

2nd International Conference on NEUROSCIENCE AND NEUROLOGICAL DISORDERS

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BIOGRAPHY

Ann Marie Leonard-Zabel is a full professor of psychology at Curry College in Massachusetts, USA. She is president of private clinic specializing in International School Neuropsychology and Clinical Forensic Counselling. She holds diplomat and fellow certifications in the field of neuropsychology, forensics, autism, psychotherapy, addictions,

Cognitive behavioral therapy (CBT), disability analysis, and homeland security. She was recognized in the American Psychological Association-Monitor on Psychology Journal under the personality and achievement section. This year she was awarded the Distinguished Leadership Circle of Directors from the American Board of Disability Analysts and the title of Honorary Founding Faculty Member for the American College of Disability Analysts. She serves on the Learning Disabilities Worldwide Congress-Board of Directors. She was awarded the Curry College excellence in teaching 'Researcher of the Year' and 'Person of the Year' from Curry College acknowledging excellence in teaching, mentorship, leadership and community service. Recently, she was awarded the Jerrold Simon Award for distinguished lifetime career achievement from both the American Board of Disability Analysts and the American Board of Medical Psychotherapists and Psychodiagnostics of which she is the third recipient to ever receive the award from both organizations.

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SOLVING THE MYSTERY OF AUTISM SPECTRUM DISORDERS FROM A PEDIATRIC SCHOOL NEUROPSYCHOLOGICAL PERSPECTIVE

Goal: Children and youth are being diagnosed on a daily-basis with Autism Spectrum Disorders (ASD). This presentation will explore autism spectrum disorders from a Pediatric School Neuropsychological approach.

A comprehensive assessment is a necessary step in the overall planning for students with Autism Spectrum Disorders (ASD). However, children and youth with ASD are likely to present with unique challenges and issues during the formal neuropsychological assessment, which may impact the successful completion of the evaluation process and the usefulness of the assessment data. Since instructional programming is considered on information regarding a child and youth's current levels of performance and identification of educational needs, accurate and useful assessment data is of utmost importance to the individual's educational adjustment and personal success.

The goal of this presentation is to provide an understanding of ASD from a pediatric school neuropsychological and brain-based perspective involving the assessment process.

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Objectives

- Autism Spectrum Disorders (ASD) defined via the Diagnostic and Statistic Manual of Mental Disorders (DSM-5) from an educational/clinical perspective.
- Informal ASD Screening approaches to review pathognomonic neuropsychological signs.
- Formal assessment of ASD from an Integrated Pediatric School Neuropsychological Model
- Neuropsychological strengths/weaknesses associated with ASD to aid with educational planning.

As a result of addressing the above objectives, professionals will learn a “Best Practices” approach to Pediatric School Neuropsychological Assessment of Autism Spectrum Disorders.



Note: