



Insights and Strategies for Supporting Students with ASD & ADHD

Presented by: Elizabeth Shanley, MEd, & Kathleen Woodward, EdS, NCSP

and Melinda Cooper, B.OT, MBA

Date: Wednesday, April 23, 2025

Time: 1:00 p.m. to 2:00 p.m. EST

Delivery method: Live webinar

Instructional level: Intermediate

Sponsored by: NCS Pearson, Inc.

Overview

Early diagnoses and interventions for children with co-occurring autism spectrum disorder (ASD) and attention-deficit/hyperactivity disorder (ADHD) are crucial for academic success and social development. With up to 70% of students with ASD also presenting with ADHD, educators must navigate unique challenges in learning, behavioral regulation, and peer interactions. This intermediate level session explores the intersection of ASD and ADHD, providing research-based strategies for early identification, effective classroom interventions, and fostering an inclusive learning environment. Attendees will gain practical tools to support diverse learners to ensure they receive the necessary accommodations to thrive both in school and beyond.

Learner Outcomes

After completing this webinar, participants will be able to:

1. Define and differentiate ASD and ADHD, including their core symptoms and challenges, based on current diagnostic criteria
2. Describe the prevalence and trends of co-occurring ASD and ADHD and the factors contributing to increased diagnoses and implications for educational settings
3. Identify the key challenges that students with co-occurring ASD and ADHD experience in academic achievement, behavioral regulation, and social interactions
4. Apply evidence-based instructional strategies and classroom modifications to support students with ASD and ADHD to promote engagement, organization, and social-emotional learning
5. Demonstrate an understanding of collaborative approaches by outlining ways to engage with families, school-based specialists, and community resources to ensure comprehensive support for students

Time-Ordered Agenda

1:00 p.m. – 1:05 p.m.	Welcome and Introduction <ul style="list-style-type: none">• Overview of session objectives• Importance of early diagnosis and intervention• Introduction of speaker(s)
1:05 p.m. – 1:15 p.m.	The Intersection of ASD and ADHD <ul style="list-style-type: none">• Overview of ASD and ADHD: Key characteristics and challenges• Prevalence and rising diagnosis trends• Understanding the impact of dual diagnosis on learning and development

1:15 p.m. – 1:25 p.m.	Challenges in the Classroom <ul style="list-style-type: none"> • Academic struggles: Attention, organization, and executive function difficulties • Behavioral regulation: Emotional dysregulation and impulsivity • Social interaction difficulties: Peer relationships and communication
1:25 p.m. – 1:40 p.m.	Strategies for Educators <ul style="list-style-type: none"> • Instructional strategies: Visual supports, cooperative learning, flexible instruction • Classroom modifications: Sensory-friendly environments, structured routines • Social and emotional learning (SEL): Teaching social skills, fostering inclusivity
1:40 p.m. – 1:50 p.m.	The Role of Collaboration <ul style="list-style-type: none"> • Importance of early identification and referral • Working with families and caregivers • Collaborating with specialists (school psychologists, speech-language pathologists, etc.)
1:50 p.m. – 2:00 p.m.	Q&A and Closing Remarks

About the Presenters

Elizabeth currently serves as an Education Assessment Consultant at Pearson Clinical Assessments, where she offers expert consultative support on clinical and classroom assessment practices to K-12 school districts throughout Texas. In her role, she works closely with special education departments, providing specialized platform training and administration guidance for a range of Pearson’s widely utilized, research-based assessments. A former elementary reading teacher and ESL specialist, Elizabeth transitioned from public education to Pearson in 2019, bringing with her a strong commitment to educational equity. Her professional mission is grounded in the belief that every child deserves access to a high-quality education without limitations. Elizabeth holds a Master’s degree in Educational Leadership from the University of St. Thomas, Houston, and a Bachelor’s degree from the University of Texas at Austin.

Kathleen Woodward, is a Nationally Certified School Psychologist with an extensive clinical background in psychological and psychoeducational assessment in addition to 18 years serving as a consultant to large school districts and healthcare systems throughout the U.S., Canada, and the Caribbean Islands. Current areas of research include best practices in assessment to address the youth mental health crisis and assessment of executive functions and ADHD in children and adolescents.

Melinda completed her occupational therapy undergraduate degree at LaTrobe University and her Masters of Business Administration at Melbourne Business School in Melbourne, Australia. She worked clinically as a pediatric OT for 12 years, in a variety of settings including schools, community health and private practice, specializing in children with learning and coordination difficulties. She joined Pearson Clinical Assessment in 2007 and is now the product manager for Pearson’s line of OT and PT assessment tools.

Disclosures

Financial

Elizabeth Shanley currently serves as an Education Assessment Consultant at Pearson Clinical Assessments.

Kathleen Woodward is a Nationally Certified School Psychologist at University of Northern Colorado, Greeley, CO.

Melinda Cooper currently serves as the Senior Product Manager for the Therapeutics Portfolio at Pearson Clinical Assessments.

Non-financial disclosure: No relevant non-financial relationship exists.

Course Content Disclosure: NCS Pearson, Inc., is the sponsor of this webinar. Pearson develops and distributes assessments and intervention tools for speech-language pathologists, psychologists, and occupational therapists. This webinar will cover information that pertains to the effective and appropriate use of the following assessments:

Sensory Profile 2 (SP-2)

Vineland Adaptive Behavior Scales (3rd ed; Vineland-3)

Behavior Assessment System for Children (3rd ed; BASC-3)

Autism Spectrum Rating Scales (ASRS)

NEPSY-II

DKEFS/DKEFS Advanced

DAS-II NU

Published by NCS Pearson. No other assessments or interventions will be discussed during this presentation.

References

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- Sainsbury, W. J., Carrasco, K., Whitehouse, A. J. O., & McNeil, L. (2023). Age of diagnosis for co-occurring autism and attention deficit hyperactivity disorder during childhood and adolescence: A systematic

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