

IABA® Announces: A series of four, integrated, one day seminars on supporting people with challenging behaviour using person-centered, nonaversive approaches.

IABA®

positive practices in Behavioural Support

25 – 28 September 2007 | University of Ballarat, Vic

Program 1 | 25 September 2007

Comprehensive Functional Assessment

Program 2 | 26 September 2007

Positive Behavioural Support

Program 3 | 27 September 2007

Emergency Management and Reactive Strategies Within a Nonaversive Framework

Program 4 | 28 September 2007

Assuring Staff Consistency and the Provision of Quality Services: An Introduction to an Effective Quality Improvement and Outcome Evaluation System

Also Announcing: Program 5

Assessment and Analysis of Severe and Challenging Behaviour

A Longitudinal Training Program | Beginning 1 – 3 October 2007 | Brisbane, QLD

Seminar Leader: Thomas J Willis, PhD

Sponsored By:

Autism Victoria | www.autismvictoria.org.au | **VALiD** | www.valid.org.au

Who Should Attend?

If you provide support or educational services to individuals who have behaviour challenges associated with an intellectual disability, autism, PDD, brain injury, mental illness or behaviour disorder then this series of seminars is a MUST for you to attend. By attending these seminars you will learn concrete strategies to improve the quality of life of the people you support using only person-centered, positive behavioural strategies.

These Seminars Are for You | Clinical Psychologists | Educational Psychologists | Behavioural Consultants | Behavioural Specialists | Special Educators | Clinical Social Workers | Direct Service Staff | Advocates | Group Home Managers and Supervisors | Day Service Providers | Supported Living Service Providers | Supported Employment Service Providers

Seminar Leader's Highlights

Thomas J Willis, PhD is Associate Director of the Institute for Applied Behavior Analysis® (IABA®). With decades of experience as a behavioral consultant and workshop leader he has co-authored numerous articles on the treatment of severe behavior challenges. He has co-authored books and texts, 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, the design of nonaversive behavioral support services and staff management strategies for total quality assurance.

The Institute for Applied Behaviour Analysis® (iaba.com)

Co-founded 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 behaviour in Southern California. IABA® is committed to providing the most advanced and highest possible quality services in support of people with challenging behaviour. 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 behavioural support, instructional strategies and total quality assurance systems.

About our Sponsors

Autism Victoria

www.autismvictoria.org.au

Autism Victoria is a member-based not for profit organization. They are the peak body for Autism Spectrum Disorders in the state of Victoria. Their aim is to improve the quality of life for people affected by Autism Spectrum Disorders, their family and carers. They also provide a range of services to individuals and agencies with an interest in Autism Spectrum Disorders, including Asperger Syndrome and PDD-NOS.

Autism Victoria generates income from a range of sources including memberships, government funding, philanthropic trusts and private donations and various activities.

Their Patron is Professor Margot Prior AO, who is an internationally acclaimed researcher, teacher and clinician in the field of Autism Spectrum Disorders. 2007 is the 40th Anniversary of the formation of the association in 1967. Visitors to Autism Victoria's office can view a collection of documents tracking the progress of the association, and the awareness of autism over this time period.

The Victorian Advocacy League for Individuals with Disability Inc | www.valid.org.au

VALID is funded by the Victorian State Government to provide peak representation of adults with intellectual disability and to operate an advocacy support service for adults with intellectual disability, their families/carers and advocates.

VALID is a disability advocacy organisation committed to the vision of an Australian nation in which people with disability are empowered to exercise their rights - as human beings and as citizens - in accordance with the United Nations Declarations on Human Rights of Disabled Persons.

The mission of the VALID Advocacy Service is to protect and defend the human rights of people with an intellectual disability, and to champion their rights as citizens to: Community Presence, Choice, Respect and Community Participation.

The VALID Advocacy Service aims to empower people with intellectual disability at a range of levels, from the individual to the systemic.

