

More Content to Make the World a Better Place



Nonviolent Crisis Intervention® Focus on Autism

By purchasing the *Nonviolent Crisis Intervention® Focus on Autism* online course, you gain access to autism spectrum disorder related courses from the Institute for Behavioral Training (IBT). We've partnered with IBT to provide you with additional learning strongly rooted in Applied Behavior Analysis (ABA) and designed to enhance your professional skills.

The following are descriptions for the autism-related courses offered by IBT. Each course features a quiz, and successful completion earns you a certificate in that particular course. Feel free to take as many courses as you want. If you earn a certificate in all 17 IBT course offerings, view the CPI Focus on Autism online course, and score 80% or better on the final exam, you'll be eligible to earn a valuable qualification from CPI to be a Certified Autism Specialist in Education.

Understanding the Autism Diagnosis

1 hour 20 minutes

Many teachers know that students with autism have deficits in the areas of language and communication, social interactions, and restricted and repetitive or stereotypic behaviors. But, can they distinguish easily between autism and Asperger's or autism and pervasive developmental disorder? Diagnosis is based on observations and judgments of a psychologist or other trained professional, who may or may not use a specific assessment checklist or questionnaire to guide their decision. As a result, there is a great deal of inconsistency in diagnosing autism spectrum disorders. The purpose of this training is to assist teachers in differentiating between ASD to better meet the needs of each individual student, while focusing on the behaviors of concern, not the labeled diagnosis.

Understanding Standardized Assessments for Children on the Autism Spectrum

1 hour 16 minutes

A standardized assessment is a valid and reliable test used to determine how a student is performing when measured against a specific group or standard. There are many reasons specially trained, licensed professionals use standardized assessments. One of the benefits of testing is that teachers and schools can use the information on these tests as an instructional framework as to what to teach students at various grades. However, understanding and interpreting tests can be challenging. The purpose of this training is to inform teachers how to use standardized assessments to make decisions regarding an instructional program and to better evaluate the individual needs of each student.

Scientific Evidence Supporting Early Intensive Behavioral Intervention for Children With Autism Spectrum Disorders

29 minutes

Since the 1960s, hundreds of short-term, small-scale research studies have documented the effectiveness of ABA-based procedures for teaching skills and reducing challenging behavior in students with autism of all ages. In recent decades, there has been a strong move toward evidence-based practices in education and implementation of procedures proven to work. However, with hundreds of treatments for autism available, selecting an effective treatment with reliable evidence can be difficult. The purpose of this training is to review large-scale outcome studies on ABA intervention for children with autism. It

specifically reviews studies including intensive intervention, treatment starting before the age of four, and longer periods of intervention to better help teachers make research-based decisions on treatment methods.

Effective Collaboration Across Professionals

49 minutes

Many students, particularly those with special needs, require the support of many professionals to be successful in the school setting. It is up to the teachers, administrators, and other service providers to work together to ensure a consistent and collaborative educational plan is implemented for each student with special needs. Collaboration among educators and service providers should be focused on the common goal of furthering the progress of the student. The purpose of this training is to show how individual professionals and educators can share their expertise in a positive and constructive way for the benefit of the students while acknowledging consistency as a key factor for individual success.

Integrating the Student's Family: Planning a Successful Parent/Teacher Conference

1 hour 21 minutes

A parent/teacher conference is a time for two important people in the student's life to come together and talk about how the student is doing in the school environment. Although they may feel intense pressure, teachers do not have the sole responsibility of educating a child and should rely on parent support to help a student succeed. The purpose of this training is to show teachers how to maintain a balance between hearing the parent's perspective and getting their point across in order to make the parent/teacher conference a positive and productive experience for all. Teachers will learn how to encourage parent participation in educating their child as a way to make teaching in school more effective.

Discrete Trial Training in the Classroom

1 hour 50 minutes

The application of applied behavior analysis in the classroom can be used to teach new skills, increase on-task behavior, establish appropriate social interactions, improve adherence to routine, and more. When general teaching strategies aren't effective or appropriate to meet a student's needs, the same skills can be taught using discrete trial training (DTT); an instructional technique used in ABA. The purpose of this training is to show teachers how DTT can be used effectively and efficiently in classroom settings to improve a variety of target skills. Examples will be given for pre-school and elementary, middle school, and high school students to better support its use as a viable teaching option in the school setting.

Reinforcement Strategies in the Classroom

1 hour 20 minutes

More than ever, teachers are encouraged to use research-based interventions and techniques in the classroom. Current research in the field of education demonstrates that reinforcement is an effective way of improving the overall behavior of students, as well as an effective method of promoting the acquisition of new skills. The purpose of this training is to provide fundamental information on the use of reinforcement strategies to meet a variety of goals. Teachers are responsible for the management and productivity of students in their classroom. Managing students can prove challenging. When armed with effective techniques, scenarios, and datasheet samples, teachers and students alike will find success.

Data Collection in the Classroom

35 minutes

Teachers are responsible for evaluating students everyday. Due to the numerous demands in the classroom, it may be difficult to assess students on a continuous basis. The purpose of this training is to provide teachers with the tools to effectively and efficiently track data on skills of interest in the educational environment. Teachers will learn why data collection is important and how it can be used to determine if they are teaching what they intend to be teaching. Sample data sheets and various data collection procedures will be presented to show how to track data. Above all, teachers will be shown how to stay in compliance with mandates requiring evidence-based decisions in educational programs.

