

Expression of Interest in Hosting an Event

Please complete the following form to express your interest in hosting an Event conducted by Tony and Michelle and send to us. We will send with information about our availability and costs.

Name of Organisation:					
Type of Organisation:					
Postal Address:					
Town/City:		State:		Post Code:	
Proposed Date of Conference/Workshop:		Event Location:			
Contact Person:					
Contact Details:		Tel:			Fax:
		Mob:			
Email Address:				Web Address:	

The following menu of topics are the most frequently requested for presentation by Professor Tony Attwood & Dr Michelle Garnett. **It is suggested that TWO topics per day be selected; one for the morning session and one for the afternoon session** (each topic is ideally presented over a 2.5 to 3.0 hour period, but can be condensed for a shorter timeslot).

Suggested Topics	
A	<p>MAKING FRIENDS: STRATEGIES TO IMPROVE SOCIAL UNDERSTANDING AND FRIENDSHIP SKILLS</p> <p>The presentation explains the four stages in the development of friendship and strategies to encourage the development of friendship skills and social integration from children as young as three years to young adults. The activities can be applied in the classroom, playground and at home.</p>
B	<p>MANAGING FEELINGS: COGNITIVE BEHAVIOUR THERAPY TO MANAGE ANXIETY, SADNESS AND ANGER</p> <p>The presentation explains why children and adults with ASD-Level 1 (Asperger's syndrome) are more prone to have intense emotions and to develop mood disorders. The presentation also explains strategies that can help moderate and manage emotions.</p> <p>The Cognitive Behaviour Therapy includes affective education and cognitive restructuring, i.e. improving the understanding of emotions in yourself and others and changing the way the person perceives and responds to emotions. The concept of an emotional toolbox is used to provide a greater range of strategies to manage and repair feelings.</p>
C	<p>COGNITIVE ABILITIES: A DIFFERENT WAY OF THINKING AND LEARNING PROFILE</p> <p>The unusual profile of cognitive abilities associated with ASD-Level 1 (Asperger's syndrome) is described with an emphasis on the distinct profile of intellectual abilities, problems with executive function, flexible thinking, coping with mistakes and weak central coherence. Strategies are described to improve motivation, organisational skills and academic achievement.</p>

