

Contemporary Applied Behaviour Analysis (C-ABA) Day 3 of 5

ABA is a research-based approach to understanding behaviour. The ABA approach involves breaking skills into their component parts, sequentially teaching them, and providing opportunities for children to generalize their skills across environments.

The course is designed to teach the skills necessary for the design, implementation, and evaluation of behaviour management programs for use with individuals with mild, moderate, or intensive needs in a variety of settings. Behaviour management programmes focus on both the elimination of problem behaviours and the acquisition and maintenance of replacement skills.

Course Content

As part of the learning on this course, participants get the opportunity to experiment with changing one of their own behaviours and reflecting on this. Also, participants complete two behaviour change projects with children in their case loads. These assignments are very clearly described in the course with models provided. Only the self-change project is completed during the time frame of the course.

Content

- Charting and Reading charts
- Data-based Teaching
- Increasing and Maintaining Desirable Behaviours
- Reducing or Replacing Inappropriate Behaviours Positively
- Understanding effects of Punishment
- Shaping and Chaining Academic and Social Behaviours
- Prompts, Fading Prompts Stimulus Control
- Maintenance and Generalisation of appropriate Behaviours
- Self-Management Strategies

Information for Applicants

This course is open to:

- Teachers working in units/classes for student(s) with ASD in a mainstream setting
- Teachers in special schools who are currently working with student(s) with ASD
- Full-time Resource/Learning Support teachers who are currently working with student(s) with ASD

Registration: 8.45 AM

Start: 9.15 AM

Finish: 3.45 PM

Refreshments and lunch will be provided.

Participants will require permission from the Board of Management to attend. Typically, substitution for this seminar will only be allowed to classroom teachers who have primary responsibility for students with a special educational need and if it is deemed absolutely essential by the principal.

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