

Positive Practices in Behavioural Support

This is a 4-day training programme covering the following topics:

- The IABA® Multi-element Model
- Comprehensive Functional Assessment
- Person-Centred Positive Behavioural Support
- Emergency Management and Reactive Strategies Within a Nonaversive Framework
- Assuring Staff Consistency and the Provision of Quality Services

2008 Venues and Dates

Edinburgh: 23 – 26 September 2008

Newcastle-upon-Tyne: 29 September – 02 October 2008

Doncaster: 07 – 10 October 2008

Manchester: 14 – 17 October 2008

Birmingham: 21 – 24 October 2008

London: 21 – 24 October 2008

Programme Leaders:

Gary W LaVigna, PhD, BCBA

Kevin M Loeb, MS and Jo Mullins, MA

Also Announcing...

Assessment and Analysis of Severe and Challenging Behaviour

This programme is an advanced longitudinal training practicum in which programme participants are provided systematic guidance and feedback in developing and implementing a positive, person-centred, multi-element support plan for persons served by the participant's agency.

Beginning 27 – 29 October | London

plus three additional two-day follow-up modules will be scheduled in London with the participants.

Programme Descriptions

1 | Nonaversive Behavioural Support and Basic Principles of Positive Programming

Programme 1 is the first of four integrated seminars on the topic of challenging behaviour. In this one-day seminar we will provide an overview of a person centred, multi-element model and describe positive programming and environmental change strategies for providing positive behaviour supports to people with challenging behaviour. We also investigate reinforcement and motivational strategies to promote rapid behaviour change.

2 | Comprehensive Functional Assessment and Advanced Support Strategies

Programme 2 will provide in-depth training in behavioural assessment, functional analysis of behaviour and additional support strategies. You will learn how to determine the function of behaviour by following the structure reported in the Behaviour Assessment Guide. In addition, you will learn to develop positive support plans based on the behavioural assessment and use some unique and advanced positive support strategies to change behaviour, such as, altering motivation, altering the antecedents and teaching that the challenging behaviour may be OK at certain times.

3 | Emergency Management and Reactive Strategies Within a Nonaversive Framework

When punishment is no longer used to manage behaviour, people ask: "What do we do when the behaviour occurs?" "What do we do in a crisis?" This seminar will provide an overview of emergency management and reactive strategies that might be used as part of a complete support plan. This programme does NOT teach "physical management or restraint strategies" but does teach strategies such as antecedent control, instructional control, active listening, stimulus change, counter-intuitive strategies, to name a few. You will also learn some strategies to recognize and meet the emotional needs of staff.

4 | Assuring Staff Consistency and the Provision of Quality Services: An Introduction to an Effective Quality Improvement & Outcome Evaluation System | Based on the book, *The Periodic Service Review*, this one-day seminar on how to maximize staff consistency in service implementation utilizing effective staff supervision strategies is a logical additional day for everyone who has attended the previous 3 days and is relevant as well for members of the management team.

Getting from Paper to Practice | You and participants from your management team will learn a system of quality management to assure effective and efficient implementation of the information provided in Programmes 1 – 3. In Programmes 1, 2 and 3 you will have learned what to do – after Programme 4, you will have learned how to get it done. Agencies from across the world report that after they have sent their management teams to this seminar they were able to make significant improvements in the quality of services that they provide – "in spite of insufficient resources," "low wages," "lack of staff skills," and "poor staff motivation."

5 | Assessment & Analysis of Severe & Challenging Behaviour: A Longitudinal Training

Using a "learn-by-doing" approach, this competency-based longitudinal training programme teaches professionals how to provide person-centred nonaversive behavioural supports which are effective and improve the focus person's overall quality of life. This advanced, competency-based training practicum is appropriate for psychologists, psychiatrists, behavioural consultants, nurses, resource specialists and other qualified professionals charged with assessing people who exhibit severe and challenging behaviour and with designing support services in schools, residential settings and supported work and other adult day programmes | *Schedule*: Participants must attend Programmes 1 through 4 at the venue of their choice and attend the initial training module to be held in London on 27 – 29 October. The practicum assignments will be described and assigned. Each participant, after completing each assignment, will reconvene 3 additional times for 2 days each time in London for feedback and consultation on the completed assignment. These additional follow-up sessions are mandatory for the completion of the course.

