GIF

Gabinete de Imagem e Formação

1º Curso de Intervenção Terapêutica ABA (Applied Behavior Analysis)

UNIVERSIDADE LUSÓFONA
I Faculdade de Psicologia

1º Curso de Intervenção Applied Behavior Analysis

O Autismo e outras Perturbações do Desenvolvimento, são hoje um desafio para familiares e para a comunidade científica no plano de diagnóstico e intervenção.

Sabemos hoje pelos dados da comunidade científica que, apesar de ser uma perturbação devastadora, as crianças com autismo beneficiam muito da aplicação de tratamentos estruturados fazendo progressos significativos.

Este curso com orientação de especialistas americanos e com a tutela de Associações para a Protecção de Pessoas com autismo, apresentará uma abordagem sistemática para o tratamento precoce, com base na ABA –Análise Comportamental Aplicada (Applied Behavior Analysis).

Coordenação

Professor Doutor Edgar Pereira–Professor da Universidade Lusófona de Humanidades e Tecnologias e , Director Pedagógico da APPDA-Lisboa, Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo

Promotores

Albertina Marçal co-fundadora da APSA – Associação Portuguesa de Síndrome de Asperger e Promotora da implementação dos tratamentos ABA em Portugal e

Luis Carlos França – co-fundador e Dirigente da APSA – Associação Portuguesa de Síndrome de Asperger e co-fundador da APPDA – Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo – Núcleo de Setúbal.

Emprego

Os melhores Formandos poderão ser convidados a integrar, o Projecto da 1ª Escola ABA em Portugal que funcionará a partir de Setembro de 2008.

Formadores

Escola ABC Real (Califórnia USA) Formação para Pais e Profissionais

Applied Behavior Consultants, Inc. – Caring and Effective Education –

Pioneira e implementadora da metodologia ABA.

Mrs Mari Ueda and Mrs. Kerry Madden

Data

1º Módulo 19 a 23 de Maio
2º Módulo 26 a 30 de Maio

Inscrições até dia **30-04-08**

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Preço indicativo e sujeito a confirmação em breve:

Cada Módulo € 360.00; dois módulos (€700.00)

UNIVERSIDADE LUSÓFONA
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Concepção gráfica
CarlosHara

Ms. Ueda holds a Master of Arts in Psychology with a concentration in Behavior Analysis from the University of the Pacific, Stockton, CA. She is currently the Regional Director in Sacramento for Applied Behavior Consultants, Inc. She currently oversees the Community Services Department, the Infant/Toddler Program and ABC School in Sacramento. Ms. Ueda is responsible for all in-home behavioral assessments and developing behavior intervention plans for children and adults with developmental disabilities, specializing in the treatment of Autism. In addition, she has conducted training sessions on Applied Behavior Analysis (ABA), including Positive Programming for Parents, skill teaching techniques, and in-home behavior intervention strategies. She has experience in clinically supervising a number of behavior consultants, specializing in early, intensive intervention techniques, including comprehensive work with infant/toddler age ranges. Ms. Ueda is a member of the national and state-levels of the Association for Behavior Analysis. Internationally, she has trained a number of teachers and parents

Mrs. Madden holds a Bachelor of Arts in Psychology from the University of California, Santa Cruz. She further holds a very sought after Credential as Special Education Teacher, Moderate to Severe. Mrs. Madden is currently the Senior Supervising Behavior Analyst for ABC School in Sacramento. She is in charge of clinically overseeing numerous programs for students ranging from 3-16 years of age. During her time with ABC, she has played the role of an implementer and a trainer of the principles of Applied Behavior Analysis (ABA), and it is this varied experience that she draws from when training others. Mrs. Madden has conducted numerous training's for ABC, Inc. including Behavior Technician and Teacher training. She has done research and presented at the California Association for Behavior Analysis (CALABA) Annual Conferences.