Program Descriptions

Program 1

Comprehensive Functional Assessment

General Description

In this seminar we will provide in-depth training in behavioural assessment, functional analysis of behaviour and how to use this information to develop positive, person-centered, behavioural support plans.

Topics Covered

- An introduction to the multielement model for providing nonaversive person-centered behavioural supports
- Comprehensive Functional Assessment
 - Purpose(s) of behavioural assessment
 - Levels of behavioural assessment
 - Methods used to conduct a behavioural assessment
 - Overview of the Behaviour Assessment Guide
 - Functional analysis of behaviour
 - Ecological analysis
 - Mediator analysis
 - Motivational analysis
- Summary and conclusions

Objectives | Participants will learn:

- The 4 major areas of the multielement model
- The differences between proactive and reactive strategies
- How to define behaviour using the following characteristics: topography, cycle, course, strength
- To describe 5 components of an Antecedent Analysis
- To identify 3 major purposes of the Mediator Analysis
- To describe 4 categories of the Ecological Analysis
- To describe 3 methods to determine potential reinforcers

Program 2

Positive Behavioural Support

General Description

In this seminar we will provide an overview of a person-centered, multielement model for providing positive behavioural supports and describe in detail the roles that ecology, positive programming and reinforcement play within this model. You are encouraged to participate in Seminar 1 as this seminar builds on that information and a functional behavioural assessment is necessary to implement this model.

Additional Topics Covered

- Rationale for nonaversive, positive behavioural supports
- An introduction to the multielement model for providing nonaversive person-centred behavioural supports
- Environmental/ecological change in support of behaviour change

- Positive programming: Its role in and methods of supporting behaviour change
- Reinforcement/motivational strategies to promote rapid behaviour change

Objectives | Participants will learn:

- Ways in which a person's ecology can be used to achieve behaviour change
- The rationale behind and methods of implementing Functionally Equivalent, Functionally Related and Coping Skills
- To use reinforcement strategies to increase desirable behaviours and to reduce challenging behaviours
- How to use reinforcement to reduce but not eliminate certain challenging behaviours through stimulus control

Program 3

Emergency Management and Reactive Strategies Within a Nonaversive Framework

General Description

When punishment is no longer used to manage behaviour, people ask "What do we do when the behaviour occurs?" "What do we do in a crisis?" This seminar will provide an overview of emergency management and reactive strategies that might be used as part of a complete support plan.

Topics Covered

- The context of emergency management: A good support plan is more than just reacting to the problem.
- Antecedent control: A description of strategies for preventing crises.
- How to react when a problem arises:
- Proximity strategies
- Instructional strategies
- Facilitative / problem solving strategies
- Stimulus change strategies
- Counter-intuitive strategies
- Natural consequences
- Ignoring: Uses/Abuses/Guidelines
- Capitulation: When is it OK to "give in?"
- Interpositioning or geographical containment: How to use the physical environment to prevent injury.
- Self control issues and strategies for staff

Objectives | Participants will learn:

- Effective strategies to avoid staff and consumer injuries, even with the most aggressive and challenging behaviour
- Techniques to avoid situations where challenging behaviour can become dangerous
- Nonaversive strategies to regain control over emergency situations without having to resort to physical management

Program 4

Assuring Staff Consistency and the Assurance of Quality Services

General Description

Based on the book, *The Periodic Service Review (PSR)*, this one-day seminar on how to maximize staff consistency in service implementation utilizing effective staff supervision strategies is a logical additional day for all consultants, program managers and supervisors.

Rationale and Description of Topics Covered

Most human service managers have been promoted to their positions without receiving the proper training necessary to mobilize staff toward the achievement of agency goals and objectives. This one-day workshop will tell the session participants how they can improve their management skills and take advantage of their agency's potential to provide consistent, quality services, in spite of insufficient resources, low wages, lack of staff skills, and poor staff motivation.

