

Announcing

IABA's Online Longitudinal Training Practicum

Assessment and Analysis of Severe and Challenging Behavior

Sponsored by the Institute for Applied Behavior Analysis

Developed by Gary W. LaVigna, Ph.D., BCBA-D and Thomas J. Willis, Ph.D.

Faculty: **Thomas J. Willis, Ph.D.**

An

advanced, competency-based online training practicum for:

- psychologists
- behavioral consultants
- resource specialists

and other qualified professionals charged with assessing individuals who have complex and challenging needs and with designing positive behavior support plans in public and private schools, residential settings, and supported work and other adult day services. You will learn an evidence-based, state-of-the-art model for providing effective positive behavioral support using best practices.

Fully interactive • Online • No expensive travel

BCBA CE Available! IABA is an approved BACB® continuing education provider (ACE Provider number OP-02-0027)

[IABA](http://www.iaba.com)

Institute for Applied Behavior Analysis® | PO Box 5743, Greenville, SC 29606 USA | 1 800 457 5575 | www.iaba.com | jmarshall@iaba.com

Who Should Attend?

This advanced, competency-based online training practicum is appropriate for psychologists, behavioral consultants, resource specialists and other qualified professionals charged with assessing individuals who exhibit severe and challenging behavior and with designing behavior support plans based on a functional analysis of behavior. Previous participants have attended from Australia, Canada, Great Britain, Greece, Hong Kong, Ireland, Malta, New Zealand, Norway, Spain, Sweden and the U.S.

Faculty Highlights

Thomas J. Willis, Ph.D. is Associate Director of the Institute for Applied Behavior Analysis in Los Angeles, California. With decades of experience as a behavioral consultant and workshop leader, he has coauthored numerous articles and chapters on providing person-centered behavioral support to people with severe and challenging behavior including: *The Periodic Service Review: A Total Quality Assurance System For Human Services and Education*, *The Behavior Assessment Guide*, *The Reinforcement Inventory*, and *Emergency Management Guidelines*. He is an internationally recognized authority and lecturer on the topics of behavioral assessment, positive behavioral support and staff management strategies for total quality assurance. He is a dynamic and engaging speaker who has provided training to thousands of professionals in half a dozen countries around the world.

The Institute for Applied Behavior Analysis® (www.iaba.com)

Cofounded in 1981 by Dr. Gary W. LaVigna and Dr. Thomas J. Willis, IABA® provides supported employment, supported living and supported educational services to individuals with challenging behavior in Southern California. IABA® is committed to providing the most advanced and highest possible quality services in support of people with challenging behavior. Our goal is to assure the highest quality of life possible for the people we serve by enabling them to live regular lives in natural settings with full, positive and valued community presence and participation.

In addition to the support services provided in the US, IABA® has become an internationally recognized source for training and consultation in the areas of positive, person-centered, behavioral support, instructional strategies and total quality assurance systems.

How it works

WebEx (webex.com) is a video streaming system that allows you, the participant, to attend a training program, view, hear the presenter, view the related PowerPoint presentation, AND ask questions if you need further clarification on any concept. Because you are able to participate from the comfort of your own office or living room, you do not need to travel to the venue — which can be a huge savings!

What you need:

- A computer with a sound card (most newer computers already have this installed, if you can listen to music or a YouTube video, then you have a sound card or you can go to www.iaba.com/video/ to watch a sample video.)
- A webcam and microphone (this allows you to ask questions and interact with the speaker, most newer computers have this built-in) a high speed Internet connection (like cable or DSL)
- To test your computer to ensure that it will meet the minimum requirements, go to www.webex.com/test-meeting.html.

Program Description

Content:

Practicum Outcomes:

- How to conduct a comprehensive functional assessment that meets defined standards.
- How to develop a positive behavior support plan that incorporates ecological, positive programming, focused support and reactive strategies that meet defined standards.
- How to use the *Behavior Assessment Guide* as an information gathering and records abstraction tool.
- How to assure the consistent implementation of a positive behavior support plan using a periodic service review.
- How to evaluate a positive behavior support plan.

Lecture Series covering the following topics:

- + Review and clarification of the seminar on Positive Practices in Behavioral Support
- + Using the *Behavior Assessment Guide*
- + Mediator Analysis
- + Motivational Analysis
- + Data Collection
- + Reliability
- + Defining Behavior
- + Overview of the *Forms and Procedures Manual*
- + Respondent Support Strategies
- + Stimulus Control
- + Mediating Systems/Token Reinforcement Strategies
- + Instructional Control
- + Stimulus Satiation

Specific Aims and Objectives:

- To train participants to provide sophisticated and professional levels of assessment services including the design of comprehensive, state-of-the-art support plans.
- To train participants in effective strategies to assure staff consistency in service implementation.
- To provide a written set of materials, forms, and procedures for the smooth administration and provision of behavioral services.

Program Design | This online longitudinal training practicum is designed to be an intensive hands-on experience. Training activities will include supervised, field based practicum assignments, online feedback sessions, online lectures, reading and writing assignments, practice exercises, and evaluation. Training activities are distributed over a 21-week period. See the schedule for a list of activities and estimated time requirements.