- Targeting a Self Help Skill
- Interfering Thoughts vs. Problem Solving
- Task Analysis
- A-B-C's of Teaching
  - Backward and Forward Chaining
- Get Ready Skills and Setting the Stage
- Reinforcement
  - Types of Reinforcers
  - Principles of Reinforcement
- Incidental Teaching
- Discrete Trial Training
  - What is the Theoretical Framework Underlying DTT?
  - What to teach vs. How to Teach
  - Pyramid Approach to Education
    - Structural and Instructional Elements
  - Teaching Methodologies for Implementing DTT
  - Data collection and Analysis

Day 3 – Functional Communication

- Verbal Behavior Theory
  - Primary verbal operants
- Functional Communication Training
- Picture Exchange Communication System (PECS) – Phases I-III
- PECS Phases IV-VI including data collection
- Hands on Practice with PECS – all phases

Day 4 – Behavior Problems – An Overview of "Managing Behavior Problems"

- Behavioral Assessment Overview
- Defining, Targeting and Measuring Behavior

  - Targeting and defining behavior – operational definition
  - Hands on Activity
  - Take data on behaviors problems
  - Graph data.
  - Identify the primary functions of behavior.

Day 2 – Hands on Implementation of Discrete Trial Training (DTT)

- Teaching with a task analysis and using a discrete trials format.
- Purpose of DTT
- What to Teach?
- Stimulus Control – discrimination
  - Prompts
    - Purpose
    - Types of Prompts
    - Hierarchies of Prompts
  - Shaping/Fading
  - Demonstration – teaching a skill with and without prompts
- Outcomes of Teaching Discrimination
  - Initial discrimination to establish instructional control
  - Strengthening discrimination
- Generalization
  - Planning ahead
  - Stimulus generalization
  - Response generalization
  - Maintenance
  - Demonstration – generalizing a skill
- Lesson Formats and Teaching Techniques
  - Single action vs. a sequence of actions
    - Task Analysis
    - Whole and partial task
    - Chaining – backward/forward
    - Shaping
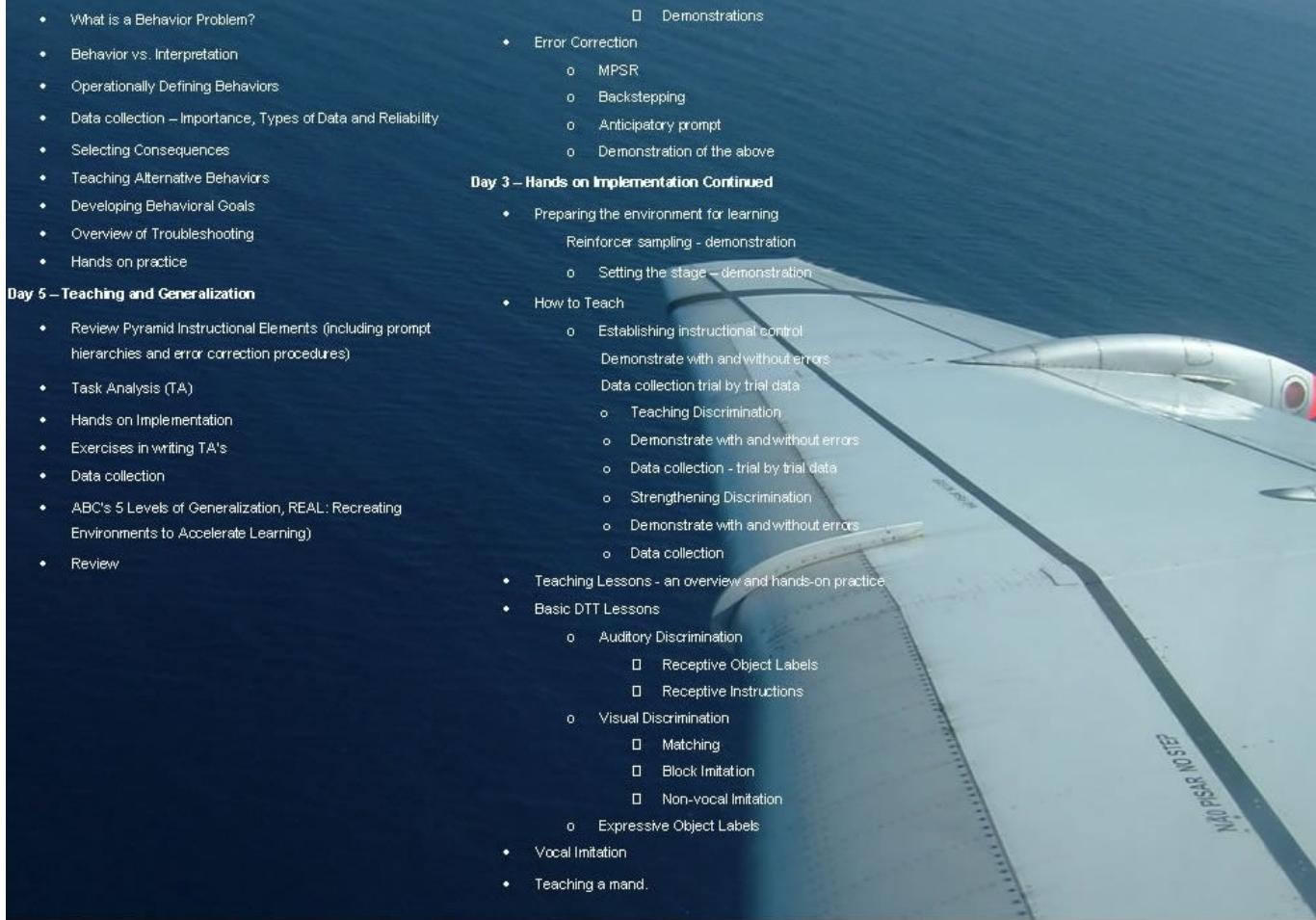
- What is a Behavior Problem?
- Behavior vs. Interpretation
- Operationally Defining Behaviors
- Data collection – Importance, Types of Data and Reliability
- Selecting Consequences
- Teaching Alternative Behaviors
- Developing Behavioral Goals
- Overview of Troubleshooting
- Hands on practice