Complete Brochure Available On-line | www.iaba.com | Contact the Kent Autistic Trust by telephone | 01634 405 168 | or visit our web site | www.iaba.com | to obtain a complete descriptive brochure of this course, up to date venue information and maps.

The Institute for Applied Behaviour Analysis®

Co-founded in 1981 by Dr. Gary W. LaVigna and Dr. Thomas J Willis, IABA® provides supported employment, supported living and supported educational services to individuals with challenging behaviour in California. IABA® is committed to providing the most advanced and highest possible quality services in support of people with challenging behaviour. Our goal is to assure the highest quality of life possible for the people we serve by enabling them to live regular lives in natural settings with full, positive and valued community presence and participation.

In addition to the support services provided in the US, IABA® has become an internationally recognized source for training and consultation in the areas of positive, person-centred behavioural support, instructional strategies and total quality assurance systems.

Faculty

Gary W LaVigna, PhD, BCBA is Clinical Director of the Institute for Applied Behaviour Analysis® in Los Angeles, California. He is an internationally recognized authority, consultant and lecturer on establishing nonaversive behavioural support services for people who are responding to their life conditions with severe and challenging behaviour. His work is reported in numerous articles and his coauthored books - *Alternatives to Punishment*, *Progress Without Punishment* and *The Periodic Service Review: A Total Quality Assurance System For Human Services and Education*.

Kevin M Loeb, MS is the senior clinician for IABA's Crisis Intervention Service in Northern California. In this role, he is responsible for training agencies in the implementation of IABA's multielement model and directing immediate crisis intervention services for those agencies' consumers most at risk for hospitalization or restrictive placement. He is a vibrant and charismatic speaker and has been leading training programs on IABA's multielement model and Applied Behavior Analysis in the US, Canada, Australia and the UK.

Jo Mullins, MA is Manager of Behavior Services at IABA in Los Angeles, California. In her 14 years with IABA, she has filled many roles including developing and co-directing IABA's Youth Services which provides support services to children and youth in educational and home settings. Jo is a dynamic and engaging speaker. She has led and been involved in providing training in the use of IABA's multielement model and Applied Behavior Analysis nationally and internationally.

Sponsors:



Kent Autistic Trust
www.kentautistic.com



Adepta
www.adepta.org.uk



The Birmingham Children's Hospital NHS Foundation Trust



Child And Adolescent Mental Health Services




The Hesley Group
www.thehesleygroup.com

High Quality Lifestyles
www.hqls.org.uk



Positive Behaviour Support Consultancy
www.pbsconsultancy.net

Northumberland, Tyne and Wear  NHS Trust

Northumberland, Tyne and Wear NHS Trust,
Behavioural Analysis & Intervention Team (BAIT)

Section of Clinical and Health Psychology, School of Health in
Social Science, University of Edinburgh

Venue Locations and Accommodation:

Edinburgh | Gary W LaVigna, Presenting
South Hall at the Pollock Halls of Residence | University of Edinburgh | 18 Holyrood Park Road | Edinburgh EH16 5AY | free parking, first-come-first-served basis | 0131 651 2189 | www.edinburghfirst.com | Nearby overnight accommodations at the Salisbury Green Hotel | www.salisburygreen.co.uk

Newcastle upon Tyne | Gary W LaVigna, Presenting
Cophorne Hotel Newcastle | The Close, Quayside, Newcastle upon Tyne NE1 3RT | 0191 222 0333 | www.millenniumhotels.com
Special Overnight Accommodation Rates: £125 Bed and Breakfast
Complimentary parking on a first-come-first-served basis

Doncaster | Gary W LaVigna, Presenting
Hesley Hall, Tickhill, Doncaster, South Yorkshire DN11 9HH
01302 866906 | www.thehesleygroup.com | Free on-site parking | a lunch buffet will be hosted by the Hesley Group