Participants:

This advanced training program is designed for professionals who:

- Have responsibility for assessment and support planning.
- Have responsibility for assuring consistent staff service delivery.
- Meet requirements for providing behavioral services.
- Have mastery of the basic principles and procedures of applied behavior analysis.

This online longitudinal training practicum is an intensive experience:

- Attendance at all online sessions is mandatory.
- Participants will choose a focus person from their case-loads for whom services will be provided under practicum supervision.
- Each participant must conduct a thorough comprehensive functional assessment, write an assessment report and recommended positive behavior support plan according to the guidelines established during training. (See outline below.)
- Each participant must be prepared to train staff to carry out the support plan they have designed.

Significance and Outcome | Many service settings are unable to provide services to those individuals who require sophisticated behavioral supports to bring their severe and challenging behavior under control. This training practicum is designed to train competent consultants which will enable their home agencies to serve individuals they may currently be unable to serve. The availability of a trained professional may mean the prevention of placement in a more restrictive setting, may eliminate the need for aversive procedures, or may allow the placement of an individual in a less restrictive setting. At the very least, the availability of a consultant trained through this program may mean that individuals' needs are better met through the use of positive programming based on a thorough comprehensive functional assessment and analysis of behavior. An evaluation plan will measure the impact of training on the home agency.

Outline: Comprehensive Functional Assessment Report and Recommended Support Plan:

- I. Identifying Information
- II. Reasons for Referral
 - a. Source of Referral
 - b. Key Social Agents
- III. Data Source
- IV. Description of Services
- V. Background Information
- VI. Functional Analysis
 - a. Description of Problems
 - b. History of Problems
 - c. Antecedent Events
 - d. Consequence Events
 - e. Ecological Analysis
 - f. Impressions and Analysis of Meaning
- VII. Motivational Analysis
- VIII. Mediator Analysis
- IX. Recommended Support Plan
 - a. Long Range Goals
 - b. Short-Term Objectives
 - c. Evaluation of Services
 - d. Support Strategies
 1. Life Style Supports
 2. Positive Programming
 3. Focused Strategies
 4. Reactive Strategies
 - e. Staff Development
- X. Comments and Recommendations

Longitudinal Training Schedule

WEEK	Lecture or Activity	Day of Week/Time Commitment
1	<ul style="list-style-type: none"> ❖ Online Lecture: Welcome ❖ Online Lecture: Introduction, ❖ Online Lecture: Orientation to Materials and Schedule, ❖ Online Lecture: Review and Clarification, ❖ Online Lecture: Using the <i>Behavior Assessment Guide</i> 	Online: Monday, approximately 3 hours.
	<ul style="list-style-type: none"> ❖ Online Lecture: Using the <i>Behavior Assessment Guide</i> (continued) ❖ Online Lecture: Mediator Analysis 	Online: Tuesday, approximately 3 hours
	<ul style="list-style-type: none"> ❖ Online Lecture: Motivational Analysis ❖ Online Lecture: Data Collection ❖ Online Lecture: Reliability ❖ Online Exercise: Defining Behavior 	Online: Wednesday, approximately 3 hours
	<ul style="list-style-type: none"> ❖ Online Lecture: Overview of the <i>Forms and Procedures Manual</i> ❖ Online Lecture: Assignment and Due Dates 	Online: Thursday, approximately 3 hours
2	<ul style="list-style-type: none"> ❖ Independent Activity: Select focus person, have informed consent signed, and begin records review 	Independent Activity: Approximately 4 to 8 hours
3	<ul style="list-style-type: none"> ❖ Independent Activity: Conduct a records review ❖ Online Discussion: Review and Clarification ❖ Online Lecture: Respondent Support Strategies 	Independent Activity: Approximately 4 to 8 hours Online: Monday, approximately 2 hours
4	<ul style="list-style-type: none"> ❖ Independent Activity: Conduct observations and interviews ❖ Online Discussion: Review and Clarification ❖ Online Lecture: Stimulus Control 	Independent Activity: Approximately 4 to 8 hours Online: Monday, approximately 2 hours
5	<ul style="list-style-type: none"> ❖ Independent Activity: Complete observations and interviews, begin writing the Comprehensive Functional Assessment Report ❖ Online Discussion: Review and Clarification ❖ Online Lecture: Mediating Systems / Token Reinforcement Strategies 	Independent Activity: Approximately 4 to 8 hours Online: Monday, approximately 2 hours
6	<ul style="list-style-type: none"> ❖ Independent Activity: Continue writing the Comprehensive Functional Assessment Report ❖ Online Discussion: Review and Clarification ❖ Online Lecture: Instructional Control 	Independent Activity: Approximately 4 to 8 hours Online: Monday, approximately 2 hours
7	<ul style="list-style-type: none"> ❖ Independent Activity: Complete writing the Comprehensive Functional Assessment Report and submit the report ❖ Online Discussion: Review and Clarification ❖ Online Lecture: Stimulus Satiation 	Independent Activity: Approximately 4 to 8 hours Online: Monday, approximately 2 hours.

