

PEPSA



PROFESSIONAL DEVELOPMENT

Free!

Partnership for Effective Programs for Students with Autism

Fort Myers, Florida

PROBLEMS THAT LEAD TO BEHAVIOR PROBLEMS

Presented by: Merrill Winston Ph.D., BCBA Hosted by: USF CARD and Lee County Schools

April 20, 2015

8:30 am – 3:30 pm

Registration begins

at 8:00 am

**Lee County Public Education Center
Caloosahatchee Meeting Room**

2855 Colonial Blvd.
Fort Myers, FL 33966

Registration Information:

**REGISTRATION IS
MANDATORY**

DEADLINE: April 15, 2015

Limited to first 100 participants

Register online at

www.doepartnership.org/trainings.html

For more information contact:

Leslie Harmon at 239-337-8170

About the Presenter

Merrill Winston Ph.D., BCBA is a Behavior Analyst who has worked in the field of Developmental Disabilities for over 20 years. He received his undergraduate degree from the University of Florida and majored in Psychology. It was at the University of Florida as an undergraduate that he first began his work with persons with developmental disabilities. He earned his Ph.D., in 1992 after which he moved back to Florida and worked for 9 years as the Senior Behavior Analyst at a large state-run residential facility for adults with developmental disabilities. He has been with the PCMA since 2002.

Training Description

TARGET AUDIENCE: TEACHERS, PARENTS, BCBAs/BCABAs, COMMUNITY MEMBERS AND ANYONE WITH AN INTEREST BEYOND BEHAVIOR BASICS

Although the functional assessment is considered to be the “holy grail” of behavioral treatment, it is only one form of analysis. It’s not that the functional assessment isn’t important, as it most certainly is, however it is often an incomplete formulation of the scope of the problem. This presentation will examine several areas including problems with reinforcement, aversives, repertoire, curriculum, adults vs. peers, as well as compare intermittent vs. chronic problems. As an example, a functional assessment may indicate that a child’s behavior is maintained by attention, however this is not a complete description of the problem. The more significant problem for many children is that they are seeking aberrant reinforcers. That is, they “enjoy” seeing people become upset. This enjoyment is the fundamental reinforcer and not attention per se. Generally speaking, annoying/dangerous behaviors produce a very specific form of attention that may be very different from the kind of attention produced by on-task/appropriate behavior. An understanding of these different areas will show what the functional assessment does poorly and give the practitioner a variety of ways of looking at the behavior and recognizing that every behavior is in fact the result of a number of related problems and not just a single problem (attention).

Training Objectives:

This training will:

- Examine the strengths and weaknesses for the functional assessment.
- Examine various issues and how they impact behavior.
- Provide the examiner with a variety of ways to view an issue to supplement the functional assessment.

Directions:

For directions click [HERE](#)

or



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



Regional Trainings are hosted by the Center for Autism and Related Disabilities, through the Partnership for Effective Programs for Students with Autism (PEPSA), a program funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B. www.DOEpartnership.org