



## Addressing the Mental Health Needs of Individuals with ASD

**Presented by: Danielle Liso, Ph.D., BCBA-D**

**Hosted by: UCF CARD**

### About the Presenter

Danielle Liso, Ph.D., BCBA-D, graduated from Johns Hopkins University, earning her Masters in severe and profound disabilities. She went on to achieve her Doctorate in early childhood special education with a focus on autism from Vanderbilt University. She is a board-certified behavior analyst and has been working the field of autism for 26 years. Some of her previous roles have included special educator, researcher for the U.S. Department of Education, clinical director, owner of a private practice specializing in parent training, assistant professor of special education, and director of an inclusive preschool program. Dr. Liso serves as Assistant Director of UF CARD. Her special interests include parent training programs, peer awareness and acceptance programs, dual diagnosis and ASD, and the use of telehealth technologies to support caregivers and professionals.

### Training Description

**Target Audience:** (school professionals and other professionals who work with school-aged students with ASD and related mental health challenges)

As students, especially those with ASD, struggle to cope with increasing social and academic demands, they often experience difficulties managing their emotions and making good decisions. Individuals with ASD often have co-occurring mental health diagnoses, including depression and anxiety. Individuals with ASD between the ages of 13-18 have higher rates of anxiety than any other age group, and the rates of depression and suicide for teens with autism are 28 times higher than that of the general population. Participants will learn how mental health challenges impact the social, emotional, and cognitive abilities of individuals with autism. Recent impacts of COVID-19 on student mental health, as well as instigating factors caused by Adverse Childhood Experiences (ACEs) will be discussed. Participants will also learn how to identify and implement tools and strategies to address specific mental health needs. Finally, participants will learn how to develop an emotion regulation program for middle school students. Program training topics include self-awareness, challenging your thoughts and words, internet safety, peer pressure and bullying, and healthy coping strategies to manage depression or anxiety.

### Training Objectives

Participants will be able to:

- Explain the ways in which individuals with ASD may be challenged by dual diagnosis.
- Identify the “emotional regulation” challenges associated with ASD.
- Explain the relationship between the characteristics of ASD, emotional regulation challenges, and mental health concerns for school-age students with autism and peers.
- Discuss the impact of COVID-19 and ACEs in students with autism.
- Identify group training topics of specific need for the students in their classroom.
- Describe specific tools to address the needs of individual students with mental health challenges.

### Date:

October 7, 2022

8:00 am – 3:30 pm

(Breaks included)

Check-in begins at 7:30 am

### Location:

Zoom

### Registration Deadline:

October 6, 2022

Limited to first 100 participants

**Register Online:** [here](#)

*Registration is mandatory.*

### For more information contact:

Contact Name

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*Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.*