

**CONCURRENT SESSION 7 UNDERSTANDING AND EDUCATING HIGHER FUNCTIONING INDIVIDUALS WITH AUTISM: ELEMENTARY SCHOOL AND BEYOND**

■ Peter Mundy, PhD (Session 8)

	<b>AVERAGE SCORE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NR</b>	<b># OF EVALS</b>
<b>SESSION</b>	<b>4.63</b>							
<b>Content</b>	<b>4.73</b>	107 73.3%	39 26.7%	0	0	0	171 53.9%	146 46.1%
<b>Presentation</b>	<b>4.52</b>	88 60.3%	46 31.5%	12 8.2%	0	0	171 53.9%	146 46.1%

KEY: 5 = EXCELLENT, 4 = GOOD, 3 = AVERAGE, 2 = FAIR, 1 = POOR, NR = NO RESPONSE

**COMMENTS**

**PHYSICIAN'S GENERAL COMMENTS**

An absolutely elegant presentation, well organized and useful for me in my behavioral pediatrics practice.

Excellent speaker.

Needs to review his material before his presentation. The DVDs were not well presented. I did not come to read the paper. Data slide unreadable.

Rather fragmented presentation, especially if one tried to follow syllabus.

**OTHER'S GENERAL COMMENTS**

A lot of important information on the slides wasn't in the syllabus.

A reference page would be good. I'd love to delve into this subject more.

Additional video with broader range of ages and presentation of individuals with HFA.

Best and most relevant talk for me.

Best presentation of the day! Great content, new information, excellent presentation style and slides.

Best so far re implications for older students and understanding their behavior.

By far the most helpful session so far today. Information was based on the studies, and applicable for this environment.

Children with HFA are still sensitive to negative emotions.

Clarification of why Asperger's is not applicable in many cases. I have found I rarely diagnose Asperger's, and now I feel validated that this is because of the DSM-IV criteria as stated.

Clarified the number of higher functioning individuals with autism for me.

■ Peter Mundy, PhD (Session 8) [continued]

---

Clear explanation of complicated vocabulary and concepts.

Didn't have a lot of good slides in our handouts.

Difficult to follow due to many missing slides.

Difficult to follow slide presentation which didn't match printed material.

Enjoyed speaker's depth of knowledge and experience and his speaking from that basis.

Excellent presentation with interesting content and entertaining to listen to.

Excellent presenter – clear, informative, interesting.

Excellent research data.

Excellent review.

Found it difficult to follow since he deviated from slides.

Frustrating following the very good and helpful slides on the handout since slides were in a different order of information.

Good ADHD vs. HFA discussion.

Good explanation of Asperger's vs. HFA.

Good info about Asperger's and autism vs. ADHD.

Good info, but rushed presentation; slides missing or out of order made it difficult to follow.

Good information about role of connectivity across brain.

Good information and very interesting, but presentation didn't follow handout.

Good material – perhaps due to lunch had a hard time staying awake.

Good point about the problem of continuation of care for ASD children after age 5.

Good speaker.

Good video.

Great analysis on ADHD and HFA screening and symptoms.

Great content.

Great information! (*Two identical responses*)

■ Peter Mundy, PhD (Session 8) [continued]

---

Great presentation.

Great visual supports.

Handout confusing, didn't match presentation – confusing and frustrating.

Hard to follow handout.

Hard to follow the handouts.

Hard to follow using handout.

Hard to follow when slides don't flow with written material.

Hard to read slides, hard to read colored graphs.

Having the organization of the talk follow the slide sequence is a must. This presentation would have benefited from adherence to that principle.

He didn't follow handout.

I enjoyed the video presentation of examples.

I expected more "real life" examples.

I found very few, if any, educating tips. The information given on ADHD vs. autism, however, was great.

I like the changes, but it would have helped me to understand differences within the HFA population if he updated slides.

I liked the slides and especially the video examples.

I wanted to take notes, but the lack of correspondence between presentation and handouts was a problem.

I will investigate acquiring new assessments.

Incomplete presentation, but interesting.

