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

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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.
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

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


Workshop Location: ALUMNI THEATER
See map: 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

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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 for more information or to join our email notification list
( ) 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:

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Center for Autism & ABA
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