Manchester | Gary W LaVigna, Presenting
Hulme Hall | University of Manchester | Oxford Place | Manchester M14 5RR | 0161 275 0206 | www.manchester.ac.uk

Birmingham | Kevin M Loeb and Jo Mullins, Presenting
Holiday Inn | Chapel Lane, Great Barr, Birmingham B43 7BG | 0870 400 9009 | Special Overnight Accommodation Rates: £99 Bed and Breakfast

London | Gary W LaVigna, Presenting
Birkbeck College | Clore Management Centre B-01 | Malet Street | Bloomsbury London WC1E 7HX | www.bbk.ac.uk

Daily Schedule: 8:30 am – 9:00 am | Check-in | 9:00 am – 4:30 pm | Seminar | Lunch is "On Your Own."

Continuing Education for Certified Behaviour Analysts: IABA® is an approved BACB® continuing education provider (ACE Provider number is OP-02-0027). The Behaviour Analyst Certification Board® (BACB®) does not sponsor, approve or endorse IABA®, the materials, information or sessions identified herein.

Who Should Attend?

If you provide support or educational services to individuals who have behaviour challenges associated with an intellectual disability, autism, PDD, brain injury, mental illness or behaviour disorder then this series of seminars is a MUST for you to attend. By attending these seminars you will learn concrete strategies to improve the quality of life of the people you support using only person-centered, positive behavioural strategies.

These Seminars Are for You | Clinical Psychologists | Nurses | Educational Psychologists | Behavioural Consultants | Behavioural Specialists | Special Educators | Clinical Social Workers | Direct Service Staff | Advocates | Group Home Managers and Supervisors | Day Service Providers | Supported Living Service Providers | Supported Employment Service Providers

Complete Program Descriptions

Program 1

Nonaversive Behavioural Support and Basic Principles of Positive Programming

General Description

In this seminar we will provide an overview of a person-centred, multielement model for providing positive behavioural supports and describe in detail the roles that ecology, positive programming and reinforcement play within this model. You are encouraged to participate in Seminar 1 as this seminar builds on that information and a functional behavioural assessment is necessary to implement this model.

Additional Topics Covered

- Rationale for nonaversive, positive behavioural supports
- An introduction to the multielement model for providing nonaversive person-centred behavioural supports
- Environmental/ecological change in support of behaviour change
- Positive programming: Its role in and methods of supporting behaviour change
- Reinforcement/motivational strategies to promote rapid behaviour change

Objectives | Participants will learn:

- Ways in which a person's ecology can be used to achieve behaviour change
- The rationale behind and methods of implementing Functionally Equivalent, Functionally Related and Coping Skills
- To use reinforcement strategies to increase desirable behaviours and to reduce challenging behaviours
- How to use reinforcement to reduce but not eliminate certain challenging behaviours through stimulus control

Program 2

Comprehensive Functional Assessment and Advanced Support Strategies

General Description

In this seminar we will provide in-depth training in behavioural assessment, functional analysis of behaviour and how to use this information to develop positive, person-centred, behavioural support plans.

Topics Covered

- An introduction to the multielement model for providing nonaversive person-centred behavioural supports
- Comprehensive Functional Assessment
 - Purpose(s) of behavioural assessment
 - Levels of behavioural assessment
 - Methods used to conduct a behavioural assessment
 - Overview of the Behaviour Assessment Guide
 - Functional analysis of behaviour
 - Ecological analysis
 - Mediator analysis
 - Motivational analysis
- Advanced focused support strategies

Objectives | Participants will learn:

- The 4 major areas of the multielement model
- The differences between proactive and reactive strategies
- How to define behaviour using the following characteristics: topography, cycle, course, strength
- To describe 5 components of an Antecedent Analysis
- To identify 3 major purposes of the Mediator Analysis
- To describe 4 categories of the Ecological Analysis
- To describe 3 methods to determine potential reinforcers
- Methods to ensure behaviour changes are long lasting and improve the person's quality of life
- How to create behavioural intervention programs that promote community inclusion
- Methods for the management of severe aggressive and self-injurious behaviour

Program 3

Emergency Management and Reactive Strategies Within a Nonaversive Framework

General Description

When punishment is no longer used to manage behaviour, people ask "What do we do when the behaviour occurs?" "What do we do in a crisis?" This seminar will provide an overview of emergency management and reactive strategies that might be used as part of a complete support plan.

