and effective reinforcement systems
- Decreasing severe misbehaviors such as meltdowns and physical aggression

Session III– May 2, 2019, 4:30-7:00pm
Additional Behavior and Self-Regulation Strategies for School and Home

- Improving self-regulation and social skills
- Strategies for decreasing arguing, escalation over changes in routine, interruption of instruction, work-refusal, and other behavior challenges