

## Agenda

- 8:00-8:30 Registration/ Continental breakfast (included)  
8:30-8:45 Welcome and Introduction  
8:45-9:15 Definition of Positive Behavioral Support (PBS), Categories of Problem Behaviors & their Impact  
9:15-9:45 Challenges in working with children with disabilities  
9:45-10:15 Role of Emotional Regulation  
10:15-10:30 BREAK  
10:30-11:00 Specific Behaviors and Possible Causes  
11:00-12:00 Evidence Based Solutions - What we know that works.  
12:00-1:00 Lunch (included)  
1:00-2:00 How do caregivers contribute to the problem and the solution?  
2:00-2:45 The role mental illness plays in defining and managing challenging behaviors.  
2:45-3:00 Break  
3:00-3:45 Social Skills/Understanding the basics, skill-based, motivational and discrimination deficits  
3:45-4:00 Identifying Social Skills necessary for specific occasions and developmental periods  
4:00-4:15 Questions and Answers

**Learner outcomes** Course participants will:

1. Discuss the use of Positive Behavioral Support (PBS) to address challenging behaviors.
2. Identify challenging behaviors & their most common causes.
3. Describe techniques to address challenging behaviors using PBS
4. Identify the underlying causes of poor social skills in children with disabilities
5. List practical ways of addressing the social skills deficits.

## Overview

How can we better address the causes and maintenance of children's behavior problems? Positive Behavior Support (PBS) is a behavior management system used to understand what maintains an individual's challenging behavior. People's inappropriate behaviors are difficult to change because they are functional; they serve a purpose for them. Behavior is a form of communication. It is frequently a way children with speech and language challenges communicate their wants and needs. These behaviors are supported by reinforcement in the environment. In the case of students and children, often adults in the child's environment will reinforce his or her undesired behaviors because the child will receive objects and/or attention behavior of this behavior. Functional behavior assessments (FBAs) clearly describe behaviors, identify the contexts (events, times, situation) that predict when behavior will and will not occur, and identify consequences that maintain the behavior.

### Disclosures:

**Financial:** Dr. Scharoun will receive an honorarium for her presentation. She is employed by LeMoyne College and receives a salary.

*Dual Diagnosis* ([healthytransitionsny.org](http://healthytransitionsny.org)) was written in 2010 by Susan Scharoun PhD for the New York State Institute for Health Transition Training with grant support from the New York State Developmental Disabilities Planning Council

**Non-financial:** She has none to report.

## Presenter

Dr. Susan L. Scharoun has a Ph.D. from Syracuse University. She was a Post-Doctoral Fellow at the University of Rochester Medical School, where she worked on a research team studying neuro-degenerative diseases. After leaving the Univ. of Rochester, Dr. Scharoun went to work at the Office of People with Developmental Disabilities (OPWDD) as a psychologist and treatment team leader. At present, Dr. Scharoun is a professor in the Department of Psychology at LeMoyne College, where she taught courses in psychology, including Childhood Disorders and Motivation and Emotion. She has over 25 years of applied practice in the field of developmental disabilities, working across the lifespan in multiple settings, including residential programs and classrooms. She was with OPWDD for 17 years before moving into higher education. She uses Positive Behavioral Support techniques to help individuals with disabilities, especially those on the autism spectrum, change behaviors. She believes that behavior is communication.



The Central New York Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This program is offered for 0.6 ASHA CEU's (Intermediate level; Professional area).

REGISTRATION FORM April 5, 2019  
**Understanding Challenging Behaviors**

**COST: (Continental Breakfast & Lunch included)**

CNYSLHA & Regional Members: \$105  
Non-Members \$140 (CNYSLHA Mmbrshp incld)

**Early-bird Registration:**

\$95 Members \$130 Non-members  
(postmarked on or before March 15, 2019)  
College Students: \$60 \_\_\_\_\_college\_\_\_\_\_

**Deadline:** Check should arrive by March 29, 2019

Mail registration to: CNYSLHA c/o Lynne Ehle  
150 Sun Harbor Dr. Liverpool, NY 13088

*Sorry: POs will only be accepted with a personal check to hold your registration (received by the due date). The check will be returned when payment is received.*

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

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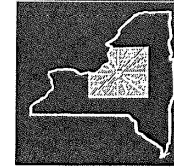
Email: \_\_\_\_\_

Regional membership: \_\_\_\_\_

Prof: SLP; Other \_\_\_\_\_

If you have any questions, please contact CE  
Admin: Stephanie Cross [mscross1234@gmail.com](mailto:mscross1234@gmail.com) ,  
315-430-0372 or President: Stacey Sinclair,  
[space6180@yahoo.com](mailto:space6180@yahoo.com)

**Cancellation Policy:** Registrations that are cancelled in writing, postmarked by March 29, 2019 are refundable, minus \$15 service charge.



Central New York  
Speech, Language, and Hearing  
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**Understanding Challenging Behaviors through the Lens of Positive Behavior Support**

**Presented by  
Susan L. Scharoun, Ph.D.**

Earn .6 ASHA CEUs

**Friday, April 5, 2019**

Sign-in: 8:00 am

Workshop 8:30 am- 4:15 p.m.

Holiday Inn in Liverpool  
441 Electronics Pkwy  
Liverpool, NY 13088

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