Topics Covered

- The context of emergency management: A good support plan is more than just reacting to the problem.

- Antecedent control: A description of strategies for preventing crises.
- How to react when a problem arises:
- Proximity strategies
- Instructional strategies
- Facilitative / problem solving strategies
- Stimulus change strategies
- Counter-intuitive strategies
- Natural consequences
- Ignoring: Uses/Abuses/Guidelines
- Capitulation: When is it OK to "give in?"
- Interpositioning or geographical containment: How to use the physical environment to prevent injury.
- Self control issues and strategies for staff

Objectives | Participants will learn:

- Effective strategies to avoid staff and consumer injuries, even with the most aggressive and challenging behaviour
- Techniques to avoid situations where challenging behaviour can become dangerous
- Nonaversive strategies to regain control over emergency situations without having to resort to physical management

Program 4

Assuring Staff Consistency and the Assurance of Quality Services

General Description

Based on the book, *The Periodic Service Review (PSR)*, this one-day seminar on how to maximize staff consistency in service implementation utilizing effective staff supervision strategies is a logical additional day for all consultants, program managers and supervisors.

Rationale and Description of Topics Covered

Most human service managers have been promoted to their positions without receiving the proper training necessary to mobilize staff toward the achievement of agency goals and objectives. This one-day workshop will tell the session participants how they can improve their management skills and take advantage of their agency's potential to provide consistent, quality services, in spite of insufficient resources, low wages, lack of staff skills, and poor staff motivation.

The PSR is a total quality assurance system that translates the principles of effective management into concrete policies and procedures. Guidelines are provided on how to introduce a monitoring and feedback system in such a way that it is acceptable to staff.

The PSR has evolved from over a decade of work at IABA®. The system incorporates the principles

and procedures of both Organisational Behaviour Management and Total Quality Management. It is a concrete and practical management system adaptable to any human service or educational setting. Applications and results will be presented for supported living, supported employment and a classroom settings.

Objectives | Participants will learn:

- Operationally define expectations for staff
- Individualize and implement the PSR
- Introduce a performance monitoring system that is acceptable to staff
- Design and implement a proven system of staff training
- Individualize and implement the Procedural Reliability System (a system to ensure service integrity)
- Produce sweeping improvements in service quality

Program 5

Assessment and Analysis of Severe and Challenging Behaviour: A Longitudinal Training Program

Beginning 27, 28 and 29 October 2008

plus three additional two-day follow-up modules will be scheduled with the participants. Follow-up modules will be based in London.

Objectives

1. To train participants to provide sophisticated and professional levels of assessment services including the design of comprehensive, state-of-the-art, multielement support plans designed to produce valued outcomes in cost effective ways.
2. To train participants in effective strategies to assure staff consistency and total quality in service provision.
3. To provide a written set of materials, forms, and procedures for the smooth administration and provision of behavioural services.
4. Each participant will design and implement a comprehensive multielement support plan that is based on a thorough behavioural assessment and functional analysis of behaviour for a focus person of their choice.

Significance and Outcome

Many education or service settings are unable to provide support to those individuals who require sophisticated behavioural service plans to resolve their severe and challenging behaviour and to improve their quality of life. This training institute is designed to train competent consultants that will enable their home agencies to serve people they may currently be unable to serve.

The availability of a trained professional may mean the prevention of placement in a more restrictive setting, may eliminate the need for aversive procedures, or may allow

the placement of an individual in a less restrictive setting. At the very least, the availability of a consultant trained through this program may mean that a person's needs are better met through the use of positive programming based on a thorough functional analysis of behaviour.

Program Design

This training institute is designed to be an intensive hands-on experience. Training activities will include supervised, field based practicum assignments, feedback sessions, lectures, reading and writing assignments, and practice exercises. Distributed practice with feedback and follow-up activities are specifically included in the design to ensure generalization to the participants' home agency.

