

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

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 Spurrink 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

Behavioral intervention can be effective for addressing problem behavior like meltdowns, self-injury, and aggression, 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 a series of empirical evaluations demonstrating the effectiveness and social validation of a particular functional assessment process. Through lecture, interactive discussion, role play, and authentic application, attendees should be able to conduct interviews to discover reinforcement contingencies that may be influencing problem behavior to then design and implement safe, fast, and effective functional analyses to determine the legitimacy of suspected reinforcement contingencies. An iterative interview/analysis process will also be reviewed for situations in which initial analyses do not yield sufficient information to proceed to treatment.

Training Objectives

Participants will be able to describe:

- Multiple tactics to improve the safety and efficiency of the functional assessment process, especially functional analysis.
- The primary objectives of an open-ended functional assessment interview and the primary objective of a subsequent analysis.
- How to design an efficient, individualized, and synthesized functional analysis given the results of an open-ended interview.
- The key components of strategies for teaching individuals with severe problem behavior to tolerate both delays to and denials of reinforcers previously maintaining their problem behavior.
- How contextually appropriate behavior (compliance, independent academic work, and play) may be shaped during delays to the reinforcers.

Date:

December 13, 2018

9:00 am – 4:00 pm

Location:

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

Registration Deadline:

December 12, 2018

Limited to first 250 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>

Credits:

6 Type II BCBA CEUs will be available for \$50.

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