D	<p>SPECIAL INTERESTS: THE ORIGINS OF THE SPECIAL INTERESTS AND THE USE AND MISUSE OF THE INTEREST</p> <p>There appears to be several stages in the development of special interests and the presentation outlines the developmental sequence and the reasons why specific interests occur as part of the overall profile of ASD-Level 1 (Asperger's syndrome). The perspective of parents, teachers and the person with Asperger's syndrome are explored and strategies outlined to make constructive use of the interest or to reduce the dominance of a specific interest in the person's daily life.</p>
E	<p>THE DIAGNOSIS OF AUTISM SPECTRUM DISORDER INCLUDING ASD-LEVEL 1 (ASPERGER'S SYNDROME)</p> <p>The diagnostic criteria for autism and Asperger's syndrome are explained with an emphasis on the advantages and disadvantages of our current diagnostic criteria.</p> <p>The presentation is of value to practitioners by including a script and protocol to use in a diagnostic assessment. The diagnostic procedures are applicable to children, teenagers and adults and include a DVD recording of a diagnostic assessment of a ten-year-old child with Asperger's syndrome.</p> <p>The presentation also includes the latest theories with regard to the origins of Asperger's syndrome and autism.</p>
F	<p>ADOLESCENT ISSUES FOR TEENAGERS WITH AN ASD-LEVEL 1 (ASPERGER'S SYNDROME)</p> <p>The presentation focuses on issues faced by teenagers with ASD-Level 1 (Asperger's syndrome), which range from the physical aspects of puberty to changes in friendship, the development of sexuality, the change in academic expectations, emotion management, issues regarding self-esteem, and preparation for college and employment.</p>
G	<p>ASD-LEVEL 1 (ASPERGER'S SYNDROME) IN ADULTS: EMPLOYMENT AND RELATIONSHIPS</p> <p>The presentation focuses on the particular issues faced by adults with Asperger's syndrome with regard to finding and keeping employment appropriate to the person's abilities and the development of friendships into relationships.</p> <p>The presentation also discusses strategies to facilitate emotion management in adults and the expression of Asperger's syndrome throughout lifespan.</p>
H	<p>MANAGING CHALLENGING BEHAVIOUR IN CHILDREN WITH SEVERE AUTISM (ASD-LEVEL 3)</p> <p>The presentation focuses on children and adolescents with severe autism and provides an explanation and strategies with regard to repetitive behaviour, emotion management and the development of effective communication systems for emotions.</p> <p>The application of Cognitive Behaviour Therapy to children with severe autism to manage emotions is also discussed and how it can be applied in everyday life.</p> <p>The presentation will include strategies to help with self-injurious behaviour and the improvement of social understanding and coping with change.</p>
I	<p>STRATEGIES TO REDUCE BEING BULLIED AND TEASED</p> <p>Parents and teachers hope that integration with peers will be enjoyable and successful. Some children will welcome the opportunity to play or socialize with the child or adolescent with ASD-Level 1 (Asperger's syndrome). However, some children will consider the child an easy target for bullying and teasing. Children with Asperger's syndrome are more prone to bullying and teasing in comparison to typical children. The presentation explains why children with Asperger's syndrome are more likely to be a target and strategies to reduce incidents of bullying and teasing.</p>
J	<p>LONG-TERM RELATIONSHIPS FOR A PERSON WITH ASD-LEVEL 1 (ASPERGER'S SYNDROME) AND HIS/HER PARTNER</p> <p>People with Asperger's syndrome can develop intimate long-term personal relationships and become a life-long partner. The presentation outlines the relationship attributes of an adult with Asperger's syndrome, the likely choice of partner and strategies to improve relationship skills.</p>
K	<p>AN INTRODUCTION TO ASD-LEVEL 1 (ASPERGER'S SYNDROME)</p> <p>The characteristics of Asperger's syndrome in children and adults are explained and the effects of those characteristics on the person's daily life. The content can be adjusted according to whether the audience is primarily parents, teachers or clinicians.</p>

L	<p>THE PROFILE OF ABILITIES IN GIRLS AND WOMEN WITH ASD-LEVEL 1 (ASPERGER’S SYNDROME)</p> <p>This presentation describes how girls and women accommodate and camouflage the characteristics of Asperger’s syndrome with examples of the life experiences of girls and women with Asperger’s syndrome. The presentation includes a description of screening tools to identify the female expression of Asperger’s syndrome. Strategies are also provided to help girls and women with Asperger’s syndrome develop friendships and relationships, cope with bullying and teasing, manage emotions, develop a positive sense of self and develop a successful career.</p>
M	<p>CAT-KIT</p> <p>A program of Cognitive Affective Training designed for psychologists, teachers and therapists. The resource material provides activities to explore nine emotions using an instrument, a “thermometer”, to measure the degree of expression, activities to structure experiences and perceive the physiological cues that indicate increasing anxiety, anger and other emotions. The concept of an emotional toolbox to repair emotions is also included in the program.</p>
N	<p>COGNITIVE BEHAVIOUR THERAPY TO TREAT DEPRESSION IN CHILDREN, TEENAGERS AND ADULTS WITH ASD-LEVEL 1 OR 2 (ASPERGER’S SYNDROME)</p> <p>A new CBT program for children, adolescents and adults who have Asperger’s syndrome and are of concern for periods of intense sadness or a clinical depression. The signs of depression and reasons for feeling sad are explored, from being bullied and teased to perfectionism. Antidotes to depression are described that can be used by parents, psychologists and the person who has an ASD.</p>
O	<p>LATEST RESEARCH IN AUTISM SPECTRUM DISORDERS (ASD)</p> <p>A personal selection of recent studies that have practical implications for professionals, parents and those who have an ASD. The studies will be chosen from a wide range of research over the last three years, and will be a bridge between recent advances in academic knowledge and applications in the everyday life of a child, adolescent or adult who has an ASD.</p>

Note: If you require alternative presentation topics which will more specifically meet the requirements of the target audience, then please provide an overview of the subject content to be presented below;