The PSR is a total quality assurance system that translates the principles of effective management into concrete policies and procedures. Guidelines are provided on how to introduce a monitoring and feedback system in such a way that it is acceptable to staff.

The PSR has evolved from over a decade of work at IABA®. The system incorporates the principles and procedures of both Organisational Behaviour Management and Total Quality Management. As such, it is a concrete and practical management system adaptable to any human service or educational setting. Applications and results will be presented for supported living and supported employment services and from a classroom setting.

Objectives | Participants will learn:

- Operationally define expectations for staff
- Individualize and implement the PSR
- Introduce a performance monitoring system that is acceptable to staff
- Design and implement a proven system of staff training
- Individualize and implement the Procedural Reliability System (a system to ensure service integrity)
- Produce sweeping improvements in service quality

Program 5 | Brisbane, QLD

Assessment and Analysis of Severe and Challenging Behaviour: A Longitudinal Training Program

Brisbane 1, 2 and 3 October 2007

plus three additional two-day follow-up modules will be scheduled with the participants. Follow-up modules will be scheduled regionally.

Objectives

1. To train participants to provide sophisticated and professional levels of assessment services including the design of comprehensive, state-of-the-art, multielement support plans designed to produce valued outcomes in cost effective ways.
2. To train participants in effective strategies to assure staff consistency and total quality in service provision.
3. To provide a written set of materials, forms, and procedures for the smooth administration and provision of behavioural services.
4. Each participant will design and implement a comprehensive multielement support plan that is based on a thorough behavioural assessment and functional analysis of behaviour for a focus person of their choice.

Significance and Outcome

Many education or service settings are unable to provide support to those individuals who require sophisticated behavioural service plans to resolve their severe and challenging behaviour and to improve their quality of life. This training institute is designed to train competent consultants that will enable their home agencies to serve people 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 a person's needs are better met through the use of positive programming based on a thorough functional analysis of behaviour.

Program Design

This training institute is designed to be an intensive hands-on experience. Training activities will include supervised, field based practicum assignments, feedback sessions, lectures, reading and writing assignments, and practice exercises. Distributed practice with feedback and follow-up activities are specifically included in the design to ensure generalization to the participants' home agency.

The following topics are addressed through lectures, required readings and guided practicum:

- A rationale for providing nonaversive behavioural services
- Advanced behavioural assessment and functional analysis
- Life style supports for behaviour change
- Positive programming for durable results
- Focused nonaversive reactive strategies for rapid resolution
- Advanced principles for the design of everyday positive feedback systems
- Behaviour support strategies for people with severe and challenging behaviours
- Emergency management and reactive strategies within a nonaversive framework
- Peers as agents of support
- Limitations of the nonaversive model
- Identification of positive reinforcers
- Assuring staff consistency in service provision and providing quality services
- Behavioural technology in support of values

The following is the outline of the Comprehensive Functional Assessment Report and Recommended Support Plan that will be used by the participants in writing their reports.

Comprehensive Functional Assessment and Recommended Support Plan Outline

- 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

Required Readings

1. *Alternatives to Punishment*
2. *Progress Without Punishment*
3. *The Periodic Service Review*
4. *The Behaviour Assessment Guide*
5. Monograph: *The Role of Positive Programming in Behavioural Treatment*
6. IABA's *Forms and Procedures Manual*
7. *Positive Practices* (all issues)
8. Monograph: *Episodic Severity*

Longitudinal Training Schedule

Module 1 | 4 days

Positive Practices in Behavioural Supports

You must attend programs 1 – 4 at the venue of your choice (Perth, Adelaide, Cairns, Ballarat, Newcastle or Brisbane).

Module 2 | 3 days

Assessment and Analysis of Severe and Challenging Behaviour | 1 – 3 October 2007 in Brisbane

Additional lectures on assessment and focused support are presented. The field assignment is discussed and outlined. Each participant will choose a focus person from their agency or school to design and implement a comprehensive behavioural support plan.