Information on brain functioning and pragmatic skills was of interest to me.

Interesting.

Interesting comparison with ADHD students.

Interesting use of slides, media.

■ Peter Mundy, PhD (Session 8) [continued]

---

It was great to hear this sophisticated analysis of what high functioning autistic kids can look like and how they experience school. Very right on.

Key point was rushed; would have been nice to have updated slides in the syllabus.

Kudos on the video vignettes! Finally a presenter gets the power of video sources! Good job!

Learned a lot about high functioning autism.

Learned that frontal lobe development occurs quickly between ages 9-18 years.

Liked the assessment ideas and tools.

Lots of information with latest thoughts on HFA.

Lots of interesting info, but too much crammed in.

Lots of microphone feedback – noise in lobby could also be heard in the room.

Material in packet didn't match slides presented in session.

More information on LFA vs. RFA as it relates to HFA vs. Asperger's and how to apply this information to school age children.

More references needed.

Much more research about higher functioning children with ASD raised new issues – overlay of ADHD for other comorbid conditions.

Needed more time.

Needed more time in this session – so much info.

New information for me.

New information was provided.

Nice explanation of HFA and Asperger's, relevant to educators.

Not a lot of specific information on educating children with HFA.

Packed with info!

Presentation good, but somewhat disjointed.

Presenter offered very helpful information to consider like diagnosing kids/adolescents with high functioning autism.

Pretty basic.

■ Peter Mundy, PhD (Session 8) [continued]

---

Printed materials didn't match the slides – distracting.

Really good session.

Rushed – didn't get to much of the info in the syllabus, many slides not discussed.

Should have Dr. Mundy again next year.

Slides didn't match lecture.

Slides not in order – a little confusing, but overall very excellent.

Slides somewhat difficult to follow, didn't match handout.

Slides weren't organized with lecture and made the session difficult to follow and engage in.

Some technical difficulty – videos didn't run, mike feedback.

Some technological problems with presentation and sound. Hard to take notes due to slide changes.

Somewhat difficult when slides don't follow printed material.

Talked a lot about the whys and background, and less about opportunity.

Technical difficulties detracted from the presentation.

Thank you for providing the article.

Thank you for up to date information.

The connection with ADHD/autism was interesting.

This was very hard to follow. Part of problem was minimal match to handout.

Too much foundational/background information. Need more on applications.

Too much material in syllabus.

Understanding differences in brain functioning and behavior helps me see the big picture and provide more sensitive interventions for my students.

Useful information. Helpful to my case planning.

Using examples and vignettes is great!

Very clear.

Very clear presentation with excellent examples.

■ Peter Mundy, PhD (Session 8) [continued]

---

Very good and useful information but quite disorganized; difficult to follow chain of thought.

Very good clinical information.

Very informative. (*Two identical responses*)

Very informative on new research.

Very interesting! (*Two identical responses*)

Very interesting and helpful.

Very interesting and informative.

Very interesting and well done.

Very interesting, excellent presentation.

Very interesting topic, good organization.

Very well organized.

Very well paced and interesting.

Was hoping for more information to apply.

Well organized, good data, clear presentation, informative.

Will be helpful when talking with parents and for developmental intervention plans.

Wish he'd had more time so he could present all his slides.

Wish he'd had more time to show all video clips and slides.

Wish second video had worked.

Wish there was more time for this excellent presenter.

Wonderful delivery!

Wonderful information.

Wonderful integration of knowledge of biologic basis with clinical applications.

Wonderful presentation.

Wonderful presenter. Loved the accompanying video examples.

Would have liked to hear more on educating HFA, strategies and tips.

■ Peter Mundy, PhD (Session 8) [continued]

---

**OTHER'S COMMENTS ON CHANGES IN PATIENT CARE**

I will be able to read my test scores more comfortably.

I will get the ASSQ to show documented support to differentiate between ADHD and HFA.

I'll provide slower, more organized instruction for task completion for both my ADHD and autistic students.

Will use this material in assessment and diagnosis of kids I work with.

Will watch differential diagnosis between HFA and ADHD more closely.