

Functional Assessment of Severe Problem Behavior: A Focus on a Safer, Faster and Still Effective Process Follow-Up Session

Presented by: Dr. Hanley

Hosted by: FAU CARD

About the Presenter

Dr. Hanley has been applying the principles of learning to improve socially important behaviors of children and adults both with and without disabilities for over 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, director of the behavior analysis doctoral program, director of the Life Skills Clinic at Western New England University, and 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. He is a fellow of the American Psychological Association (Division 25), a past editor of *Behavior Analysis in Practice (BAP)*, and a current editor of the *Journal of Applied Behavior Analysis*.

Training Description

The success of treatments for problem behaviors 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 the 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 problem behavior will be described. The comparative research that underscores the importance of focusing on the skills of communication, toleration, and contextually appropriate behavior will be reviewed. The logistics of implementing this treatment in a variety of contexts that differ in personnel will be discussed, along with procedures for training parents and staff, and extending the treatment into relevant contexts over realistic time periods. Adjustments to the process for meaningful address of chronic and interfering stereotypy and for implementing processes for severe problem behavior in the absence of extinction will also be described.

Follow-Up Objectives

- Dr. Hanley will provide consultation and technical assistance supporting ESE lead teachers, ESE coordinators, ESE district level staff, and classroom staff in the implementation of strategies learned.
- Opportunities for discussion and a question and answer session will also be provided.

Date:

December 14, 2018

10:00 am – 12:00 pm

Location:

FAU Jupiter MacArthur Campus
Administrative Building Auditorium
5353 Parkside Drive
Jupiter, FL 33458

Registration Deadline:

December 13, 2018

Limited to first 45 participants

Register Online:

<http://doepartnership.fmhi.usf.edu/trainings.html>

Registration is mandatory.

For more information contact:

CARD@fau.edu

or (561) 297-2023

Directions:

For directions, click [HERE](#).

Parking:

All participants will be required to purchase a visitor parking pass online prior to attending the event: <http://fau.edu/parking/permits.php>

Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.