



Summit Centre for Education, Research, and Training Conference 2019 Speaker Details



Bryna Siegel, PhD

Executive Director,
Autism Center of Northern California
Professor, Child & Adolescent Psychiatry,
Univ. of Calif., San Francisco (Ret.)

Bio

Dr. Siegel has worked in the area of autism treatment and research since the early 1970s as a clinical researcher, and as an educator of both children with autism and their teachers and therapists. She is author of over 100 peer reviewed abstracts, papers and chapters on autism diagnosis and treatment. She has written five books on autism including her newly-published Oxford Univ. Press volume *The Politics of Autism* (2018). Her current focus is on increasing autism family wellness through parent training and developing a continuity of care model aimed at monitoring and improving long term outcomes as children with autism become adults.

Keynote

[Reconceptualizing ASDs as Autistic Learning Styles and Autistic Learning Disabilities: Making Treatment Individual, Developmental, and Outcome-Oriented](#)

This keynote will begin by framing signs of autism in terms of relative strengths ('autistic learning styles'--ALSs) or weaknesses ('autistic learning disabilities'--ALDs) often observed in those with ASDs, and sometimes overlapping with other neurodevelopmental disorders. The ALS/ALD framework will be applied to selecting specific treatment strategies to fit ALS/ALD profiles, adjusting for developmental level and learning rate, and emphasizing the selection of curriculum to reflect longer-term developmental expectations for educational attainment by the age of school completion.

Learning Objectives

- Understand the differences between autistic learning styles and autistic learning disabilities
- Learn how the autistic learning styles framework applies to selecting treatment strategies for individuals with ASD



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Breakout Session

[Autism Family Wellness: Educating and Training Parents to Support their Child's Autism from Diagnosis through Adulthood](#)

For most families, autism will be a chronic disorder but with a positively progressive course. Realistic appraisal of adult outcomes based on existing data will be discussed in the context of developing targeted expectations, as well as curriculum that in secondary and post-secondary education will be most likely to support positive adaptive behavior, minimize teen and adult mental health and physical health risks, as well as develop viability for successful employment, and independence in adulthood.

Learning Objectives

- Be introduced to the developmental lens for children diagnosed with ASD
- Learn the effect of curriculum on expectations and outcomes for adults with ASD
- Learn strategies for developing a curriculum in secondary and post-secondary education that supports success in adulthood for individuals with ASD