

Functional Analysis and Treatment Development:

A Two-Day Workshop for ABA Practitioners

with Dr. Heidi Eilers and Connections Behavior Planning & Intervention

March 1 and 2 2019, 8:30 – 4:30 - Green River Community College, Auburn, WA

\$225 for both days, includes 14.0 BACB Type-II CEU's!!

Event Information:

Instructors: Dustin Dixon, MEd, BCBA (ACE Provider), and Dr. Heidi Eilers

Event Date: March 01 and 02, 2019

Time of Event: 8:30 – 4:30 (1-hr break for lunch)

Event Location: Green River Community College: 12401 SE 320th St, Auburn, WA 98092

Number of Type-2 CEU's earned:

- Day 1: 7.0 CEU's
- Day 2: 7.0 CEU's

Cost to Attend: \$225 (includes registration for both days, and 14.0 BACB Type-II CEU's). For CEU's, attendees must be present for the entire workshop – partial CEU's are not offered!

Coffee and Refreshments provided at the event. **Lunch is not provided** – one hour break will be allowed for participants to get lunch.

About the Presenter:



Dr. Heidi Eilers, PhD, BCBA-D

Dr. Eilers received her doctorate in Behavior Analysis from the University of Nevada, Reno. She has over 20 years of experience working with a variety of populations including children and adults with developmental disabilities, severe behavior problems, mental health, brain injury, and gerontology. Dr. Eilers has also worked as an Organizational Behavior Management Consultant to several organizations. Dr. Eilers has contributed to research and conceptual/theoretical analyses in diverse areas, including sexual assault and prevention, domestic violence, psychoneuroimmunology (classical conditioning of the immune system), modified functional analyses, non-contingent reinforcement, learning assessments, Acceptance and Commitment Therapy, complexity theory, and Interbehaviorism. Her current interests include complex human behavior and Relational Frame Theory/Acceptance and Commitment Training.

About the Event

This workshop will provide a mixture of didactic, role-play, and practice for conducting traditional and modified functional analyses. A review of the components of the assessment process will be provided, as well as a review of a traditional experimental functional analysis based on Iwata, Dorsey, Slifer, & Bauman (1982/1994).

Participants will

- Run and collect data for five conditions (i.e., Attention, Demand, Control, No Interaction, and Tangible),
- Review and implement an interview-informed, synthesized contingency analysis (IISCA) (Hanley, Jin, Vanselow, & Hanratty, 2014),
- Develop a two-condition alternating treatment design to determine the maintaining variables of problem behavior based on the interview results, and practice developing and implementing a two-condition sensory assessment to identify matched stimulation for behavior maintained by automatic reinforcement in the form of access to sensory stimulation.
- Practice running the conditions and collecting data.
- Develop a function-based intervention plan based on the IISCA results,
- Practice teaching tolerance and delay to denial when using functional communication training as functionally equivalent replacement behavior,
- Practice setting up the conditions and reviewing data to evaluate the function-based treatment,
- Create graphs to visually inspect the data.
- Evaluate the data to learn when to change to the next phase in the treatment plan.

Connections Behavior Planning & Intervention, LLC, is a BACB-Approved ACE Provider (Provider #: OP-17-2781).

The BACB does not directly sponsor or endorse this event, its speakers or its content.



Seats are LIMITED, so grab yours while they're hot!

To register, please refer to the 'Continuing Education' page at the CBPI, LLC website:

<http://www.connections-behavior.com>

For more information, questions, or requests for accessibility accommodations, please email Dustin Dixon at continuingeducation@connections-behavior.com

Functional Analysis and Treatment Development: Learning Objectives

Day 1

1. Participants will describe the steps of the assessment process.
2. Participants will be able to describe the difference between an experimental functional analysis and a functional assessment.
3. Participants will describe the benefits of an experimental functional analysis.
4. Participants will identify appropriate behavioral dimensions for target behaviors.
5. Participants will identify appropriate data collection systems.
6. Participants will discern when to use functional analog conditions versus natural conditions.
7. Participants will identify the pros and cons of using functional analog conditions versus natural conditions.
8. Participants will discern what type of time-series design to use in order to establish a functional relationship among the independent and dependent variable(s).
9. Participants will describe the materials required to run an experimental functional analysis.
10. Participants will conduct attention, demand, no interaction, tangible, and control functional analysis conditions.
11. Participants will describe the differences and similarities between a traditional functional analysis and the IISCA, and the relative benefits of conducting the IISCA.
12. Participants will conduct an interview to identify possible maintaining variables of the target behavior.
13. Participants will establish test and control conditions based on the interview and observation of the target behavior.
14. Participants will conduct test and control conditions based on the IISCA.
15. Participants will visually inspect the functional analysis data to determine the function of the target behavior.

Day 2

16. Participants will describe and conduct test and control conditions for a sensory assessment.
17. Participants will develop a function-based intervention based on the IISCA results.
18. Participants will identify a simple communication response.
19. Participants will conduct analog conditions to teach the simple communication response.
20. Participants will identify a complex communication response.
21. Participants will conduct analog conditions to teach the complex communication response.
22. Participants will identify a tolerance response when the reinforcer is delayed or denied.
23. Participants will develop and implement a tolerance to delay/denial treatment plan.
24. Participants will identify generalization and maintenance strategies for the complex communication responses and tolerance responses, across a variety of activities/settings.
25. Participants will visually inspect the baseline and treatment data to determine when it is appropriate to move to the next phase.