WEEK	Lecture or Activity	Day of Week/Time Commitment
8	❖ Online Feedback Session: Comprehensive Functional Assessment Report	Online: Monday, approximately 3 hours
	❖ Online Feedback Session: Comprehensive Functional Assessment Report	Online: Tuesday, approximately 3 hours
	❖ Online Feedback Session: Comprehensive Functional Assessment Report	Online: Tuesday, approximately 3 hours
9	❖ Independent Activity: Begin writing the Recommended Support Plan	Independent Activity: Approximately 4 to 8 hours
10	❖ Independent Activity: Complete writing the Recommended Support Plan and submit the report	Independent Activity: Approximately 4 to 8 hours
11	❖ Online Feedback Session: Recommended Support Plan	Online: Monday, approximately 3 hours
	❖ Online Feedback Session: Recommended Support Plan	Online: Tuesday, approximately 3 hours
	❖ Online Feedback Session: Recommended Support Plan	Online: Tuesday, approximately 3 hours
12	❖ Independent Activity: Begin Implementation of the Recommended Support Plan	Independent Activity: Approximately 4 to 8 hours
13	❖ Independent Activity: Continue Implementation of the Recommended Support Plan	Independent Activity: Approximately 4 to 8 hours
14	❖ Independent Activity: Continue Implementation of the Recommended Support Plan	Independent Activity: Approximately 4 to 8 hours
15	❖ Independent Activity: Continue Implementation of the Recommended Support Plan	Independent Activity: Approximately 4 to 8 hours
16	❖ Independent Activity: Continue Implementation of the Recommended Support Plan	Independent Activity: Approximately 4 to 8 hours

WEEK	Lecture or Activity	Day of Week/Time Commitment
17	❖ Independent Activity: Continue Implementation of the Recommended Support Plan	Independent Activity: Approximately 4 to 8 hours
18	❖ Independent Activity: Continue Implementation of the Recommended Support Plan	Independent Activity: Approximately 4 to 8 hours
19	❖ Independent Activity: Continue Implementation of the Recommended Support Plan	Independent Activity: Approximately 4 to 8 hours
20	❖ Independent Activity: Continue Implementation of the Recommended Support Plan and submit revised final report	Independent Activity: Approximately 4 to 8 hours
21	❖ Online Feedback Session: Support Plan Implementation	Online: Monday, approximately 3 hours
	❖ Online Feedback Session: Support Plan Implementation	Online: Tuesday, approximately 3 hours
	❖ Online Feedback Session: Support Plan Implementation	Online: Wednesday, approximately 3 hours

All participants must attend all online sessions. We may need to add additional feedback sessions depending on the size of the class. Note that the day of the week will be one day later if you live in New Zealand, Australia or Asia.

Prerequisite Training | All participants in this training practicum must have attended a 4-day training series, entitled “Positive Practices in Behavioral Support” conducted by either Gary LaVigna, Tom Willis, Jo Mullins or one of IABA’s sanctioned trainers. The prerequisite can be met by attending a live seminar, participating in an online webinar or watching the online videos.

Tuition and Fees | \$3000.00 USD

Includes tuition and all materials (*Alternatives to Punishment*, *Progress Without Punishment*, *The Periodic Service Review*, and *The Behavior Assessment Guide*, a 1000 plus page *Forms and Procedures Manual*, 12 issues of *Positive Practices*, reprints of articles.)

Questions? | If you need more information contact:

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Unsolicited comments by previous participants

“Thanks for providing me with the BEST training experience of my life. I’m proud to say that through the application of the principles I learned in (from IABA) I have had a positive impact on the lives of many children and adults who participate in our services.” - *BD, Montana*

“It was on to the two most important and influential courses that I undertook in my career. He has influenced practice across the world.” - *AP, England*

“A wealth of knowledge and hopefully a network of people I can turn to when I am involved with a more intense case than usual.” - *FG, Australia*

Application

To apply for the online longitudinal training, complete this form and submit it to:

Institute for Applied Behavior Analysis

PO Box 5743, Greenville, SC 29606-5743 USA

Telephone: (864) 271-4161 • FAX (864) 271-4162 • Toll Free (800) 457-5575

E-mail: jmarshall@iaba.com • <http://www.iaba.com>

We will send you an invoice which you can pay via credit card, check or wire transfer.

PLEASE PRINT OR TYPE

Name _____ Name by which you prefer to be called _____

What is your position at the agency you work for? _____

Describe your work responsibilities _____

Describe the mission and type of services of the agency you work for _____

What is the highest academic degree that you hold _____

What is your date of birth (month/day/year) _____ Where/When did you attend the 4-day program? _____

Contact Information (we will mail your books to this address)

Agency Name _____

Mailing Address [] Home [] Work _____

City _____ State/Province _____ Zip Code/Post Code _____

Country _____

Area Code & Telephone _____ Area Code & Fax _____

E-mail _____

Alternate E-Mail: _____

Invoicing Information

Agency Name _____

Mailing Address _____

City _____ State/Province _____ Zip Code/Post Code _____

Country _____

Area Code & Telephone _____ Area Code & Fax _____

Purchase Order Number _____