Day 5 – Teaching and Generalization

- Review Pyramid Instructional Elements (including prompt hierarchies and error correction procedures)
- Task Analysis (TA)
- Hands on Implementation
- Exercises in writing TA's
- Data collection
- ABC's 5 Levels of Generalization, REAL: Recreating Environments to Accelerate Learning)
- Review

        □ Demonstrations
- Error Correction
  - o MPSR
  - o Backstepping
  - o Anticipatory prompt
  - o Demonstration of the above

Day 3 – Hands on Implementation Continued

- Preparing the environment for learning
  Reinforcer sampling - demonstration
  - o Setting the stage – demonstration
- How to Teach
  - o Establishing instructional control
    Demonstrate with and without errors
    Data collection trial by trial data
  - o Teaching Discrimination
  - o Demonstrate with and without errors
  - o Data collection - trial by trial data
  - o Strengthening Discrimination
  - o Demonstrate with and without errors
  - o Data collection
- Teaching Lessons - an overview and hands-on practice
- Basic DTT Lessons
  - o Auditory Discrimination
    - □ Receptive Object Labels
    - □ Receptive Instructions
  - o Visual Discrimination
    - □ Matching
    - □ Block Imitation
    - □ Non-vocal Imitation
  - o Expressive Object Labels
- Vocal Imitation
- Teaching a mand.

- Define an establishing operation and describe how to use it effectively.
  - o captures and contrives establishing operations
- Play and Self-help

Day 4 – The Picture Exchange Communication System

- Verbal Behavior Theory
  - o Primary verbal operants
- Functional Communication Training
- Describe the reason PECS might be used with a child
- Identify the primary purpose of Phases one, two and three in PECS.
- PECS – Phases I-VI
- Hands on Practice with PECS – all phases
- Data collection
- Hands on practice

Day 5 – Lesson Planning and Troubleshooting

- Overview of how to conduct a behavioral assessment
- Lesson Development
- Early Learner Curriculum
- Intermediate Learner Curriculum
- Advanced Learner Curriculum
- Selecting functional activities
- Selecting functional targets
- Setting up a program
- Implementation of Lessons – including hands on implementation
- Describe a systematic approach to troubleshooting
  - o Present S^D appropriately
  - o Conduct all trial phases correctly
  - o Use most effective prompt strategies
  - o Record accurate data
    - O Behavioral momentum
      Review