The following topics are addressed through lectures, required readings and guided practicum:

- A rationale for providing nonaversive behavioural services
- Advanced behavioural assessment and functional analysis
- Life style supports for behaviour change
- Positive programming for durable results
- Focused nonaversive reactive strategies for rapid resolution
- Advanced principles for the design of everyday positive feedback systems
- Behaviour support strategies for people with severe and challenging behaviours
- Emergency management and reactive strategies within a nonaversive framework
- Peers as agents of support
- Limitations of the nonaversive model
- Identification of positive reinforcers
- Assuring staff consistency in service provision and providing quality services
- Behavioural technology in support of values

The following is the outline of the Comprehensive Functional Assessment Report and Recommended Support Plan that will be used by the participants in writing their reports.

Comprehensive Functional Assessment and Recommended Support Plan Outline

- I. Identifying Information
- II. Reasons for Referral
 - A. Source of Referral
 - B. Key Social Agents
- III. Data Source
- IV. Description of Services
- V. Background Information
- VI. Functional Analysis
 - A. Description of Problems

- B. History of Problems
 - C. Antecedent Events
 - D. Consequence Events
 - E. Ecological Analysis
 - F. Impressions and Analysis of Meaning
- VII. Motivational Analysis
 - VIII. Mediator Analysis
 - IX. Recommended Support Plan
 - A. Long Range Goals
 - B. Short-Term Objectives
 - C. Evaluation of Services
 - D. Support strategies
 1. Life Style Supports
 2. Positive Programming
 3. Focused Strategies
 4. Reactive Strategies
 - E. Staff Development
 - X. Comments and Recommendations

Required Readings

1. *Alternatives to Punishment*
2. *Progress Without Punishment*
3. *The Periodic Service Review*
4. *The Behaviour Assessment Guide*
5. Monograph: *The Role of Positive Programming in Behavioural Treatment*
6. IABA's *Forms and Procedures Manual*
7. *Positive Practices* (all issues)
8. Monograph: *Episodic Severity*

Longitudinal Training Schedule

Module 1 | 4 days

Positive Practices in Behavioural Support

This 4 day program is pre-requisite to participating in the Longitudinal Training on Assessment and Analysis of Severe and Challenging Behaviour. You may attend at the venue of your choice.

Module 2 | 3 days

Assessment and Analysis of Severe and Challenging Behaviour | 27 – 29 October 2008

Additional lectures on assessment and focused support are presented. The field assignment is discussed and outlined. Each participant will choose a focus person from their agency or school to design and implement a comprehensive behavioural support plan.

Inter-Module Interval | Approx. 6 to 8 weeks

Participants will select a focus person, conduct a comprehensive functional assessment. A Comprehensive Functional Assessment Report, based on the outline provided, will be written and submitted to the faculty on a designated date.

Module 3 | 3 days

Participants will meet together at a designated venue to receive both verbal and written feedback on their report from the faculty. Dates and venues will be decided during Module 2.

Inter-Module Interval | Approx. 2 to 3 weeks

Participants will write a Recommended Support Plan. This report will be submitted to the faculty on a designated date.

Module 4 | 3 days

Participants will meet together at a designated venue to receive both verbal and written feedback on their report from the faculty. Dates and venues will be decided during Module 2.

Inter-Module Interval | Approx. 10 to 16 weeks

Participants will implement the Recommended Support Plan and design a Periodic Service Review (PSR) to monitor implementation. The Comprehensive Functional Assessment and Recommended Support Plan report is revised and a final report will be written that summarizes the implementation and PSR data. This report will be submitted to the faculty on a designated date.

Module 5 | 3 days

Participants will meet together at a designated venue to receive both verbal and written feedback on their report from the faculty. Dates and venues will be decided during Module 2.

Conference Start Times

Registration is from 8:30 AM and 9:00 AM each morning. The program will begin promptly at 9:00 AM each morning and end at 4:30 PM each day.

Registration Fees

Before 01 September 2008

Programs 1 – 4: £500.00 per person
Daily Rate: £150.00 per person
Inclusive of lecture notes and refreshment breaks.
Lunch is "on your own."