Using Augmentative Communication With Students

2 hours 4 minutes

Students with autism may or may not have effective communication skills at the onset of intervention. Some individuals may have vocal ability, but may not be able to actually communicate with another person. It is imperative that teachers and educators address how to teach communication skills to their students. Augmentative communication is communication for individuals with impairments or restrictions in the production or comprehension of spoken or written language. The purpose of this training is to discuss common types of communication devices, outline their advantages and disadvantages, and help teachers identify how to choose the best device to meet the student's individualized strengths and needs.

Teaching Requesting Skills to Students With Autism

2 hours 40 minutes

In 1957, American psychologist and behaviorist B.F. Skinner proposed that language can be increased and decreased just like any other behavior. Based on the principals of operant conditioning and reinforcement, research continues to show that language and communication strategies can be taught to students with autism, speech and language delays, and other developmental disabilities. The purpose of this training is to examine the importance of teaching individuals with autism spectrum disorder to request as a means to fulfill various desires and needs, a basic human behavior. Emphasis will be placed on vocal 'mand' training and specific teaching techniques that can be used to establish requests using vocal speech.

Positive Behavior Supports: Token Economies in the Classroom

2 hours 1 minute

A commonly used behavior management intervention, particularly for students resistant to other types of motivational and behavior techniques, is the token economy system. The token economy system provides positive reinforcement in the form of tokens, points, check marks, etc., and is based on the principals of operant conditioning. This easy-to-use system allows teachers to give immediate reinforcement in the form of a token for desired behavior while delaying the actual reward to a more appropriate time. The purpose of this training is to show teachers how to set up, use, and evaluate token economies in the classroom environment to increase and maintain appropriate classroom behavior.

Addressing Bullying in Schools: Special Considerations for Students With Autism Spectrum Disorders

29 minutes

Bullying in schools is on the rise. Particularly among students with autism and related disorders, bullying is two to three times more likely to occur. Teachers have a responsibility to identify and respond to bullying to protect the well-being of students in their school. The purpose of this training is to help teachers identify common targets that make bullying likely to occur, why students with ASD are particularly vulnerable, and how to provide consistent consequences to decrease incidence levels. Proactive strategies and positive behavioral supports will demonstrate important skills to teach to prevent bullying and how to improve the student's ability to avoid potentially dangerous situations.

Modifying the Classroom/School for Success: Environmental Changes in the Classroom

2 hours 18 minutes

Students spend the majority of their day in the classroom and are greatly influenced by the environment around them. The purpose of this

training is to help teachers learn how to modify their classroom setting when standard teaching arrangements aren't working for a particular student or groups of students. Teachers will be shown not only how to modify the physical and visual appearance of their classroom, but how assistance technology devices and different teaching procedures can be integrated into any classroom setting. If behavioral or attention issues are occurring, students are less likely to succeed and may have a negative impact on their classmates.

Emergency Preparedness

31 minutes

In today's society, an increased number of emergencies occur during the school day. From weather emergencies to lockdowns, a growing number of teachers and schools are responsible for their students during challenging times. As a result, an emphasis should be placed on increasing student preparedness through emergency drill practice. Students with disabilities may need additional practice and support to meet these goals. Students with autism spectrum disorders may have great difficulty with the process and procedures involved, due to various sensory or cognitive needs. The purpose of this training is to outline how to practice emergency drills and how to incorporate preparedness strategies for all, including students with ASD.

Functional Behavior Assessments in the Educational Setting

1 hour 55 minutes

The Individuals with Disabilities Education Act (1997) requires educators to intervene with students who experience significant behavioral problems in school, have behaviors that put others at risk, are being considered for disciplinary action, and demonstrate challenging behaviors as a manifestation of a disability. In order to stay in compliance with IDEA, educators are responsible for treating challenging behaviors in the school setting. The purpose of this training is to provide methods to identify why problem behavior occurs and how staff behavior can affect student behavior. Teachers will learn the four most common functions of behavior and how this information is vital to successful intervention plans.

Implementing Behavior Intervention Plans in the Educational Setting

2 hours 8 minutes

Many inappropriate and undesired behaviors occur at school. Such behaviors make it difficult for the student engaging in such behavior to adequately succeed and may also negatively impact their peers. To successfully change student behaviors and maintain control of the school environment, teachers should implement effective behavior intervention plans that address the function of the student's challenging behavior. The purpose of this training is to provide a comprehensive overview of behavior-change procedures that can be implemented in a school setting. Before utilizing this training or immediately following it, teachers should know how to identify the function of the challenging behavior in order to implement the correct behavior-change procedure.

Experimental Functional Analysis for Teachers

48 minutes

Developing an effective treatment for problem behavior in the classroom can be challenging. Numerous considerations are taken into account; for example, "Why is this behavior occurring?" Before teachers can effectively change student behavior, they need to identify its cause. The purpose of this training is to provide information on experimental functional analysis (EFA) and how this gold standard of behavioral methods manipulates environmental stimuli to assess their effect on student behavior. Due to required manipulations, teachers are cautioned that EFAs should only be conducted by specially trained individuals. However, it is important for teachers to know when EFAs are needed and how they contribute to developing effective behavior intervention plans for problem behavior.

What is the Institute for Behavioral Training?

The Institute for Behavioral Training (IBT) offers training to people who interact with, teach, and care for individuals on the autism spectrum. Developed by a team of Board Certified Behavior Analysts (BCBA), IBT is strongly rooted in Applied Behavior Analysis (ABA). We've partnered with IBT to offer you autism spectrum disorder related learning opportunities to enhance your professional skills.