

# ABA Workshop For Professionals & Students

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Friday, Sept. 9, 2016      9 am - 4 pm

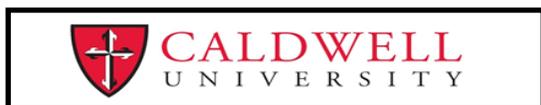
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Functional Assessment of Severe Problem Behavior of Persons with  
Autism: A Focus on a Safer, Faster, and Still Effective Process  
*and*  
Treating Severe Problem Behavior: A Focus on Strengthening  
Socially Important Behavior of Persons with Autism

**Gregory P. Hanley, Ph.D., BCBA-D**  
Western New England University



Dr. Hanley has been applying the principles of learning to improve socially important behaviors of children and adults with and without disabilities for 25 years. He worked and trained at the Spurwink School, the Groden Center, and the Kennedy Krieger Institute, was degreed at the University of Florida, was tenured at the University of Kansas, and is currently a Professor of Psychology and Director of the Behavior Analysis Doctoral Program at Western New England University and an Adjunct Professor of Psychiatry at the University of Massachusetts Medical School. Dr. Hanley has published over 100 book chapters and articles in peer-reviewed journals in areas such as the assessment and prevention of problem behavior, teaching tactics for young children, and evidence-based values. Dr. Hanley is a Fellow of the American Psychological Association (Division 25), past Editor of *Behavior Analysis in Practice (BAP)*, and a past Associate Editor of *The Behavior Analyst*, the *Journal of Applied Behavior Analysis (JABA)*, and *BAP*, and incoming Editor of *JABA*.



## MORNING WORKSHOP (9 am–12 pm)

### Functional Assessment of Severe Problem Behavior of Persons with Autism: A Focus on a Safer, Faster, and Still Effective Process

#### Abstract

Although a diagnosis of autism is not dependent on problem behaviors like meltdowns, self-injury, or aggression, odds are that one or more of these types of problems will require address at some point in the life span of a person diagnosed with autism. Behavioral intervention can be effective for addressing these problems, especially when a functional assessment of the problem is conducted to determine why the problem behavior is occurring. A number of myths regarding the functional assessment process, which appear to be pervasive within different research and practice communities, will be reviewed in the context of an attempt to develop new lore regarding the functional assessment process. Frequently described obstacles to implementing a critical aspect of the functional assessment process, the functional analysis, will be reviewed in the context of new solutions for overcoming them.

#### Objectives

- An attendee should be able to describe the conditions under which the different types of functional assessment should and should not be used when attempting to understand why problem behavior is occurring.
- An attendee will be able to describe multiple tactics to improve the efficiency of the functional assessment process.
- An attendee will be able to describe multiple tactics for ensuring the safety of both the client and therapist when conducting functional analyses of dangerous behavior.
- Given the results of an open-ended interview, the attendee should be able to design an efficient, individualized (non-standardized) and synthesized functional analysis.

#### Relevant Readings

- Hanley, G. P. (2012). Functional assessment of problem behavior: Dispelling myths, overcoming implementation obstacles, and developing new lore. *Behavior Analysis in Practice*, 5, 54-72.
- Hanley, G. P., Jin, C. S., Vanselow, N. R., & Hanratty, L. A. (2014). Producing meaningful improvements in problem behavior of children with autism via synthesized analyses and treatments. *Journal of Applied Behavior Analysis*, 47, 16-36.

## AFTERNOON WORKSHOP (1 pm–4 pm)

### Treating Severe Problem Behavior: A Focus on Strengthening Socially Important Behavior of Persons with Autism

#### Abstract

The success of treatments for problem behaviors associated with autism like meltdowns, self-injury, or aggression is largely dependent on whether the treatment is based on the function the problem behavior serves for the person with autism. But because of the seemingly obligatory focus on detecting the impact of single variables in good behavior analytic research, effective behavioral technology is often fractured across studies, resulting in a dearth of studies showing socially valid improvements in these problem behaviors and an absence of studies illustrating the treatment process from start to finish. In this session, an effective, comprehensive, and parent-validated treatment process for the problem behaviors associated with autism will be described.

#### Objectives

Given different functions of problem behavior, the attendee should be able to design functionally relevant, effective, and skill-based interventions capable of producing generalizable and socially valid improvements in problem behavior.

An attendee will be able to describe several strategies for teaching individuals with severe problem behavior to engage in a functional communicative exchange.

An attendee will be able to describe several strategies for teaching individuals with severe problem behavior to tolerate both delays to and denials of reinforcers previously maintaining their problem behavior.

An attendee should be able to describe how compliance and leisure skills may be shaped during delays to the reinforcers that historically maintained problem behavior.

#### Relevant Reading

Hanley, G. P., Jin, C. S., Vanselow, N. R., & Hanratty, L. A. (2014). Producing meaningful improvements in problem behavior of children with autism via synthesized analyses and treatments. *Journal of Applied Behavior Analysis*, 47, 16-36.

Santiago, J. L., Hanley, G. P., Moore, K., & Jin, C. S. (2016). The generality of interview-informed functional analyses: Systematic replications in school and home. *Journal of Autism and Developmental Disabilities*.

## Workshop Location: ALUMNI THEATER

See map: [www.caldwell.edu/about/directions/campus-map](http://www.caldwell.edu/about/directions/campus-map)

### AGENDA - Friday, Sept. 9, 2016

8:00-8:50 am - Check-in / Registration / Light Breakfast (provided)

8:50-9:00 am - Announcements / Opening Remarks

9:00-12:00 pm - Workshop part 1  
(includes 15-min break)

12:00-1:00 pm - LUNCH (provided)

1:00-4:00 pm - Workshop part 2  
(includes 15-min break)

4:00 pm - Distribution of BACB CEs

### *Board Certified Behavior Analysts can earn up to 6 Type II CEs*

Caldwell University is an approved provider of BCBA Type II continuing education credits (BACB® ACE Provider OP-09-0207). Disclaimer: "The Behavior Analyst Certification Board (BACB)© does not sponsor, approve, or endorse Caldwell University, the materials, information, or sessions identified herein."

This workshop is eligible for NJ Department of Education CEs, free of charge with paid workshop fee. BCBA© or BCaBA© attendees may earn 6 Type II CEs for the workshop, free of charge with paid workshop fee. Note: To receive BACB CEs, attendees must sign in and out of the workshop within 15 minutes of the start and end times.

[Email kreeve@caldwell.edu](mailto:kreeve@caldwell.edu) for more information  
or to join our email notification list

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## Registration Form – Friday, Sept. 9, 2016

WORKSHOP FEE (includes CEs) - \$125 per person

(\$100 per person for groups of 4 or more mailed/submitted together)

Current Caldwell University student - \$20 per person (enclose copy of your ID).

Do you need NJDOE CEs?  YES  NO

Do you need BACB CEs?  YES  NO

Your BCBA (or BCaBA) certificant number: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Email: \_\_\_\_\_

(Please print clearly. We will use email to communicate with you regarding confirmation and/or any updates)

Sorry but we cannot process credit cards for the workshop fee at this time.

However, we do accept purchase orders.

All profits from this workshop benefit the  
Caldwell University Center for Autism and Applied Behavior Analysis

Mail registration form (this page) and payment to:

ABA Workshops  
c/o Dr. Kenneth Reeve  
Center for Autism & ABA  
Caldwell University  
120 Bloomfield Avenue  
Caldwell, NJ 07006

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