Programs 1 – 5: £2,100.00 per person
Inclusive of tuition, materials, lecture notes and refreshment breaks. Lunch is "on your own."

Registration Fees

After 01 September 2008

Programs 1 – 4: £600.00 per person
Daily Rate: £175.00 per person
Inclusive of lecture notes and refreshment breaks.
Lunch is "on your own."

Programs 1 – 5: £2,300.00 per person
Inclusive of tuition, materials, lecture notes and refreshment breaks. Lunch is "on your own."

Cancellation Policy

If you are unable to attend the training as scheduled, you may send a substitute. Have them print their name and address on your admission ticket and present it at registration. Written cancellations postmarked by 15 September 2008 are eligible for a refund of 75% of fees paid. Written cancellations postmarked after 15 September 2008 will receive, upon request, a certificate good for any equivalent IABA sponsored training session. "NO SHOWS" are liable for the entire registration fee.

Continuing Education

Behaviour Analysts: IABA® is an approved BACB® continuing education provider (ACE Provider number is OP-02-0027). The Behaviour Analyst Certification Board® (BACB®) does not sponsor, approve or endorse IABA®, the materials, information or sessions identified herein.

University Credit

Participants successfully completing Program 5 may apply for University credit from Missouri State University (USA).

Payment Methods

Cheque:

Make cheques payable to IABA and post or fax to:

Institute for Applied Behaviour Analysis c/o Kent Autistic Trust

14 High Street
Brompton
Gillingham
Kent
ME7 5AE
Tel: 01634 405168
Fax: 01634 811282

All cheques are banked by IABA in the US. Sorry BACS can not be accepted. IABA can accept wire transfers, contact John Marshall, jmarshall@iaba.com for details.

Questions?

**Call Irene Murphy on (01634) 405168 or e-mail
John Marshall at jmarshall@iaba.com**

UK Registration Form | 2008

Agency _____

Address _____

Town _____ County _____ Post code _____

Telephone _____ *Fax _____

*E-mail _____

CONFIRMATIONS WILL BE E-MAILED OR FAXED

Names of people attending:

1. _____	[1]	[2]	[3]	[4]	[5]	£ _____
2. _____	[1]	[2]	[3]	[4]	[5]	£ _____
3. _____	[1]	[2]	[3]	[4]	[5]	£ _____
4. _____	[1]	[2]	[3]	[4]	[5]	£ _____
5. _____	[1]	[2]	[3]	[4]	[5]	£ _____
TOTAL						£ _____

Select Venue for Programmes 1 – 4

Presented by Gary LaVigna

Edinburgh | 23 – 26 September 2008

Newcastle-upon-Tyne | 29 September – 02 October 2008

Doncaster | 07 – 10 October 2008

Manchester | 14 – 17 October 2008

London | 21 – 24 October 2008

Presented by Kevin Loeb and Jo Mullins

Birmingham | 21 – 24 October 2008

Programme 5

London | 27 – 29 October 2008 PLUS 3 additional 2 day follow-up sessions (scheduled during the 27 - 29 October meeting)

Registration Fees

Before 01 September 2008 | Programmes 1 – 4: £500.00 | Daily Rate: £150.00 | Programmes 1 – 5: £2,100.00

AFTER 01 September 2008 | Programmes 1 – 4: £600.00 | Daily Rate: £175.00 | Programmes 1 – 5: £2,300.00

Fees for Programmes 1 – 4 are per person and inclusive of lecture notes and refreshment breaks. Lunch is "on your own." Programme 5 fees are per person and include admission to Programmes 1 – 4 (at the venue of your choice), tuition, textbooks, materials and refreshment breaks. Lunch is "on your own."

visit www.iaba.com to download a complete brochure

Post or Fax Completed Registration Forms to: IABA | c/o The Kent Autistic Trust | 14 High Street, Brompton, Gillingham, Kent ME7 5AE | Telephone: 01634 405168 | Fax: 01634 811282 | Register on-line at www.iaba.com (go to the Training Section) | Make Cheques and Purchase Orders Payable to IABA.

Questions? E-mail John Marshall | jmarshall@iaba.com

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