Inter-Module Interval | Approx. 6 to 8 weeks

Participants will select a focus person, conduct a comprehensive functional assessment. A Comprehensive Functional Assessment Report, based on the outline provided, will be written and submitted the faculty on a designated date.

Module 3 | 2 days

Participants will meet together at a designated venue to receive both verbal and written feedback on their report from the faculty. Dates and venues will be decided during Module 2.

Inter-Module Interval | Approx. 2 to 3 weeks

Participants will write a Recommended Support Plan. This report will be submitted the faculty on a designated date.

Module 4 | 2 days

Participants will meet together at a designated venue to receive both verbal and written feedback on their report from the faculty. Dates and venues will be decided during Module 2.

Inter-Module Interval | Approx. 10 to 16 weeks

Participants will implement the Recommended Support Plan and design a Periodic Service Review (PSR) to monitor implementation. The Comprehensive Functional Assessment and Recommended Support Plan report is revised and a final report will be written that summarizes the implementation and PSR data. This report will be submitted the faculty on a designated date.

Module 5 | 2 days

Participants will meet together at a designated venue to receive both verbal and written feedback on their report from the faculty. Dates and venues will be decided during Module 2.

Conference Start Times

Registration is from 8:30 AM and 9:00 AM each morning. The program will begin promptly at 9:00 AM each morning and end at 4:30 PM each day.

Registration Fees

Before 24 August 2007

Programs 1 – 4: \$600.00 per person
Daily Rate: \$175.00 per person
Inclusive of lecture notes and refreshment breaks.
Lunch is "on your own." Fees are quoted in \$AUD.

Programs 1 – 5: \$4,000.00 per person
Inclusive of tuition, materials, lecture notes and refreshment breaks. Lunch is "on your own."

Registration Fees

After 24 August 2007

Programs 1 – 4: \$700.00 per person
Daily Rate: \$200.00 per person
Inclusive of lecture notes and refreshment breaks.
Lunch is "on your own."

Programs 1 – 5: \$5,000.00 per person
Inclusive of tuition, materials, lecture notes and refreshment breaks. Lunch is "on your own."

Cancellation Policy

If you are unable to attend the training as scheduled, you may send a substitute. Have them print their name and address on your admission ticket and present it at registration. Written cancellations postmarked by 1 September 2007 are eligible for a refund of 75% of fees paid. Written cancellations postmarked after 1 September 2007 will receive, upon request, a certificate good for any equivalent IABA sponsored training session. "NO SHOWS" are liable for the entire registration fee.

Continuing Education

Behaviour Analysts: IABA® is an approved BACB® continuing education provider (ACE Provider number is OP-02-0027). The Behaviour Analyst Certification Board® (BACB®) does not sponsor, approve or endorse IABA®, the materials, information or sessions identified herein.

Venue Location

University of Ballarat SMB Campus

Ballarat, VIC
The Brewery Complex
Brewery Theatre
(map: www.ballarat.edu.au and www.iaba.com)
Visit iaba.com for a list of overnight accommodations.

Payment Methods

Cheque: Make cheques payable in Australian Dollars to IABA and mail to Institute for Applied Behaviour Analysis | c/o Autism Victoria | PO Box 235 | Ashburton, VIC 3147 | T: 03 9885 0533 | F: 03 9885 0508 | Cheques are forwarded to IABA in the USA and are banked in the USA. You can also register on-line at www.iaba.com.

Credit Card: Credit card payment can be accepted; however, the transaction will be in US dollars at the prevailing credit card exchange rate on www.oanda.com. Complete the credit card information on the registration form and fax or mail to IABA | c/o Autism Victoria | PO Box 235 | Ashburton, VIC 3147 | T: 03 9885 0533 | F: 03 9885 0508

Questions?

Call Amanda Golding on (03) 9885 0533

Special Offer:

Register four or more people, at the same time, to attend Programs 1 – 4 and receive an additional **FREE** space!

